

GENDER DIFFERENCES IN SOCIAL INFORMATION PROCESSING AT WORK

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SUMMARY

Recently, women have made great strides in the workforce, yet, they remain largely underrepresented in top leadership positions. Gender differences in behavior are one of the explanations for this women's leadership gap. In general, gender differences in behavior reflect a tendency for women to behave in more communal ways than men (e.g., nurturing, sensitive, friendly and caring) and, to a smaller extent, less agentic (e.g., dominant, ambitious, independent, and task-focused) ways than men (e.g., Carli, 1989). Although this strategy is good for encouraging collaboration and positive relationships among their coworkers, it does not necessarily display women's ability to be a confident and powerful leader. In order to fully understand why these gender differences in behavior at work occur, it is important to understand the gender differences in the psychological processes that precede the behavior. In an effort to fill this gap, this study asked participants about their own interactions at work and utilized vignettes in order to examine gender differences in various social information processes, and the role they may play a role in the women's leadership gap.

The results suggested that stereotypical gender differences do exist in certain social information processes, but that these differences are dependent on the situation such that certain situations elicit stereotypical gender differences more than others. Specifically, a situation in which there was a conflict between behaving agentially and behaving communally but in which advancement opportunities were not directly addressed led to the most gender stereotypical social information processing. Namely, in this situation, women were less likely to set agentic goals, evaluated communal behaviors

as more helpful for maintaining relationships, and were more likely to indicate that they would behave communally than men. Conversely, in a situation in which advancement opportunities were explicitly addressed, gender stereotypical social information processing was attenuated, and in fact, women tended to process the situation in a more agentic manner than men.

Most notably, the one consistent finding across all situations was that men evaluated agentic behaviors as more helpful for maintaining relationships than women, and this gender difference mediated the relationship between gender and managerial level. This result provides initial evidence that gender differences in social information processing may play a role in the women's leadership gap.

CHAPTER 1. INTRODUCTION

Traditionally, top leadership positions in the United States and around the world have been occupied by males (Weyer, 2007), and although women's roles in the workplace have increased, women are still extremely underrepresented at the highest levels of leadership (Hoyt, 2013). The barriers that have been attributed to cause the disparity in the number of female and male leaders range from issues with organizational structure and corporate practices (e.g., organizational policies and differences in promotional, developmental or mentoring opportunities) to behavioral and cultural causes (e.g., biases against women and gender differences in behavior) (e.g., Acker, 1990; Eagly, 1987; Oakley, 2000; Weyer, 2007).

Recently, the idea that women may behave in ways that hinder their own progression has received increased attention with the release of popular press such as *It's Not a Glass Ceiling, It's A Sticky Floor: Free Yourself From the Hidden Behaviors Sabotaging Your Career Success* (Schambough, 2008), *Nice Girls Don't Get the Corner Office: 101 Unconscious Mistakes Women Make That Sabotage Their Careers* (Frankel, 2004), and *Lean In: Women, Work, and the Will to Lead* (Sandberg, 2013). Though these books do not argue that behavioral differences are the only reason for women's underrepresentation, they do imply that women behave differently than men in ways that may impede their opportunities to become leaders. In line with this idea, research on gender differences at work shows that women tend to behave in more communal ways than men (e.g., Eagly, 1987; Eagly & Johannesen-Schmidt, 2001; Eagly, Johannesen-Schmidt, & van Engen, 2003; Tannen, 2001).

The bulk of prior research on gender differences at work has focused on gender differences in *behaviors*. Behavior, however, is merely the outcome of both psychological and situational factors (Cronbach, 1957; Hattrup & Jackson, 1996; Weiss & Adler, 1984). Specifically, situational cues are filtered through subjective psychological processes, which ultimately lead to behavior (Mischel, 1977; Murray, 1938; Sherman, Nave, & Funder, 2013). Thus, in order to fully comprehend gender differences in behaviors at work, it is also important to understand the gender differences in psychological processes that *precede* the behavior. Understanding gender differences in psychological processes will not only allow for a more complete understanding of the factors relevant to the women's leadership gap, but will also allow for more accurate predictions of when gender differences in behavior at work are likely to occur. Although prior research has begun to examine and explain why gender differences in behavior exist, it has largely neglected to explore the critical idea of gender differences in social information processing at work. In an effort to fill this gap, this study examines gender differences in the way in which individuals process social information at work.

1.1 Women in Today's Workforce

Throughout history, leadership in the corporate, political, and military sectors of society has been predominantly male (Eagly & Karau, 2002). However, with the help of feminist movements, legislative reform, and political lobbying, women's role in the workplace has grown dramatically in recent decades (Barreto, Ryan, & Schmitt, 2009). For example, in the 1980s, women made up 42% of the workforce and only 26% of personnel in managerial positions (Powell & Graves, 2003), whereas currently, women make up 46.8% of the workforce and 51.4% of professional and managerial positions

(Catalyst, 2014a). Women are also more educated than ever before. Despite only making up about 51% of the United States population, women earn almost 60% of undergraduate and Master's degrees (Warner, 2014).

Although women have made substantial progress in the workforce, they are far from having achieved equality. Specifically, they still remain largely underrepresented in the most elite leadership positions, a phenomenon referred to here as the "women's leadership gap." For instance, among Fortune 500 companies, women make up only 16.9% of corporate board members (Catalyst, 2014b) and a mere 4.8% of CEO positions (Catalyst, 2014c). Furthermore, when women do reach executive positions, they still have less authority than men. For example, Lyness and Thompson (1997) found that female executives manage fewer subordinates, have fewer stock options, and possess less internal mobility than their male counterparts, even when matched on other variables such as job type, performance, and pay level. Thus, it does not appear as if it will only be a matter of time before the women's leadership gap will go away (Powell & Graves, 2003).

There are many explanations in the literature for why the women's leadership gap continues to persist (Oakley, 2000). These explanations include issues associated with informal corporate practices, organizational policies, promotional and developmental opportunities, organizational culture, and stereotypes/prejudices. One particularly controversial and not widely studied, yet potentially very influential, category of explanations for the women's leadership gap is gender differences. The remainder of this manuscript focuses on gender differences that are relevant to the women's leadership gap. The purpose, however, is not to argue that gender differences are the sole, or even

the primary, cause of the gap, but rather to better understand (a) what gender differences in various social information processes and subsequent behavior exist, and (b) what role they may play in the gender disparity in leadership. If gender differences in social information processes do exist then not only is it possible that these processes play a direct and substantial role in the women's leadership gap, but they also may perpetuate the biases and stereotypes, which also influence the gender disparity in upper level leadership. Thus, understanding gender differences in social information processes will not only increase our understanding of individual differences in situational processing more broadly, but it will also inform our understanding of a long-standing and pervasive social issue, even if these gender differences are not the sole or primary cause of the gap.

1.2 Gender Differences in Behavior as a Cause of the Women's Leadership Gap

Within societal cultures, there are “shared beliefs about the psychological traits that are characteristic of each sex” (Powell & Graves, 2003, p. 37), called gender stereotypes. In general, males are stereotyped to be more agentic, which is denoted as having an achievement orientation, possessing the desire to take charge, and being rational (Bakan, 1966; Heilman, 2012). As such, men are thought to be more ambitious, independent, dominant, task-focused, and logical than women (Heilman, 2012; Williams & Best, 1990). Conversely, females are stereotyped to be more communal, which denotes a concern for others, a need for affiliation, emotional sensitivity and deference (Bakan, 1966; Heilman, 2012). As such, women are thought to be more caring, sensitive to others' feelings, obedient, friendly, intuitive, and perceptive than males (Heilman, 2012; Williams & Best, 1990).

To a certain extent, research on gender differences suggests that women and men tend to conform to their stereotypes, such that women tend to behave more communally and less agentically than men. Women tend to be higher in communal traits such as negative affect, submissiveness, nurturance, and openness to feelings (Costa, Terracciano, & McCrae, 2001). They also tend to be lower in agentic traits such as risk-taking and competitiveness than men (Croson & Gneezy, 2009). Many gender differences, however, only become apparent in social settings (Maccoby, 1990). Given that interaction with others is usually an important part of work, it is not surprising that the differences between men and women are reflected in their behavior at work (Carli, 1989; Carli & Bukatko, 2000; Eagly & Carli, 2007; Eagly, Wood, & Diekman, 2000; Tannen, 2001).

1.2.1 Gender Differences at Work

One traditional explanation of the women's leadership gap based on gender differences at work is that women are simply not motivated to attain top leadership positions, thus they "opt out" of leadership opportunities. However, evidence shows that women and men in similar positions report similar ambitions to occupy elite leadership positions and report equal levels of commitment to their career (Barreto, Ryan, & Schmitt, 2009; Cassirer & Redskin, 2000; Catalyst, 2004; Eagly & Carli, 2007). For example, a study conducted by Catalyst in 2004 found that 55% of women (compared to a nearly equivalent 57% of men) want to occupy a CEO or equivalent position within an organization. Thus, the evidence suggests that women do not "opt out" due to a lack of ambition.

Another traditional explanation is that men and women have different leadership styles and that the male leadership style is more effective because men are believed to be inherently more authoritative. There are indeed small differences in women's and men's leadership styles such that some of women's leadership behaviors are tinged with communal qualities (Eagly & Carli, 2007). Specifically, the leadership styles of women tend to be more sensitive to the thoughts and feelings of their subordinates, and emphasize developing trusting relationships with them (Eagly & Johnson, 1990; Eagly et al., 2003). These gender differences, however, do not imply that women are inherently worse leaders than men. For example, a meta-analysis conducted by Eagly, Karau, and Makhijani (1995) found that male leaders only displayed higher levels of effectiveness in military situations, and that women were just as effective leaders in business and more effective in educational and government organizations. In a *Harvard Business Review* article, Rosner (1990) went so far as to argue that women who are successful leaders "are succeeding because of – not in spite of – certain characteristics generally considered to be 'feminine'" (p. 4).

Although the evidence does not suggest that gender differences in leadership aspirations or behaviors can explain the leadership gap, gender differences in behavior *before* women become leaders may not necessarily be congruent with their leadership aspirations and may negatively impact women's rise to leadership. For instance, the conversation rituals of females tend to be designed to make others feel more comfortable, rather than self-promotional, whereas men are generally less responsive to others and display more authority and assertiveness than women (Carli & Bukatko, 2000). As such, women's interaction style tends to emphasize maintaining good relationships, whereas

men's interaction style tends to be consistent with their agentic stereotype in that they are authoritative and assertive, which may help them ascend up the organizational ranks.

That being said, when in the same occupation, gender differences in agentic behaviors of men and women tend to be very small or nonexistent, but communal differences remain (Eagly & Steffen, 1984; Moskowitz, Suh, & Desaulniers, 1994). For example, Hall, Irish, Roter, Ehrlich, and Miller (1994) videotaped physician-patient interaction and found that female physicians demonstrate more communal behaviors than male physicians, but males do not demonstrate more agentic behaviors. For instance, female physicians talked and smiled more, made more positive and partnership statements, and asked more questions than male physicians, but male and female physicians provided an equal amount of medical information and used an equal amount of technical language. Additionally, Moskowitz and colleagues (1994) found that agentic behavior is primarily influenced by the relative status of the individual (i.e. whether they are in a supervisory or subordinate position) and does not differ between men and women of the same status. Specifically, both genders behave more agentially when in higher level positions and less agentially when in lower level positions. They also found, however, that women behave more communally regardless of their relative status.

Even small gender differences such as these can have a large impact when considering the breadth of their impact extends to the entire workforce over a long period of time (Eagly & Wood, 2011; Eagly et al., 2000). Specifically, women's behavior may be more beneficial for developing and maintaining work relationships and less beneficial for moving up the organizational hierarchy than men's, which may help explain the women's leadership gap. It is important for both theory and practice, however, to not

only understand *what* the differences are between men and women's behavior at work, but also *why* they differ. From a theoretical perspective, understanding why the gender differences exist can help predict the conditions under which gender differences are likely to emerge. From a more practical perspective, understanding why they exist provides guidance on what steps can be taken that would attenuate the effects that gender differences at work can have on the women's leadership gap.

1.3 Social Role Theory

Social role theory is a particularly well studied and developed perspective that explains gender differences in behavior. According to this theory, gender differences in behavior are believed to be a result of the expectations regarding the typical characteristics associated with the roles commonly held by males and females (Eagly, 1987; Eagly, et al., 2000). These shared expectations regarding individuals' behavior on the basis of their sex are called gender roles (Eagly et al., 2000). Women and men adjust to their gender roles by acquiring certain skills and resources and by adjusting their social behavior in an effort to meet the societal expectations of their gender (Wood, Christensen, Hebl, & Rothgerber, 1997).

According to social role theory, the difference between men's and women's gender roles reflects both (a) the division of labor, and (b) the status hierarchy within the society. With regard to the division of labor in the United States and many other countries, women have traditionally performed more domestic work, while men spend more hours in paid employment (Eagly et al., 2000). As a result of this traditional division of men and women into these types of roles, people have stereotypical perceptions that associate women with the domestic role and men with the provider role.

In general, individuals in domestic roles tend to be regarded as more communal and less agentic than individuals in provider roles. Furthermore, social roles occupied by men tend to be higher in status hierarchies than those occupied by women, and individuals in high status roles are believed to display more agentic qualities that are directly relevant to successful task performance than individuals in low status roles (Eagly et al., 2000). Furthermore, attempts from lower status individuals to gain influence are often perceived as illegitimate in the absence of communal behavior regardless of gender (Eagly et al., 2000). Consequently, as a result of their stereotypical lower status, people tend to expect women to be more communal and less agentic than men, while they expect men to be more agentic and less communal than women (Eagly et al., 2000).

These expectations act as a normative influence that guides individuals to behave in a way that is consistent with their gender role. A normative influence refers to the power that people's expectations have on individual behavior because of people's tendency to engage in behavior that is approved by significant others. Specifically, social role theory posits that there are two processes through which this normative influence occurs: (1) expectancy confirmation processes in which the individual must weigh the costs and benefits associated with others' reactions for behaving in a way that is inconsistent or consistent with their gender role and (2) self-regulatory processes in which gender roles influence the individual's sense of self (i.e., their gender identity). Both of these processes are presumed to operate at an implicit, automatic level (Eagly et al., 2000). As such, according to social role theory, gender differences can arise from nonconscious processes, in the absence of any inborn differences between men and women (Eagly et al., 2000). The view that gender differences are rooted in societal gender

roles, however, implies that gender differences could change as societal structures and norms change (Eagly et al., 2000). Given that women are receiving higher-level educations than in the past and are increasing their numbers in paid employment, this should result in decreased acceptance of traditional gender roles. Indeed, over time, women's self-conceptions are becoming increasingly agentic (Spence & Buckner, 2000). Traditional gender roles, however, are far from eliminated and still influence gender differences in behavior, especially as they pertain to communal behaviors among women.

Expectancy confirmation processes are socialization processes in which behavior is influenced via the communication of expectations through verbal and nonverbal behavior (Eagly et al., 2000). When a gender role is activated in the perceiver's mind as a result of an individual's attributes and the situational cues, they react to the individual's behavior on the basis of these expectancies. Namely, they will unknowingly punish the individual for not conforming to their gender role or reward them for conformity. When individuals weigh the costs and benefits of behaving in a certain way, they would hesitate to behave in a way that is inconsistent with their gender role unless the benefits would outweigh the negative reactions associated with doing so (Eagly et al., 2000). As a result, women would be more likely to behave communally, and men would be more likely to behave agentially.

Self-regulatory processes are the processes postulated to play a role in gender differences in behavior because individuals form gender identities based on the gender role associated with their biological sex (Eagly et al., 2000). That is to say, an individual internalizes their societal gender roles so much so that they become a part of their sense of self. A person's gender identity does not necessarily include all of the attributes

associated with their gender, but the individual generally accepts a portion of them. To the extent that gender norms are relevant to a person's self-concept, they are more likely to engage in behaviors congruent with their gender role (Taylor & Hall, 1982).

Although their gender identity will not be activated in all situations, certain situational cues can activate various aspects of their gender identity. Insofar as their gender identity is activated, it acts as an important influence on their behavior (Eagly et al., 2000). As such, the influence of gender roles can be attenuated through the presence of other roles. Thus, on the surface, this theory would imply that men and women who occupy the same work roles are likely to engage in similar agentic and communal behaviors (Moskowitz et al., 1994). This can account for why there are no, or only very small, differences in the agentic behaviors of men and women in the same occupational role (Eagly & Steffen, 1984; Moskowitz et al., 1994). As stated previously, however, even when men and women are in the same occupational role, some differences in behavior exist, particularly in communal behavior. Social role theorists posit that this occurs because there is room for variation in behavioral style within occupational roles. Therefore, gender roles may "spill over" to one's workplace role. As such, gender roles influence the discretionary behaviors that are not necessarily required by the occupational role. Thus, gender roles are still important, even if their influence is secondary in work settings in which the occupational roles are the primary influence (Eagly et al., 2000).

Social role theory is enlightening because it can, at least to some extent, explain why gender differences would exist in some situations, but not in others. Although it begins to explain the mechanisms by which differences in behavior arise in individual interpersonal situations at work, it does not fully outline how societal gender roles may

influence the psychological processing that directly precedes the behavior. Thus, in an effort to fill this gap, the proposed study builds off of social role theory and examines the extent to which gender roles may lead to gender differences in social information processing and ultimately behavior at work in a way that may perpetuate the women's leadership gap.

1.4 Current Study

Psychologists recognize that behavior is a function of both situational and individual psychological variables (Cronbach, 1957; Hatrup & Jackson, 1996; Weiss & Adler, 1984). Individuals utilize cues in their environment to determine the appropriateness of a given behavior, but the objective situational cues must be psychologically processed by the individual (Mischel, 1977). Therefore, every situation is filtered through subjective information processes (Mischel, 1977; Murray, 1938; Sherman et al., 2013), and the resulting subjective situational perceptions guide behavior (Mischel & Shoda, 1999; Rauthman, 2012). As such, behavior within organizations is not only a reflection of formal task requirements, but also employees' individual differences. Specifically, individuals' identities have the potential to guide them to interpret ambiguous stimuli in a particular way, direct their attention toward or away from particular cues, make certain information easier to retrieve from memory, and enter into their choice of behavioral response options (Rogers, 1981).

Assuming that men and women develop gender identities, it is possible that gender is an important individual difference characteristic that influences situational processing and perceptions. Furthermore, their gender identities may lead them to be implicitly motivated to process situations in different ways that are not necessarily

congruent with their explicit motives to become top-level leaders. For example, women have been found to be higher than men in their implicit need for affiliation, a stereotypically feminine communal need (Pang & Schultheiss, 2005; Schultheiss & Brunstein, 2001). Men, however, have not been found to have higher implicit need for power, a stereotypically masculine agentic motive, than women (Pang & Schultheiss, 2005; Schultheiss & Brunstein, 2001). Thus, although both women and men may have equivalent implicit and explicit desires for leadership, women may be more implicitly motivated to process social situations with a more communal orientation than men.

1.4.1 Social Information Processing

The social information processing (SIP) approach outlines the steps involved in processing information in social situations (Crick & Dodge, 1994; Lord, 1985; Salancik & Pfeffer, 1978). For example, according to a detailed model of social information processing developed by Crick & Dodge (1994), the steps involved in social information processing include “(1) encoding of external and internal cues, (2) interpretation and mental representation of those cues, (3) clarification or selection of a goal, (4) response access or construction, (5) response decision, and (6) behavioral enactment” (p. 76).

The first step, encoding of situational cues is the process by which the external and internal stimuli are translated to symbolic code that is able to be stored in long-term memory (Crick & Dodge, 1994; Lord, 1985). The second step, interpretation, involves developing, analyzing, and making inferences about a filtered mental representation of the cues (Crick & Dodge, 1994). The third step, goal clarification, involves the perceiver deciding on a goal or outcome for the situation (Crick & Dodge, 1994). The goals regulate arousal such that they orient the perceiver to producing desired outcomes. The

fourth step, response access or construction, involves accessing possible response options to the situation from their memory or constructing new response behaviors. The fifth step, response decision, involves evaluating the possible response options, and selecting the best response. During this process, perceivers evaluate each possible response based on the expected outcome of the response, their self-efficacy beliefs regarding their ability to enact the response, and their assessment of the appropriateness of the response (Crick & Dodge, 1994). Finally, the behavioral enactment process involves executing the chosen behavior (Crick & Dodge, 1994).

Most of the research on gender differences relevant to the women's leadership gap, such as those discussed previously, has focused on this last step of the social information processing model - behavioral enactment. Gender differences that affect the leadership gap, however, likely exist throughout the *entire social information process*. The following section develops the proposed hypotheses regarding gender differences in four of the processes involved in social information processing: situational interpretation, goal clarification, response evaluation, and response selection/behavior. These four processes were chosen because they represent broad social information processes that span nearly the entire social information process.

1.4.2 Gender Differences in Situational Interpretation

If men's and women's gender identities are activated in a given situation, they may perceive work situations differently based on their gender. Indeed, there is evidence that women interpret situations as more conducive to communal goals while men may interpret situations as more conducive to agentic goals. In a study utilizing undergraduate participants, for instance, Sherman and colleagues (2013) found that men have a tendency

to interpret situations as involving issues of “getting ahead” (e.g., potential for blame, sabotage or undermining), while women interpret situations as involving issues associated with “getting along” (e.g., evoking warmth and compassion, needing support of others). It is possible, however, that men’s tendency to interpret situations as involving issues of “getting ahead” would not extend into work situations since agentic differences tend to be smaller at work (e.g., Moskowitz et al., 1994). Therefore, while it is probable that women are more likely to interpret work situations as conducive to “getting along” than men, it is unclear whether men are more likely to interpret work situations as conducive to “getting ahead” than women.

Hypothesis 1: Women are more likely than men to interpret situations at work as conducive to maintaining relationships (i.e., as “communal”).

Research Question 1: Are men more likely than women to interpret situations at work as conducive to getting ahead (i.e., as “agentic”)?

1.4.3 Gender Differences in Goal Clarification

Perceivers may have certain goal tendencies that they bring to social situations that will guide their construction and clarification of specific goals in response to the immediate stimuli (Crick & Dodge, 1994). Gender may be an individual difference that influences these tendencies. For instance, men and women may differ in the extent to which they value certain relational versus task achievements at work based on their gender. For example, Elizure (1994) found that women tend to value the people aspects of work, such as their coworkers and interactions with others, more than men, whereas men value responsibility, independence, and influence more than women. Consequently,

the goals that men and women set in work situations may focus on the aspects of work that they value most. For example, a woman might set a goal to ensure everyone is getting along in order to continue to have positive interactions with her coworkers, whereas a man might set a goal to convince someone else of his opinion in an effort to gain more influence. Therefore, it is probable that women are more likely than men to set communal goals that focus on managing and achieving relationships, but, because of the tendency for agentic gender differences to be smaller than communal gender differences at work, it is unclear if men are more likely than women to set agentic goals at work that increase their status and power.

Hypothesis 2: Women are more likely than men to set communal goals that focus on managing and maintaining relationships in situations at work.

Research Question 2: Are men more likely than women to set agentic goals that focus on increasing their status and power in situations at work?

1.4.4 Gender Differences in Response Evaluation

Men and women may also differ in their response evaluation. In particular, an individual is more likely to positively evaluate response options that are congruent with their gender identity because these options would allow them to behave in ways that are more consistent with their sense of self. Furthermore, men and women will likely more positively evaluate response options that are consistent with their gender roles based on the reactions they can expect to their

behavior from others around them. Specifically, based on expectancy confirmation processes, others are more likely to positively evaluate the behavior that is consistent with the individual's gender role and more likely to negatively evaluate behavior that is inconsistent with the individual's gender role (Eagly et al., 2000). Given that female gender roles dictate communal behavior and male gender roles dictate agentic behavior, women are likely to evaluate communal response options more positively than men. Conversely, men may be more likely to evaluate agentic response options more positively than women, but once again this is left as a research question.

Hypothesis 3: Women are more likely than men to positively evaluate communal response options in situations at work.

Research Question 3: Are men more likely than women to positively evaluate agentic response options in situations at work?

1.4.5 Gender Differences in Behavior

Based on the response assessments, the individual ultimately decides on and enacts a behavioral response. Thus, if women are more likely to positively evaluate communal response options and men are more likely to positively evaluate agentic response options, then women may be more likely to behave communally and men may be more likely to behave agentially at work. This is evidenced by Carli's (1989) finding that men exhibit a higher percentage of task-related behavior while women exhibit a higher percentage of positive social behavior in task-oriented situations. As stated previously, however, studies on gender differences at work consistently show more

communal gender differences than agentic gender differences (e.g., Eagly & Steffen, 1984; Konrad, Ritchie, Lieb, & Corrigan, 2000; Moskowitz et al., 1994). Therefore, it is expected that women are more likely than men to behave in communal ways, but no formal hypothesis is made regarding agentic behavior differences, and instead, it is presented as a research question.

Hypothesis 4: Women are more likely than men to state that they would engage in communal behaviors in situations at work.

Research Question 4: Are men more likely than women to state that they would engage in agentic behaviors in situations at work?

1.4.6 Moderators

According to social role theory, an individual's gender will only influence their behavior insofar as their gender role is activated in that situation (Eagly et al., 2000). Therefore, the influence of gender can be attenuated in situations in which other prominent roles are present (i.e., occupying a leadership versus a subordinate role) or only members of the same gender are present (Eagly et al., 2000). As such, gender differences in situational information processing will likely be greater when (a) the individual is in a situation with peers as opposed to in a subordinate or leadership role and (b) members of the opposite gender are present.

Hypothesis 5: Gender differences in (a) situational interpretation, (b) goal clarification, (c) response evaluation, and (d) behavior are greater in situations with peers than with a leader or subordinate.

Hypothesis 6: Gender differences in (a) situational interpretation, (b) goal clarification, (c) response evaluation, and (d) behavior are greater in situations with members of the opposite gender present than situations with only the same gender present.

1.4.7 Social Information Processing and the Women's Leadership Gap

If men and women do process social situations at work differently, this may have important consequences for women's progression within organizations. Specifically, a woman may process situations in a manner that leads her to behave in ways that are most beneficial for developing and maintaining positive relationships with her coworkers, whereas a man may process situations in a manner that leads him to behave in ways that are most beneficial for displaying his skills and assertiveness. For instance, if an employee is complimented by their supervisor on their team's performance, a woman might be more likely to give credit to her team because she interpreted the situation as an opportunity to help to maintain a positive collaborative relationship among the team. A man, on the other hand, may interpret the same situation as an opportunity to ensure the supervisor is aware of his accomplishments, and therefore, he would take credit for his teams' success. As a result, the man may be more likely to receive a promotion than the woman because he made his leadership abilities more clear to his supervisor. As such, processing situations when primarily driven by the motive to "get along" may not be ideal for progressing within organizations and may play a role in the underrepresentation of female leaders. Therefore, it is expected that differences in social information processing will partially mediate the relationship between gender and organizational level.

Hypothesis 7: Gender differences in (a) situational interpretation, (b) goal clarification, (c) response evaluation, and (d) behavior partially mediate the relationship between gender and organizational level.

CHAPTER 2. METHODS

This study consisted of two parts. Part One assessed gender differences in situational interpretation, goal clarification, response evaluation, and behavior by asking participants to answer questions about their last work-related conversation lasting longer than 5 minutes that they had while at work. Thus, it reflected their processing of a work situation they actually experienced and, consequently, had a high degree of external validity.

Part Two utilized an experimental vignette methodology to assess gender differences in situational interpretation, goal clarification, response evaluation, and behavior. Unlike Part One, this type of design controlled the situations that were presented to the participants, thus enhancing internal validity. Specifically, participants were presented with two vignettes wherein different aspects of situations that may influence gender differences in social information processing were manipulated between subjects. Each of these vignettes involved a situation in which a coworker was a potential competitor to the participant. The competitor's gender in each of the vignettes was manipulated between-subjects. This type of situation was utilized because they were most likely to cause the participant to be forced to decide between acting communally and acting agentically - the type of situation in which gendered behavior would be most prominent.

The first vignette involved a meeting with a boss and a coworker in which a promotional opportunity is discussed. The same-position coworker (the "competitor") mentions that they are interested in the position. This vignette is subsequently referred to

as the Promotion Vignette. In this vignette, the gender of the competitor and the gender of the boss were manipulated in a 2x2 between-subjects design. The second vignette involved a meeting with a coworker (i.e., the “competitor”) who brings up an idea with which the participant disagrees. This vignette is subsequently referred to as the Idea Vignette. In this vignette, the gender of the competitor was manipulated between subjects, as was the position of the competitor: lower than the participant, the same as the participant, and higher than the participant. Therefore, the gender of the competitor and the position of the competitor were manipulated in a 2x3 between-subjects design. Each of the vignettes is presented in Appendix A.

2.1 Participants

Participants for this study were recruited through a Qualtrics panel and paid for their participation. In order to be eligible to participate, participants had to be employed full-time in the United States and over 35 years of age in order to ensure they have had sufficient experience in the workplace. Additionally, participants could not work remotely more than two days a week to ensure they had regular interactions with their coworkers. Furthermore, Public Administration employees were excluded from the study because the structured nature of governmental promotional systems may attenuate the effects that gender differences in social information processing may have on organizational ascension. Finally, participants were required to hold above an entry-level position within their organization in order to exclude those individuals who may otherwise not have the background or the desire to attain leadership positions regardless of their gender.

A total of 419 individuals participated in this study (210 Males, 209 Females). The average age of the participants was 49 years old (SD = 9.8 years), and they had an average of 27 years of experience in the workforce (SD = 11.6 years). Of the 419 participants, 20 (4.8%) were non-people managers, 165 (39.4%) were first-level people managers (i.e., managers of non-people managers), 98 (23.4%) were second-level people managers (i.e., managers of first-level people managers), 54 (12.9%) were third-level people managers (i.e., managers of second-level people managers), and 82 (19.6%) were fourth-level people managers (i.e., managers of third-level people managers) or above. 344 (82.1%) of the participants were white/Caucasian. Furthermore, 282 (67.3%) of the participants had a bachelor's degree or above.

In order to help screen out participants who were responding carelessly, Qualtrics automatically excluded the responses of participants based upon two exclusion criteria. Firstly, the median response time for the survey was 20 minutes based on an initial soft launch, and subjects were excluded if they completed the survey in less than one-third of this median completion time. Secondly, an attention filter item was included within the survey (i.e., "This is an attention filter. Please select '8 – Extremely Characteristic' for this statement", and participants who did not select "8" for this item were also eliminated from the survey. Any individuals who met either of these exclusion criteria were not a part of the 419 participants composing this study.

2.2 Measures

2.2.1 Individual Difference Measures

2.2.1.1 Gender

Gender was assessed with the item: “Please select the gender with which you most closely identify:”. Response options included “Male”, and “Female”.

2.2.1.2 Current Employment Status

Participants were asked several questions about their current employment status. Their answers to these questions were used (a) to check their study participation eligibility (e.g., full-time employment), (b) as an outcome variable (e.g., current managerial level), or (c) as potential control variables (e.g., time spent in work force). These questions included “Are you currently employed full-time?”, “What is your current managerial level?”, “How long have you been in the work force?”, “Please select the appropriate industry for your current organization”, and “How many days a week on average do you work remotely?”.

2.2.1.3 Explicit Leadership Motivation

Participants’ explicit desire to reach a high level leadership position was measured with two items developed by the author of this manuscript: “I would like to occupy a senior level leadership position in my lifetime.” and “I aspire to become a CEO (or equivalent level position) in an organization.” Responses were answered on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale.

Furthermore, participants’ general explicit leadership motivation was also measured with the Motivation to Lead (MTL) scale developed by Chan and Drasgow (2001). This measure consists of 27 items answered on a 1 (Strongly Disagree) - 5 (Strongly Agree) Likert-type scale. One example item from the MTL is “Most of the time, I prefer being a leader rather than a follower when working in a group.” The MTL is made up of three scales, Affective-Identity, Noncalculative, and Social-Normative.

Each of these scales had good internal consistency reliabilities, with alpha coefficients of 0.83, 0.83, and 0.81 (Chan & Drasgow, 2001). The Affective-Identity scale assesses the extent to which the individual is motivated to lead because they enjoy it. The Noncalculative scale assesses the extent to which the individual is motivated to lead because they are *not* calculative about the costs of leading relative to the benefits. Lastly, the Social-Normative scale assesses the extent to which the individual is motivated to lead because they feel a sense of duty or responsibility to do so.

2.2.2 *Part One Measures*

2.2.2.1 Situational Characteristics

In order to gather information on the potential characteristics of the situation that could act as moderators of the gender – social information processing relationship, several specific questions were asked about the characteristics of the situation. These questions included: “What was the gender make-up of the individual(s) present in this situation (excluding yourself)?” [Response Options: All Male/All Female/Mixed Gender/I don’t recall], and “What was the relative job level of the individual(s) involved in this situation?” [Response Options: Above your job level (i.e., your superior(s)) / Below your job level (i.e., your subordinate(s))/ Your same job level (i.e., your peer(s))/ Mixed].

2.2.2.2 Situational Interpretation

Situational perception was measured with 20 items taken from the Riverside Situational Q-Sort (RSQ; Sherman et al., 2013) on which participants were asked to rate

the items¹ on a 0 (Not at all) – 8 (Completely) Likert-type scale based on the extent the items are representative of the situation. Although the entire RSQ is made up of 89 items, 21 of the items were agreed upon by two males and two females trained on the meaning of agency and communality to reflect communal and/or agentic aspects of situations, and thus, were included on an agentic and/or a communal scale (presented in Appendix B). Specifically, ten items were perceived as positively conducive to agentic goals, one item was perceived as negatively conducive to agentic goals, seven items were perceived as positively conducive to communal goals, two items were perceived as negatively conducive to communal goals, and one item was perceived as positively conducive to agentic goals and negatively conducive to communal goals.

A pilot test of these 21 items plus 4 distractor RSQ items was conducted in order to ensure these items reflected agency and communality in the expected direction. Specifically, participants were presented with definitions and examples of agency and communality and then asked to indicate whether each of the 25 RSQ items was either positively conducive to, negatively conducive to, or neutral with regard to (a) communal and (b) agentic goals. A total of 27 participants completed the pilot, however, a manipulation check was delivered at the end of the pilot that tested participants' understanding of the concepts of agency and communality and only participants who scored at least a 10/15 on the knowledge check were included in the pilot analyses. As a result, responses from only 21 of the 27 pilot participants were utilized. The results are presented in Appendix B.

A criterion of 70% agreement between pilot participants was used to assess those items that the four trained raters perceived as positively or negatively conducive to

¹ These items can be found at <http://rap.ucr.edu/qsorter/>

communal or agentic goals. Specifically, only those items for which 70% of participants agreed with the original four raters were kept on the respective scale. As a result of this criterion, one item was removed from the agentic scale and one item was removed from the communal scale. Thus, only 20 items were utilized in this study. Specifically, ten items were perceived as positively conducive to agentic goals, one item was perceived as negatively conducive to agentic goals, six items were perceived as positively conducive to communal goals, and three items were perceived as negatively conducive to communal goals. Any positive item was normally scored, and any negative item was reverse scored on the agentic or communal scale. For example, one item was “I am counted on to do something.” This item was perceived as positively conducive to agentic goals, but it was not agreed to be positively or negatively conducive to communal goals. Therefore, it was scored normally on the agentic scale and unscored on the communal scale.

2.2.2.3 Goal Clarification

Goal clarification was measured with six items developed by the author. Each item was rated by four individuals trained on the meaning of agency and communality (2 males, 2 females). They rated each item based on the extent to which it reflects agency and communality. The items were then modified until all four individuals agreed on the item ratings. Two items were perceived as positive agentic and neutral communal, two were perceived as neutral agentic and positive communal, one item was perceived as positive communal and negative agentic, and one item was perceived as positive agentic and negative communal by the four trained individuals.

To ensure the items reflected the communality and agency dimensions as expected, they were pilot tested by the same 21 participants discussed in the previous

Situational Interpretation section. Pilot participants were asked to make similar judgements as the four trained individuals. Once again, only items in which 70% of pilot participants agreed with the four trained individuals were kept on the respective scale. Results of the pilot test are presented in Appendix C. At least 70% of participants agreed with the four trained individuals on those items that were perceived to be either positively or negatively agentic or communal. Similar to the situational interpretation scales, any positive item was normally scored, any negative item was reverse scored and neutral items that were unscored on the given scale. For example, one item was “Make my ideas, qualifications, and/or accomplishments more clear.” This item was perceived as positive agentic and neutral communal. Therefore, it was scored normally on the agentic scale and unscored on the communal scale. Another example item was “Make sure my coworker(s) get what they want even if it is to my own detriment.” This item was perceived as negative agentic and positive communal. Therefore, it was reverse scored on the agentic scale and normally scored on the communal scale. Participants were asked to rate the extent to which they agree that they wanted to achieve each item in that situation on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale.

2.2.2.4 Behavior

In order to assess behavior, participants were asked to rate the same six items utilized to assess goal clarification. Specifically, the participants were asked to rate the extent to which they agree that they engaged in each item in that situation on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale. The items were scored in a similar manner to the goal clarification items. Specifically, any positive item was normally scored and any negative item was reverse scored on the agentic or communal

scale, and neutral items were not scored on the given scale. For example, one item was “Convince others of my ideas, qualifications, and/or accomplishments.” This item was perceived as positive agentic and neutral communal. Therefore, it was scored normally on the agentic scale and unscored on the communal scale. Another example item was “Make my superiority over my coworkers clear.” This item was perceived as positive agentic and negative communal. Therefore, it was scored normally on the agentic scale and reverse scored on the communal scale.

2.2.2.5 Response Evaluation

The same items used to assess goal clarification and behavior were also be used to assess response evaluation. Participants were asked to evaluate each of the items in two different ways. The first way in which participants were asked to evaluate the items was to rate the extent to which they believe that specific behaviors would have helped them progress within the organization in that situation. The second way in which participants were asked to evaluate the items was to rate the extent to which they agree that they believe that specific behaviors would have allowed them to maintain positive relationships with their coworkers in that situation. Each item was answered on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale. The items were scored in a similar manner to the goal clarification items. Specifically, any positive item was normally scored and any negative item was reversed scored on the agentic or communal scale, and neutral items were not scored on the given scale.

2.2.3 *Part Two Measures.*

2.2.3.1 Vignette Realism

The extent to which the vignettes actually represent realistic work situations was measured using two items: “Have you ever experienced a situation similar to this situation?” and “Could you imagine a situation similar to this situation occurring within any organization in which you have ever worked?”. Participants responded either “Yes” or “No” to both of these questions.

2.2.3.2 Situational Interpretation

Similar to Part One, situational perception was measured with the 20 items from the RSQ (Sherman et al., 2013) on which participants were asked to rate the items on a 0 (Not at all) – 8 (Completely) Likert-type scale. Specifically, the same items presented in Table 1, were once included on an agentic and communal scale.

2.2.3.3 Goal Clarification

Goal clarification items were dependent on the vignette. Each vignette had a total of six goal clarification items developed by the author. Participants were asked to rate the extent to which they agree that they would want to achieve each of the items in that situation. Similar to Part One, the items were initially rated by four individuals trained on the meaning of agency and communality (2 males, 2 females) and modified until all four individuals agreed on the item ratings. Two of the items for each vignette were perceived by the four trained raters as positive agentic and neutral communal. Two of the items for each vignette were perceived by the four trained raters as positive communal but neutral agentic. One item for each vignette was perceived by the four trained raters as negative communal and positive agentic. Finally, one item for each vignette was perceived by the four trained raters as negative agentic and positive communal.

The items were then pilot tested by the same 21 participants discussed in Part One to ensure they reflected the communality and agency dimensions as expected. Results of the pilot test are presented in Appendix D. Pilot test results indicated that at least 70% of participants agreed with the four trained individuals on those items that were perceived to be positively or negatively agentic or communal. However, one item for the Idea Vignette (“Take the lead on the project that would implement my idea”), which was perceived by the four trained raters to be positive agentic and neutral communal, was perceived by 47.6% of participants to be negative communal. Although this does not directly defy the 70% criterion because that criterion was only utilized on positive and negative perceptions rather than on neutral perceptions, the item was adjusted for the study to be less negative agentic. Specifically, it was shortened to “Take the lead on the project.”

These items were scored in the same fashion as the goal clarification items from Part One. For example, one item was “Make it clear to my boss I am interested in the promotion.” This item was perceived as positive agentic and neutral communal. Therefore, it was scored normally on the agentic scale and unscored on the communal scale. Another example item is “Make it clear to my boss that my coworker would be the most qualified person for the promotion.” This item was perceived as negative agentic and positive communal. Therefore, it was reverse scored on the agentic scale and normally scored on the communal scale. All items were answered on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale.

2.2.3.4 Behavior

There were six behavior items developed by the author that differ between vignettes. Similar to Part One, participants were asked to rate the extent to which they agree that they would likely engage in each item in that situation on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale. As with the goal clarification items, each of the items was rated by four individuals trained on the meaning of agency and communality (2 males, 2 females) based on the extent to which it reflects agency and communality and then pilot tested. Also similar to the goal clarification items, two of the items for each vignette were perceived as positive agentic and neutral communal, two of the items for each vignette were perceived as positive communal but neutral agentic, one item for each vignette was perceived as negative communal and positive agentic, and one item for each vignette was perceived as negative agentic and positive communal by the four trained raters.

Once again, the items were then pilot tested by the same 21 participants discussed in Part One to ensure they reflected the communality and agency dimensions as expected. Results of the pilot test are presented in Appendix E. Pilot test results indicated that at least 70% of participants agreed with the four trained individuals on those items that were perceived to be positively or negatively agentic or communal. However, one item for the Idea Vignette was slightly altered for the study to be clearer. Specifically, the item “Mention my agreement with and support of my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.” was changed to “Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.”

The items were scored in a similar manner to the goal clarification items. Specifically, any positive item was normally scored and any negative item was reverse scored on the agentic or communal scale, and neutral items were not scored on the given scale. For example, one item was “State that I am interested in the promotion.” This item was perceived as positive agentic and neutral communal. Therefore, it was scored normally on the agentic scale and unscored on the communal scale. Another example item was “Mention that I am more qualified for the promotion than my coworker.” This item was perceived as positive agentic and negative communal. Therefore, it was scored normally on the agentic scale and reverse scored on the communal scale.

2.2.3.5 Response Evaluation

The same items used to assess behavior were also used to assess response evaluation. Similar to Part One, participants were asked to evaluate each of the items in two different ways. The first way in which participants were asked to evaluate the items was to rate the extent to which they believe that specific behaviors would help them progress within the organization. The second way in which participants were asked to evaluate the items was to rate the extent to which they agree that they believe that specific behaviors would allow them to maintain positive relationships with their coworkers. Each item was answered on a 1 (Strongly Disagree) – 7 (Strongly Agree) Likert-type scale. The items were scored in a similar manner to the goal clarification items. Specifically, any positive item was normally scored, any negative item was reversed scored, and neutral items were not scored on the given scale.

2.3 Procedure

Participants began by answering the individual differences questions. Specifically, they were asked demographic questions about their race, age, and gender as well as questions relevant to their current employment status. After they completed these questions, they began Part One of the experiment in which participants were first asked to describe their last work related conversation lasting more than five minutes that they had while at work. Specifically, they were instructed to:

“Please think back to the last significant work-related conversation you had with another member of your organization while at work that lasted more than five minutes. Think about the specific aspects of the situation such as: who was there, what they were wearing, what you were talking about, what the purpose of the conversation was, where you were, what your goals were, how you felt, and how you think the others involved in the conversation felt.

Please describe this situation below. Be sure to include who you were interacting with, what the purpose of the conversation was, what the ultimate outcome of the conversation was, what your goals were, and how you behaved. Your description should be around 2-5 sentences.”

The five-minute component was included to ensure that the situation they described was a significant event that had the potential to have important social implications. Then, they answered questions about the situational characteristics, their situational perceptions, their goal clarification, their behavior, and their response evaluation.

After they completed Part One of the experiment, participants began Part Two. In Part Two, they were presented with the written vignettes of work situations. Every participant saw the two different vignettes, which were presented in random order. After each vignette, participants were asked questions regarding the vignette realism, their situational perceptions, their goals, their likelihood to engage in a particular behavior, and their response evaluations.

CHAPTER 3. ANALYSES

3.1 Preliminary Analyses

3.1.1 *Current Employment Status*

Preliminary analyses were conducted in order to assess whether men and women differed in their current employment characteristics or leadership motivation. Identifying the gender differences that exist on these variables helped to inform the subsequent analysis and the conclusions that can be drawn from them. First, t-tests were run in order to assess gender differences in several employment characteristics: time in the workforce, organizational tenure, and current managerial level. Gender differences were not found in time in the workforce, $t(403) = .254, p = .800$, or organizational tenure, $t(417) = 1.294, p = .196$. In line with previous research on the leadership gap (e.g., Catalyst, 2014b, Catalyst 2014c), however, men did have significantly higher managerial levels than women, $t(415 \text{ df}) = 3.103, p = .002$. The results of these analyses and means by gender for each of the variables are presented in Table 1.

Table 1-Gender Differences in Employment Characteristics.

	Men		Women		<i>t</i>	<i>df</i>
	M	SD	M	SD		
Time in Workforce (in years)	27.45	12.29	27.17	10.13	0.254	403
Organizational Tenure	13.99	10.29	12.74	9.53	1.294	417
Managerial Level	3.21	1.26	2.85	1.16	3.103**	415

Note. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.1.2 *Leadership Motivation*

Several regression analyses were run in order to assess gender differences in explicit leadership motivation. Regression analyses were utilized instead of t-tests in order to include current managerial level as a control. The means for each gender on the two questions regarding their explicit desire to reach a high-level leadership position and each of the three MTL scales are presented in Table 2. The results of the regression analyses are presented in Table 3. The results indicate that there was not a significant gender difference in response to the question “I would like to occupy a senior level leadership position in my lifetime.”, but that men more strongly agreed with the question “I aspire to become a CEO (or equivalent level position) in an organization.” than women after controlling for managerial level. Furthermore, there were no significant gender differences on any of the MTL scales after controlling for managerial level. Thus, the results suggest that, although men and women have an equal desire to reach senior level positions and have equivalent levels of leadership motivation, men desire to achieve the highest level positions within organizations more than women.

Table 2 –Means for Each Gender on the Leadership Motivation Scales.

	Men		Women	
	M	SD	M	SD
I would like to occupy a senior level leadership position in my lifetime.	5.42	1.61	5.09	1.65
I aspire to become a CEO (or equivalent level position) in an organization.	4.83	1.87	3.86	2.05
MTL: Affective-Identity	33.59	6.24	32.79	7.18
MTL: Noncalculative	30.58	6.39	31.65	6.64
MTL: Social-Normative	33.68	5.26	33.00	5.22

Table 3 - Regression Analyses Assessing Gender Differences on the Leadership Motivation Scales.

Outcome Variable	Independent Variables	β	t	F	adj. R^2
I would like to occupy a senior level leadership position in my lifetime.	Overall Model			42.591***	0.165
	Gender	-0.041	-0.908		
	Managerial Level	0.403	8.923***		
I aspire to become a CEO (or equivalent level position) in an organization.	Overall Model			79.029***	0.272
	Gender	-0.169	-3.996***		
	Managerial Level	0.472	11.184***		
MTL: Affective-Identity	Overall Model			26.15***	0.107
	Gender	-0.009	-0.190		
	Managerial Level	0.333	7.119***		
MTL: Noncalculative	Overall Model			3.278*	0.011
	Gender	0.096	1.956		
	Managerial Level	0.095	1.927		
MTL: Social-Normative	Overall Model			23.348***	0.097
	Gender	-0.018	-0.377		
	Managerial Level	0.315	6.689***		

Note. Males = 1, Females = 2. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.1.3 Vignette Realism

43.2% of participants indicated that they have experienced a situation similar to the Promotion Vignette, and 77.8% of them indicated that they could imagine a similar situation occurring within an organization for which they have worked. Thus, there is

support that Promotion Vignette reflects a situation that realistically could occur in the workplace. Even more participants indicated that they have experienced a situation similar to the Idea Vignette. Specifically, 74.0% of participants indicated that they have experienced a similar situation. Furthermore, 84.0% of participants indicated that they could imagine a similar situation occurring within an organization for which they have worked. Therefore, there is also support that the Idea Vignette reflects a situation that could realistically occur in the workplace.

3.2 Gender Differences and Moderation Analyses

3.2.1 Part One Analyses

The means for each of the social information processing scales for Part One of the study are presented in Table 4. A series of two-way ANOVAs were utilized in order to assess gender differences on these scales (i.e., Hypotheses and Research Questions 1-4). The two-way ANOVAs assessed (a) the main effects of gender on each of the social information processing scales (i.e., Hypotheses 1-4) while also accounting for and assessing (b) the moderating effect of coworker job level (i.e., Hypothesis 5) or coworker gender (i.e., Hypothesis 6). Thus, for each communal and agentic social information processing scale, two separate two-way ANOVAs were conducted: one including the effects of coworker job level and one including the effects of coworker gender.

Table 4- Means on the Social Information Processing Scales for Part One of the Study

	Men		Women	
	M	SD	M	SD
Situational Interpretation - Communal	41.18	8.34	40.83	9.18
Situational Interpretation - Agentic	55.38	14.39	53.38	13.62
Goal Clarification - Communal	18.48	3.46	17.91	3.76
Goal Clarification - Agentic	17.64	3.28	17.16	3.96
Response Evaluation (Organizational Progression) - Communal	18.69	3.12	18.27	4.13
Response Evaluation (Organizational Progression) - Agentic	17.87	3.50	17.28	3.98
Response Evaluation (Relationship Maintenance) - Communal	19.20	3.48	19.35	4.13
Response Evaluation (Relationship Maintenance) - Agentic	17.51	3.67	16.30	4.32
Behavior - Communal	18.25	3.40	18.02	3.82
Behavior - Agentic	17.64	3.28	16.90	4.08

3.2.1.1 Situational Interpretation

With regard to the tendency to interpret situations as conducive to communality, the results of the first two-way ANOVA, assessing participant gender and coworker job level (i.e., above the participant, below the participant, the same as the participant, or mixed), indicated that, contrary to Hypothesis 1, there was not a significant main effect of participant gender, $F(1,382) = 0.016$, $p = .898$. There also was not a significant main effect of coworker job level, $F(3,382) = 0.970$, $p = .407$. Furthermore, contrary to Hypothesis 5a, there was not a significant interaction between participant gender and

coworker job level, $F(3,382) = 0.356, p = .789$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender (i.e., all same gender as the participant or with a member of a different gender present), indicated that, contrary to Hypothesis 1, there was not a significant main effect of participant gender, $F(1,403) = 0.570, p = .451$. There also was not a significant main effect of coworker gender, $F(1,403) = 0.029, p = .865$. Furthermore, contrary to Hypothesis 6a, there was not a significant interaction between participant gender and coworker gender, $F(1,403) = 1.615, p = .204$.

With regard to the tendency to interpret situations as conducive to agency, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 1, there was not a significant main effect of participant gender, $F(1,382) = 0.981, p = .323$. There was, however, a significant main effect of job level, $F(3,382) = 3.512, p = .015$. Specifically, post-hoc comparisons using Tukey's HSD test revealed that there was a significant difference in agentic situational interpretations between situations involving only coworkers with the same job level as the participant ($M = 51.34, SD = 14.06$) and situations involving only coworkers with job levels below the participant ($M = 56.92, SD = 12.55$), but no other comparison assessing situations involving only coworkers with job levels above the participant ($M = 53.07, SD = 16.35$) or situations involving a mix of job levels ($M = 53.24, SD = 14.04$) was significant. Furthermore, contrary to Hypotheses 5a, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.304, p = .822$. The second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 1, there was a significant main effect of participant gender, $F(1,403) = 4.671, p = .031$. Specifically,

men interpreted the situation as more conducive to agency than women (see Table 4 for means). However, there was not a significant main effect of coworker gender, $F(1,403) = 3.132$, $p = .078$. Furthermore, contrary to Hypothesis 6a, there was not a significant interaction between participant gender and coworker gender, $F(1,403) = 2.142$, $p = .144$.

In order to determine exactly where any potential gender differences occurred in both agentic and communal situational interpretations, pre-planned t-tests were conducted on each of the situational interpretation scale items. The results are presented in Table 5. As expected, men rated three positive agentic items as more representative of the situation than women, including “Situation involves competition”, “I am the focus of attention”, and “Situation raises issues of power (for me or others present)”. Also as expected, men rated three negative communal items as more representative of the situation than women, including “Situation involves social comparison”, “A person or activity could be undermined or sabotaged”, and “Others might have conflicting or hidden motives”. Surprisingly, men also rated two positive communal items as more representative of the situation than women, namely the “Situation is playful” and “Situation allows for a free range of emotional expression” items, and one negative agentic item higher than females, specifically the “I am being pressured to conform to the actions of others” item. Therefore, responses to certain items, particularly those on the communal scale, did not yield results that were consistent with the theory presented in this manuscript.

Table 5- Means and T-test Results Assessing Gender Differences on the Situational Interpretation Items for Part One of the Study.

Item	Scale		Men		Women		<i>t</i>	<i>df</i>
	Agentic	Communal	M	SD	M	SD		
1. I am counted on to do something	1	0	6.10	1.83	5.92	2.19	0.918	404
2. A decision needs to be made	1	0	5.90	2.08	5.91	2.19	-0.044	417
3. A job needs to be done	1	0	6.39	1.81	6.56	1.92	-0.903	417
4. Situation involves competition	1	0	3.59	2.74	2.52	2.55	4.154***	417
5. A quick decision is called for	1	0	4.80	2.44	4.73	2.33	0.269	417
6. Assertiveness is required to accomplish a goal	1	0	5.40	2.08	5.33	2.33	0.368	411
7. I control resources needed by others	1	0	4.87	2.42	4.42	2.66	1.795	413
8. Affords an opportunity to express or demonstrate ambition	1	0	5.21	2.30	4.89	2.44	1.381	417
9. Situation raises issues of power (for me or others present)	1	0	4.08	2.65	3.55	2.72	2.041*	417
10. Situation involves social comparison	0	-1	3.84	2.61	3.23	2.58	2.380*	417

Table 5 continued:

11. I am being pressured to conform to the actions of others	-1	0	3.04	2.67	2.25	2.55	3.091**	417
12. I am the focus of attention	1	0	4.53	2.43	3.80	2.63	2.933**	417
13. Situation is playful	0	1	3.26	2.62	2.61	2.55	2.569*	417
14. Affords an opportunity for me to do things that might make me liked or accepted	0	1	4.63	2.24	4.31	2.52	1.406	417
15. Situation might evoke warmth of compassion	0	1	4.33	2.39	4.04	2.49	1.213	417
16. A person or activity could be undermined or sabotaged	0	-1	3.43	2.64	2.90	2.58	2.092*	417
17. Situation allows for a free range of emotional expression	0	1	5.66	2.00	5.20	2.30	2.172*	408
18. Others might have conflicting or hidden motives	0	-1	3.68	2.68	3.13	2.64	2.086*	417
19. Close relationships are present or have the potential to develop	0	1	4.77	2.43	4.31	2.51	1.908	417
20. Social interaction is possible	0	1	5.48	2.10	5.63	2.26	-0.714	417

Note. In the scale columns, a “1” indicates was normally scored on that scale, a “-1” indicates that the item was reverse scored, and a “0” indicates that the item was not scored on that scale. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

In addition to the situational interpretation scale analysis, Part One also allowed for one additional set of analyses because participants described a situation they experienced in their own words. If the participants described the situation in more communal or agentic terms this could imply that they interpreted the situation as more communal or agentic. Therefore, the Linguistic Inquiry and Word Count (LIWC) 2015 text analytics software was utilized to determine if there were gender differences in the agentic and communal language men and women used to describe the situation. Specifically, two of the Core Drives and Needs dictionaries, Affiliation and Power, included in the LIWC 2015 software were utilized to calculate the percentage of words that were present in each situation description surrounding the concepts of communality and agency respectively. Results indicated that an average of 4.39% (SD= 4.11%) of men's words and 4.88% (SD= 4.29%) of women's words were related to the concept of affiliation. Additionally, an average of 3.91% (SD= 3.70%) of men's words and 3.96% (SD= 3.97%) of women's words were related to the concept of power. Two-way ANOVAs were once again utilized to assess gender differences and for the moderating effects of coworker gender and job level.

With regard to the percentage of affiliation language, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that there was not a significant main effect of participant gender, $F(1,382) = 0.060$, $p = .806$, or a significant interaction between participant gender and coworker job level, $F(3,382) = 0.198$, $p = .898$. There was, however, a significant main effect of coworker job level, $F(3,382) = 3.971$, $p = .008$. Specifically, post-hoc comparisons using Tukey's HSD test revealed that there was a significant difference in the use of affiliation language between

situations involving only coworkers with the same job level as the participant ($M = 6.10$, $SD = 4.81$) and (a) situations involving only coworkers with job levels below the participant ($M = 4.36$, $SD = 3.86$) and (b) situations involving a mix of job levels ($M = 4.15$, $SD = 4.00$), but no comparison assessing situations involving only coworkers with job levels above the participant ($M = 4.47$, $SD = 4.24$) was significant. The second two-way ANOVA, assessing participant gender and coworker gender, indicated that there was not a significant main effect of participant gender, $F(1,403) = 0.922$, $p = .338$, or a significant main effect of coworker gender, $F(1,403) = 0.911$, $p = .341$, nor was there a significant interaction between participant gender and coworker gender, $F(1,403) = 2.598$, $p = .108$.

With regard to the percentage of power language, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that there was not a significant main effect of participant gender, $F(1,382) = 0.057$, $p = .811$, or coworker job level, $F(3,382) = 2.540$, $p = .056$, nor was there a significant interaction between participant gender and coworker job level, $F(3,382) = 0.061$, $p = .980$. The second two-way ANOVA, assessing participant gender and coworker gender, indicated that there was not a significant main effect of coworker gender, $F(1,403) = 0.065$, $p = .799$, or a significant main effect of participant gender, $F(1,403) = 0.064$, $p = .800$, nor was there a significant interaction between participant gender and coworker gender, $F(1,403) = 0.179$, $p = .672$.

3.2.1.2 Goal Clarification

With regard to the desire to achieve communal goals, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that,

contrary to Hypothesis 2, there was not a significant main effect of participant gender, $F(1,382) = 3.404, p = .066$. There was also not a main effect of coworker job level, $F(3,382) = 1.594, p = .190$. Furthermore, contrary to Hypothesis 5b, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.792, p = .499$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 2, there was not a significant main effect of participant gender, $F(1,403) = 2.823, p = .094$. There also was not a significant main effect of coworker gender, $F(1,403) = 0.146, p = .703$. Furthermore, contrary to Hypothesis 6b, there was not a significant interaction between participant gender and coworker gender, $F(1,403) = 0.075, p = .785$.

With regard to the desire to achieve agentic goals, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 2, there was not a significant main effect of participant gender, $F(1,382) = 0.622, p = .431$. There also was not a main effect of coworker job level, $F(3,382) = 0.510, p = .676$. Furthermore, contrary to Hypothesis 5b, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.690, p = .559$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 2, there was not a significant main effect of participant gender, $F(1,403) = 2.678, p = .103$. There also was not a significant main effect of coworker gender, $F(1,403) = 0.148, p = .701$. Furthermore, contrary to Hypotheses 6b, there was not a significant interaction between participant gender and coworker gender, $F(1,403) = 0.650, p = .420$.

Once again, t-tests were conducted on each goal clarification scale item in order to determine exactly where, if any, gender differences occurred. The results of these analyses are presented in Table 6. The results revealed that men wanted to achieve both of the positive agentic/neutral communal goals (i.e., “Make my ideas, qualifications, and/or accomplishments more clear.” and “Convince others of my ideas, qualifications, and/or accomplishments.”) significantly more than women, but they also wanted to achieve the positive communal/ negative agentic goal (i.e., “Make sure my coworker(s) get what they want even if it is to my own detriment.”) significantly more than women. Thus, although men did want to achieve some agentic goals more than women, they were also more likely to want to achieve goals that may temporarily decrease their status and power in order to improve their ability to maintain their relationships.

Table 6- Means and T-test Results Assessing Gender Differences on the Goal Clarification Item, Response Evaluation, and Behavior Items for Part One of the Study.

Item	Scale		Men		Women		<i>t</i>	<i>df</i>
	Agentic	Communal	M	SD	M	SD		
Goal Clarification								
Make my ideas, qualifications, and/or accomplishments more clear.	1	0	5.22	1.31	4.94	1.59	1.976*	402
Convince others of my ideas, qualifications, and/or accomplishments.	1	0	4.84	1.51	4.34	1.59	3.088**	405
Make my superiority over my coworkers clear.	1	-1	3.70	1.90	3.51	2.03	0.954	417
Support my coworker(s) ideas and/or desires.	0	1	5.28	1.40	5.24	1.47	0.297	417
Avoid conflict with my coworker(s).	0	1	4.78	1.70	4.55	1.72	1.382	417
Make sure my coworker(s) get what they want even if it is to my own detriment.	-1	1	4.12	1.73	3.96	1.74	2.827**	417

Response Evaluation - Organizational Progression

Table 6 continued:

Make my ideas, qualifications, and/or accomplishments more clear.	1	0	5.18	1.37	4.92	1.46	1.830	417
Convince others of my ideas, qualifications, and/or accomplishments.	1	0	5.01	1.45	4.57	1.61	2.941**	412
Make my superiority over my coworkers clear.	1	-1	4.10	1.80	3.71	1.82	2.239*	417
Support my coworker(s) ideas and/or desires.	0	1	5.34	1.30	5.28	1.44	0.453	417
Avoid conflict with my coworker(s).	0	1	5.03	1.53	4.78	1.71	1.599	412
Make sure my coworker(s) get what they want even if it is to my own detriment.	-1	1	4.42	1.66	3.92	1.73	3.024**	417
Response Evaluation - Relationship Maintenance								
Make my ideas, qualifications, and/or accomplishments more clear.	1	0	5.11	1.33	4.72	1.51	2.813**	417
Convince others of my ideas, qualifications, and/or accomplishments.	1	0	5.03	1.46	4.40	1.57	4.303***	417

Table 6 continued:

Make my superiority over my coworkers clear.	1	-1	4.00	1.88	3.58	1.92	2.295*	417
Support my coworker(s) ideas and/or desires.	0	1	5.39	1.27	5.51	1.29	-0.971	417
Avoid conflict with my coworker(s).	0	1	5.17	1.55	5.01	1.64	1.008	417
Make sure my coworker(s) get what they want even if it is to my own detriment.	-1	1	4.64	1.53	4.40	1.73	1.511	417
Behavior								
Make my ideas, qualifications, and/or accomplishments more clear.	1	0	5.17	1.40	4.81	1.58	2.459*	410
Convince others of my ideas, qualifications, and/or accomplishments.	1	0	4.78	1.55	4.32	1.70	2.896**	417
Make my superiority over my coworkers clear.	1	-1	3.83	1.82	3.38	1.92	2.464*	417
Support my coworker(s) ideas and/or desires.	0	1	5.19	1.35	5.20	1.43	-0.077	417
Avoid conflict with my coworker(s).	0	1	4.75	1.77	4.59	1.75	0.952	417
Make sure my coworker(s) get what they want even if it is to my own detriment.	-1	1	4.13	1.74	3.61	1.75	3.088**	417

Note. In the scale columns, a “1” indicates was normally scored on that scale, a “-1” indicates that the item was reverse scored, and a “0” indicates that the item was not scored on that scale. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.2.1.3 Response Evaluation

With regard to the evaluation of communal response options for the purpose of progressing within the organization, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,382) = 1.471, p = .226$. There was also not a significant main effect of coworker job level, $F(3,382) = 0.602, p = .614$. Furthermore, contrary to Hypothesis 5c, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.056, p = .983$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,403) = 1.021, p = .313$. There was also not a significant main effect of coworker gender, $F(1,403) = 0.081, p = .776$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker job level, $F(1,403) = 0.215, p = .643$.

With regard to the evaluation of agentic response options for the purpose of progressing within the organization, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 3, there was not a significant main effect of participant gender, $F(1,382) = 1.471, p = .226$. There was also not a significant main effect of coworker job level, $F(3,382) = 0.602, p = .614$. Furthermore, contrary to Hypotheses 5c, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.056, p = .983$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 3, there was not a

significant main effect of participant gender, $F(1,403) = 2.609, p = .107$. There was also not a significant main effect of coworker gender, $F(1,403) = 0.010, p = .918$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker gender, $F(1,403) = 0.139, p = .710$.

T-tests were once again conducted on each of the response evaluation (organizational progression) scale items. The results of these analyses are presented in Table 6. The results revealed that men evaluated two of the positive agentic items (i.e., “Convince others of my ideas, qualifications, and/or accomplishments.” and “Make my superiority over my coworkers clear.”) significantly more positively than women. Similar to the goal clarification results, however, they also evaluated the positive communal/negative agentic item (i.e., “Make sure my coworker(s) get what they want even if it is to my own detriment.”) significantly more positively than women. Furthermore, there were no significant gender differences on either of the other positive communal items.

With regard to the evaluation of communal response options for the purpose of maintaining relationships, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,382) = 0.113, p = .737$. There also was not a significant main effect of coworker job level, $F(3,382) = 1.041, p = .374$. There was, however, a significant interaction between participant gender and coworker job level, $F(3,382) = 2.633, p = .050$. Post hoc analyses were conducted in order to determine which coworker levels in particular had significant gender differences. Although after applying Bonferroni’s correction none of the comparisons were significant, means

indicated that, contrary to Hypothesis 5c, the largest gender difference occurred in situations with only coworkers with job levels above the participant. This relationship is depicted in Figure 1. The second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,403) = 0.350$, $p = .554$. There also was not a significant main effect of coworker gender, $F(1,403) = 0.379$, $p = .538$. Furthermore, contrary to Hypothesis 6c, nor was there a significant interaction between gender and coworker gender, $F(1,403) = 0.266$, $p = .606$.

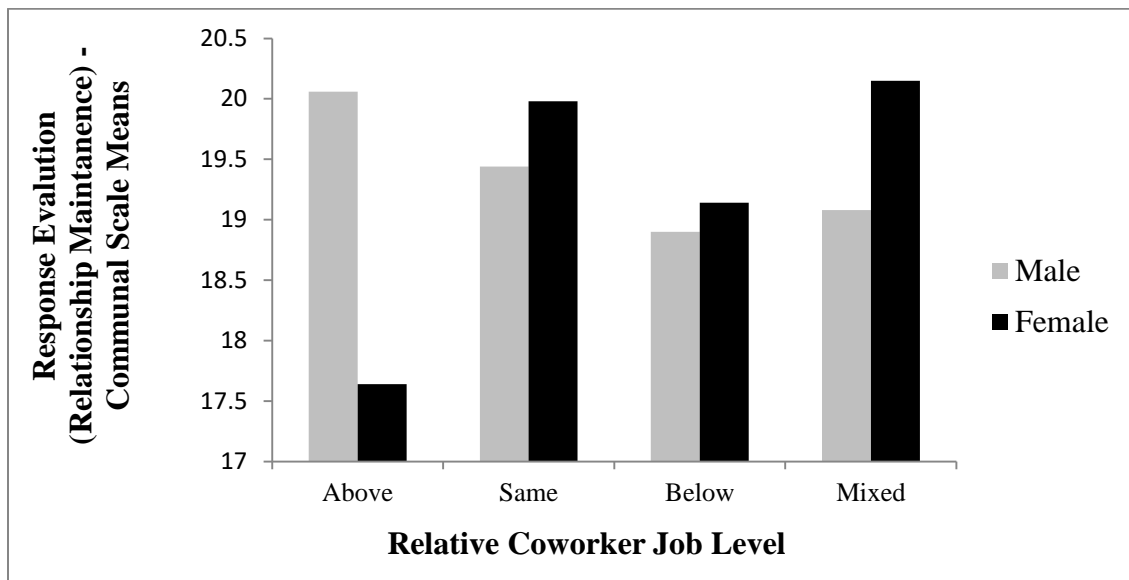


Figure 1-Means on the response evaluation (relationship maintenance) – communal scale across coworker job levels by gender for Part One of the study.

With regard to the evaluation of agentic response options for the purpose of maintaining relationships, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,382) = 4.508$, $p = .034$. Specifically, men evaluated agentic response options more positively than women (see Table 4 for means). There was, however, no significant main effect of coworker job level,

$F(3,382) = 0.422, p = .737$. Furthermore, with respect to Hypothesis 5c, there also was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.478, p = .220$. The second two-way ANOVA, assessing participant gender and coworker gender, also indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,403) = 11.310, p = .001$. Specifically, men evaluated agentic response options more positively than women (see Table 4 for means). There was not, however, a significant main effect of coworker gender, $F(1,403) = 1.181, p = .278$. Furthermore, there was also a significant interaction between participant gender and coworker gender, $F(1,403) = 5.068, p = .025$. Post hoc analyses were conducted in order to determine at which coworker gender the participant gender differences were significant. After applying Bonferroni's correction to account for the multiple comparisons, contrary to Hypothesis 6c, there was a significant gender difference when only the same gender was present, but not when a member of the other gender was present. Specifically, men evaluated agentic response options more positively with only other men compared to when women are present and women evaluated agentic response options more negatively with only other women than when men are present. This relationship is depicted in Figure 2.

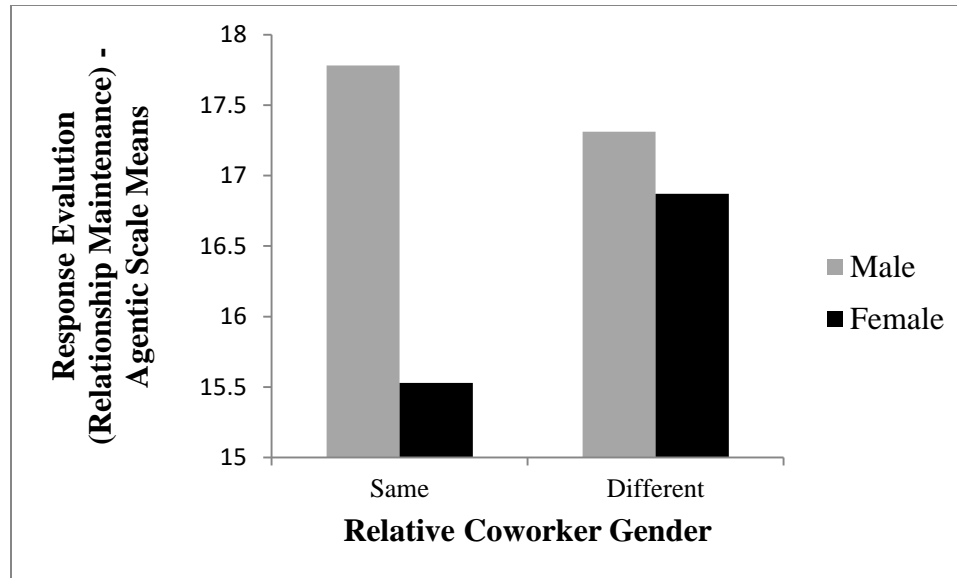


Figure 2- Means on the response evaluation (relationship maintenance) – agentic scale across coworker gender by participant gender for Part One of the study.

The results of the t-tests conducted on each of the response evaluation (relationship maintenance) scale items are presented in Table 6. The results revealed that men evaluated all three of the positive agentic items significantly more positively than women, but there were no significant gender differences on the positive communal items.

3.2.1.4 Behavior

With regard to communal behavior, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, contrary to Hypothesis 4, there was not a significant main effect of participant gender, $F(1,382) = 0.704$, $p = .402$. There also was not a significant main effect of coworker job level, $F(3,382) = 2.043$, $p = .107$. Furthermore, contrary to Hypothesis 5d, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 1.134$, $p = .339$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 4, there was not a significant

main effect of participant gender, $F(1,403) = 0.454, p = .501$. There was also not a significant main effect of coworker gender, $F(1,403) = 0.474, p = .492$. Furthermore, contrary to Hypothesis 6d, there was not a significant interaction between gender and coworker gender, $F(1,403) = 0.023, p = .880$.

With regard to agentic behavior, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 4, there was not a significant main effect of participant gender, $F(1,382) = 1.471, p = .226$. There also was not a significant main effect of coworker job level, $F(3,382) = 0.602, p = .614$. Furthermore, contrary to hypotheses 5d, there was not a significant interaction between participant gender and coworker job level, $F(3,382) = 0.056, p = .983$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 4, there was not a significant main effect of participant gender, $F(1,403) = 2.609, p = .107$. There also was not a significant main effect of coworker gender, $F(1,403) = 0.010, p = .918$. Furthermore, contrary to Hypothesis 6d, there was not a significant interaction between gender and coworker gender, $F(1,403) = 0.139, p = .710$.

T-tests were once again conducted on each of the behavior scale items. The results of these analyses are presented in Table 6. The results revealed that men engaged in all three of the positive agentic items significantly more than women. However, men also indicated that they engaged in the positive communal/negative agentic behavior (i.e., “Make sure my coworker(s) get what they want even if it is to my own detriment.”) more than women.

3.2.2 *Promotion Vignette Analyses*

The means for each of the social information processing scales for the Promotion Vignette are presented in Table 7. Once again, a series of two-way ANOVAs were utilized in order to assess gender differences on these scales (i.e., Hypotheses and Research Questions 1-4) and the moderating effects of supervisor and coworker gender (i.e., Hypothesis 6).

Table 7- Means on the Social Information Processing Scales for the Promotion Vignette.

	Men		Women	
	M	SD	M	SD
Situational Interpretation - Communal	37.06	7.00	34.23	9.05
Situational Interpretation - Agentic	60.48	12.64	62.18	11.99
Goal Clarification - Communal	16.43	3.42	15.78	4.00
Goal Clarification - Agentic	21.30	3.97	22.44	4.16
Response Evaluation (Organizational Progression) - Communal	16.57	3.69	16.04	3.45
Response Evaluation (Organizational Progression) - Agentic	21.01	3.46	22.01	3.78
Response Evaluation (Relationship Maintenance) - Communal	18.98	4.12	19.95	4.15
Response Evaluation (Relationship Maintenance) - Agentic	18.44	4.27	17.05	5.17
Behavior - Communal	16.77	3.24	16.52	3.34
Behavior - Agentic	21.05	3.64	21.82	3.87

3.2.2.1 Situational Interpretation

With regard to the tendency to interpret situations as conducive to communality, the results of the first two-way ANOVA, assessing gender and supervisor gender (i.e., supervisor the same gender as the participant or supervisor with a different gender than the participant), indicated that there was a significant main effect of participant gender, $F(1,415) = 12.758, p < .001$. Contrary to Hypothesis 1, however, men interpreted the situation as more conducive for communality than women (see Table 7 for means). There was not, however, a significant main effect of supervisor gender, $F(1,415) = 0.338, p = .562$. Furthermore, contrary to Hypothesis 6a, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 0.214, p = .644$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender (i.e., coworker the same gender as the participant or coworker with a different gender than the participant), indicated that there was a significant main effect of gender, $F(1,415) = 12.568, p < .001$. Once again, however, contrary to Hypothesis 1, men interpreted the situation as more conducive for communality than women (see Table 7 for means). There was not a significant main effect of coworker gender, $F(1,415) = 1.060, p = .304$. Furthermore, contrary to Hypothesis 6a, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.622, p = .431$.

With regard to the tendency to interpret situations as conducive to agency, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, with respect to Research Question 1, there was not a significant main effect of participant gender, $F(1,415) = 2.030, p = .155$. There also was not a significant main effect of supervisor gender, $F(1,415) = 0.628, p = .429$. Furthermore, contrary to

Hypotheses 6a, there was also not a significant interaction between participant gender and supervisor gender, $F(1,415) = 0.824, p = .864$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that with respect to Research Question 1, there was not a significant main effect of participant gender, $F(1,415) = 2.059, p = .152$. There also was not a significant main effect of coworker gender, $F(1,415) = 0.576, p = .448$. Furthermore, contrary to Hypotheses 6a, there was also not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.729, p = .394$.

In order to determine exactly where any potential gender differences occurred in both agentic and communal situational interpretations, once again, pre-planned t-tests were conducted on each situational interpretation scale item. The results are presented in Table 8. Contrary to expectations, women rated three positive agentic items as more representative of the situation than men. Namely, they rated the items “Situation involves competition”, “Assertiveness is required to accomplish a goal” and “Affords an opportunity to express or demonstrate ambition” as more representative of the situation than men. Also, contrary to expectations, men rated the negative agentic item “I am being pressured to conform to the actions of others” as more representative of the situation than women. As expected, however, men did categorize the item “I control resources needed by others” as more representative of the situation than women. With regard to the communal scale items, contrary to expectations, women did not rate any communal items as more representative of the situation than men. Rather, men rated a two communal items as more representative of the situation than women, namely the “Situation is playful” and “Close relationships are present or have the potential to develop” items.

Therefore, responses to certain items did not yield results that were consistent with the theory presented in this manuscript.

Table 8- Means and T-test Results Assessing Gender Differences on the Situational Interpretation Items for the Promotion Vignette.

Item	Scale		Men		Women		<i>t</i>	<i>df</i>
	Agentic	Communal	M	SD	M	SD		
1. I am counted on to do something	1	0	5.39	1.96	5.33	2.27	0.268	408
2. A decision needs to be made	1	0	6.29	1.61	6.42	1.72	-0.772	417
3. A job needs to be done	1	0	5.86	1.93	6.21	1.83	-1.872	417
4. Situation involves competition	1	0	6.34	1.75	6.73	1.65	-2.367*	417
5. A quick decision is called for	1	0	5.28	2.27	5.05	2.38	1.005	417
6. Assertiveness is required to accomplish a goal	1	0	6.03	1.79	6.56	1.72	-3.068**	417
7. I control resources needed by others	1	0	4.52	2.31	4.00	2.60	2.281*	411
8. Affords an opportunity to express or demonstrate ambition	1	0	6.23	1.89	6.86	1.56	-3.688**	403
9. Situation raises issues of power (for me or others present)	1	0	5.80	1.89	6.14	1.98	-1.764	417
10. Situation involves social comparison	0	-1	5.26	1.95	5.51	2.10	-1.261	417

Table 8 continued:

11. I am being pressured to conform to the actions of others	-1	0	4.14	2.37	3.61	2.56	2.199*	417
12. I am the focus of attention	1	0	4.87	1.99	4.50	2.39	1.728	396
13. Situation is playful	0	1	3.10	2.49	2.02	2.45	4.438***	417
14. Affords an opportunity for me to do things that might make me liked or accepted	0	1	5.73	1.75	5.54	2.03	1.015	407
15. Situation might evoke warmth of compassion	0	1	4.35	2.09	3.95	2.49	1.780	404
16. A person or activity could be undermined or sabotaged	0	-1	5.06	2.11	5.34	2.23	-1.356	417
17. Situation allows for a free range of emotional expression	0	1	5.02	2.01	4.79	2.34	1.077	407
18. Others might have conflicting or hidden motives	0	-1	5.82	1.77	5.93	2.13	-0.571	403
19. Close relationships are present or have the potential to develop	0	1	5.30	1.80	4.88	2.28	2.118*	395
20. Social interaction is possible	0	1	5.70	1.72	5.84	1.84	-0.787	417

Note. In the scale columns, a “1” indicates was normally scored on that scale, a “-1” indicates that the item was reverse scored, and a “0” indicates that the item was not scored on that scale. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.2.2.2 Goal Clarification

With regard to the desire to achieve communal goals, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, contrary to Hypothesis 2, there was not a significant main effect of participant gender, $F(1,415) = 3.515, p = .069$. There was also not a significant main effect of supervisor gender, $F(1,415) = 0.944, p = .332$. Furthermore, contrary to Hypothesis 6b, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 1.197, p = .247$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 2, there was not a significant main effect of participant gender, $F(1,415) = 3.218, p = .074$. There also was not a significant main effect of coworker gender, $F(1,415) = 0.009, p = .926$. Furthermore, contrary to Hypothesis 6b, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 1.071, p = .301$.

With regard to the desire to achieve agentic goals, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, with respect to Research Question 2, there was a significant main effect of participant gender, $F(1,415) = 8.316, p = .004$. Specifically, contrary to expectations, women were more likely to endorse agentic goals than men (see Table 7 for means). There was not, however, a main effect of supervisor gender, $F(1,415) = 2.839, p = .093$. Furthermore, contrary to Hypothesis 6b, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 2.864, p = .091$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 2, there was a significant main effect of participant gender,

$F(1,415) = 8.179, p = .004$, such that women had significantly higher agentic goals than men (see Table 7 for means). There was not, however, a significant main effect of coworker gender, $F(1,415) = 1.066, p = .302$. Furthermore, contrary to Hypotheses 6b, there was not a significant interaction between participant gender and coworker job level, $F(1,415) = 0.144, p = .705$.

Once again, t-tests were conducted on each goal clarification scale item in order to determine exactly where, if any, gender differences occurred. The results of these analyses are presented in Table 9. Contrary to expectations, the results revealed that women wanted to achieve both of the positive agentic/neutral communal items (i.e., “Make it clear to my boss that I am interested in the promotion.” and “Make it clear to my boss that I am qualified for the promotion.”) significantly more than men. Furthermore, contrary to expectations, men wanted to achieve the positive communal/negative agentic item (i.e., “Make it clear to my boss that my coworker would be the most qualified person for the promotion.”) significantly more than women. Thus, responses to certain items did not yield results that were consistent with the theory presented in this manuscript.

Table 9- Means and T-test Results Assessing Gender Differences on the Goal Clarification Item, Response Evaluation, and Behavior Items for the Promotion Vignette.

Item	Scale		Men		Women		<i>t</i>	<i>df</i>
	Agentic	Communal	M	SD	M	SD		
Goal Clarification								
Make it clear to my boss that I am interested in the promotion.	1	0	5.93	1.27	6.19	1.15	-2.184*	417
Make it clear to my boss that I am qualified for the promotion.	1	0	5.82	1.35	6.17	1.19	-2.804**	417
Make it clear to my boss that I am more qualified for the promotion than my coworker.	1	-1	5.33	1.44	5.43	1.48	-0.714	417
Make it clear to my coworker that I support them.	0	1	5.00	1.35	4.80	1.50	1.478	417
Avoid conflict with my coworker.	0	1	4.98	1.44	5.06	1.54	-0.524	417
Make it clear to my boss that my coworker would be the most qualified person for the promotion.	-1	1	3.78	1.81	3.35	1.91	2.348*	417

Response Evaluation - Organizational Progression

Table 9 continued:

State that I am interested in the promotion.	1	0	5.93	1.11	6.20	1.09	-2.452*	417
State that I am highly qualified for the promotion.	1	0	5.76	1.27	5.93	1.16	-1.442	417
Mention that I am more qualified for the promotion than my coworker.	1	-1	5.01	1.53	4.94	1.48	0.519	417
Mention that my coworker is good at their job.	0	1	4.83	1.39	4.78	1.39	0.393	417
Mention that I enjoy working with my coworker.	0	1	5.06	1.35	5.14	1.24	-0.650	417
Mention that my coworker would be a more qualified candidate for the promotion than me.	-1	1	3.70	1.84	3.06	1.82	3.571***	417
Response Evaluation - Relationship Maintenance								
State that I am interested in the promotion.	1	0	5.35	1.38	5.08	1.53	1.875	417
State that I am highly qualified for the promotion.	1	0	5.28	1.36	4.72	1.66	3.761***	401
Mention that I am more qualified for the promotion than my coworker.	1	-1	4.32	1.80	3.74	1.83	3.287**	417
Mention that my coworker is good at their job.	0	1	5.40	1.36	5.65	1.08	-1.167	417

Table 9 continued:

Mention that I enjoy working with my coworker.	0	1	5.40	1.36	5.65	1.08	-2.129*	397
Mention that my coworker would be a more qualified candidate for the promotion than me.	-1	1	4.51	1.79	4.50	1.70	0.070	417
Behavior								
State that I am interested in the promotion.	1	0	5.92	1.27	6.24	1.05	-2.805**	417
State that I am highly qualified for the promotion.	1	0	5.78	1.21	5.91	1.17	-1.101	417
Mention that I am more qualified for the promotion than my coworker.	1	-1	4.93	1.50	4.73	1.67	1.268	412
Mention that my coworker is good at their job.	0	1	4.94	1.30	4.90	1.45	0.252	417
Mention that I enjoy working with my coworker.	0	1	5.18	1.39	5.28	1.27	-0.778	417
Mention that my coworker would be a more qualified candidate for the promotion than me.	-1	1	3.58	1.77	3.07	1.76	2.977**	417

Note. In the scale columns, a “1” indicates was normally scored on that scale, a “-1” indicates that the item was reverse scored, and a “0” indicates that the item was not scored on that scale. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.2.2.3 Response Evaluation

With regard to the evaluation of communal response options for the purpose of progressing within the organization, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,415) = 2.414, p = .121$. There also was not a significant main effect of supervisor gender, $F(1,415) = 0.894, p = .345$. There was, however, a significant interaction between participant gender and supervisor gender, $F(1,415) = 3.951, p = .048$. Post hoc analyses were conducted in order to determine which supervisor gender in particular had significant gender differences. Contrary to Hypothesis 6c, however, after applying Bonferroni's correction to account for the multiple comparisons, there was a significant gender difference when the supervisor's gender was the same as the participant, but not when the supervisor was the opposite gender as the participant. This relationship is depicted in Figure 3. The second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,415) = 2.263, p = .133$. There was also not a significant main effect of coworker gender, $F(1,415) = 0.223, p = .637$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 2.277, p = .132$.

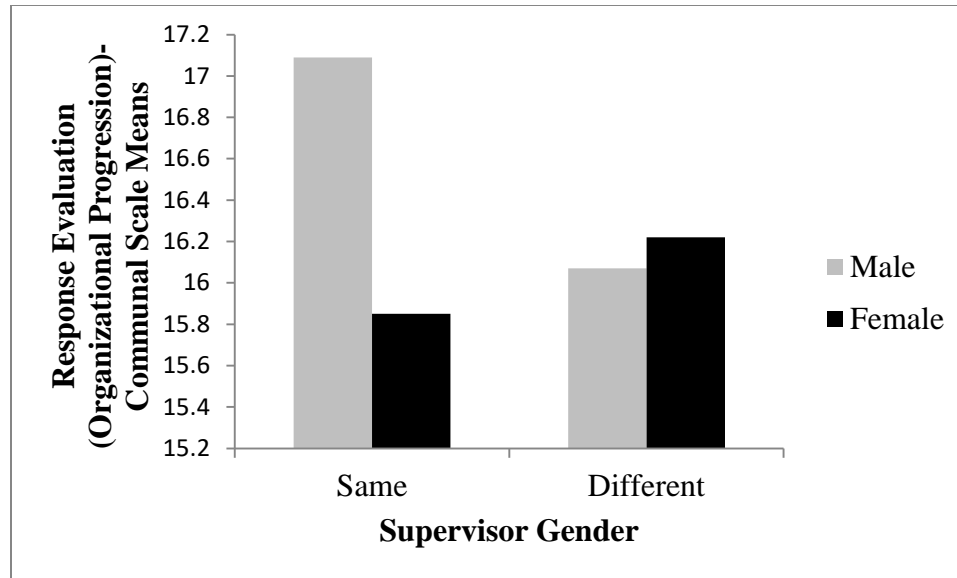


Figure 3- Means on the response evaluation (relationship maintenance) – communal scale for supervisors with the same or different gender as the participant by participant gender for the Promotion Vignette.

With regard to the evaluation of agentic response options for the purpose of progressing within the organization, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,415) = 8.068$, $p = .005$, such that contrary to expectations, men evaluated agentic response options less positively than women (see Table 7 for means). There was not a significant main effect of supervisor gender, $F(1,415) = 1.857$, $p = .174$. Furthermore, contrary to Hypotheses 6c, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 3.039$, $p = .082$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,415) = 7.999$, $p = .005$, such that men evaluated agentic response options less positively than women (see Table 7 for means). There was not a significant main effect of coworker gender, $F(1,415) = 2.581$, p

= .109. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.332, p = .565$.

T-tests were once again conducted on each of the response evaluation (organizational progression) scale items. The results of these analyses are presented in Table 9. The results revealed that, contrary to expectations, women evaluated one of the positive agentic/neutral communal items (i.e., “State that I am interested in the promotion.”) significantly more positively than men. Furthermore, men evaluated the negative agentic/positive communal item (i.e., “Mention that my coworker would be a more qualified candidate for the promotion than me.”) significantly more positively than women. There were, however, no significant gender differences on any of the other items.

With regard to the evaluation of communal response options for the purpose of maintaining relationships, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, in support of Hypothesis 3, there was a significant main effect of participant gender, $F(1,415) = 5.728, p = .017$. Specifically, women evaluated communal response options more positively than men (see Table 7 for means). There was not, however, a significant main effect of supervisor gender, $F(1,415) = 3.438, p = .064$. Furthermore, contrary to Hypothesis 6c, there also was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 0.306, p = .581$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, in support of Hypothesis 3, there was a significant main effect of participant gender, $F(1,415) = 5.716, p = .017$, such that women evaluated communal response options more positively than men (see Table 7 for means). There was

not a significant main effect of coworker gender, $F(1,415) = 0.088, p = .767$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.478, p = .490$.

With regard to the evaluation of agentic response options for the purpose of maintaining relationships, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,415) = 9.150, p = .003$. Specifically, men evaluated agentic response options more positively than women (see Table 7 for means). There was also a significant main effect of supervisor gender, $F(1,415) = 5.857, p = .016$. Specifically, evaluations of agentic response options were more positive with supervisors of a different gender ($M = 18.30, SD = 4.66$) than with a supervisor with the same gender ($M = 17.18, SD = 4.87$). Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 0.152, p = .697$. The second two-way ANOVA, assessing participant gender and coworker gender, also indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,415) = 8.911, p = .003$, such that men evaluated agentic response options more positively than women (see Table 7 for means). There was not, however, a significant main effect of coworker gender, $F(1,415) = 2.125, p = .146$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.545, p = .661$.

The results of the t-tests conducted on each of the response evaluation (relationship maintenance) scale items are presented in Table 9. The results revealed that

men evaluated one of the positive agentic/neutral communal items (i.e., “State that I am highly qualified for the promotion.”) and the positive agentic/negative communal item (i.e., “Mention that I am more qualified for the promotion than my coworker.”) significantly more positively than women. Furthermore, women evaluated one of the positive communal/neutral agentic items (i.e., “Mention that I enjoy working with my coworker.”) significantly more positively than men.

3.2.2.4 Behavior

With regard to communal behavior, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, contrary to Hypothesis 4, there was not a significant main effect of participant gender, $F(1,415) = 0.633$, $p = .427$. There also was not a significant main effect of supervisor gender, $F(1,415) = 0.021$, $p = .884$. Furthermore, contrary to Hypothesis 6d, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 2.428$, $p = .120$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 4, there was not a significant main effect of participant gender, $F(1,415) = 0.586$, $p = .445$. There was also not a significant main effect of coworker gender, $F(1,415) = 0.069$, $p = .793$. Furthermore, contrary to Hypothesis 6d, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.311$, $p = .577$.

With regard to agentic behavior, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, with respect to Research Question 4, there was a significant main effect of participant gender, $F(1,415) = 4.425$, $p = .036$. Specifically, women indicated that they were significantly more likely to

engage in agentic behaviors than men (see Table 7 for means). There was not, however, a significant main effect of supervisor gender, $F(1,415) = 2.411$, $p = .121$. Furthermore, contrary to Hypotheses 6d, there was not a significant interaction between participant gender and supervisor gender, $F(1,415) = 2.057$, $p = .152$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 4, there was a significant main effect of participant gender, $F(1,415) = 4.416$, $p = .036$, such that women indicated that they were significantly more likely to engage in agentic behaviors than men (see Table 7 for means). There was not, however, a significant main effect of coworker gender, $F(1,415) = 1.900$, $p = .169$. Furthermore, contrary to Hypotheses 6d, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.012$, $p = .913$.

T-tests were once again conducted on each of the behavior scale items. The results of these analyses are presented in Table 9. The results revealed that, contrary to expectations, women indicated that they were likely to engage in one of the positive agentic/neutral communal items (i.e., “State that I am interested in the promotion.”) more than men. Furthermore, also contrary to expectations, men indicated that they were likely to engage in the positive communal/negative agentic item (i.e., “Mention that my coworker would be a more qualified candidate for the promotion than me.”) more than women.

3.2.3 *Idea Vignette Analyses*

The means for each of the social information processing scales for the Idea Vignette are presented in Table 10. Once again, a series of two-way ANOVAs were utilized in order to assess gender differences on these scales (i.e., Hypotheses and

Research Questions 1-4) and the moderating effects of coworker job level and coworker gender (i.e., Hypothesis 5 and 6, respectively).

Table 10- Means on the Social Information Processing Scales for the Idea Vignette.

	Men		Women	
	M	SD	M	SD
Situational Interpretation - Communal	38.97	6.98	36.99	7.82
Situational Interpretation - Agentic	58.95	11.62	59.00	11.65
Goal Clarification - Communal	19.22	3.02	19.68	3.32
Goal Clarification - Agentic	18.77	2.77	18.14	3.59
Response Evaluation (Organizational Progression) - Communal	19.05	2.87	19.39	3.25
Response Evaluation (Organizational Progression) - Agentic	18.57	3.11	18.33	3.76
Response Evaluation (Relationship Maintenance) - Communal	20.18	3.05	21.01	3.70
Response Evaluation (Relationship Maintenance) - Agentic	17.18	3.35	16.07	3.78
Behavior - Communal	18.78	2.97	19.42	3.03
Behavior - Agentic	19.00	3.13	18.77	3.35

3.2.3.1 Situational Interpretation

With regard to the tendency to interpret situations as conducive to communality, the results of the first two-way ANOVA, assessing gender and coworker job level (i.e.,

coworkers job level either the same, above, or below that of the participant), indicated that there was a significant main effect of participant gender, $F(1,413) = 7.230, p = .007$. Specifically, contrary to Hypothesis 1, men interpreted the situation as more conducive for communality than women (see Table 10 for means). There was not, however, a significant main effect of coworker job level, $F(2,413) = 2.945, p = .054$. Furthermore, contrary to Hypothesis 5a, there was not a significant interaction between participant gender and coworker job level, $F(2,413) = 1.626, p = .284$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender (i.e., coworker the same gender as the participant or coworker with a different gender than the participant), indicated that there was a significant main effect of gender, $F(1,415) = 7.450, p = .007$. Once again however, contrary to Hypothesis 1, men interpreted the situation as more conducive for communality than women (see Table 10 for means). There was not, however, a significant main effect of coworker gender, $F(1,415) = 0.262, p = .609$. Furthermore, contrary to Hypothesis 6a, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.011, p = .917$.

With regard to the tendency to interpret situations as conducive to agency, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 1, there was not a significant main effect of participant gender, $F(1,413) = 0.005, p = .943$. There also was not a significant main effect of coworker job level, $F(2,413) = 0.040, p = .961$. Furthermore, contrary to Hypotheses 5a, there was also not a significant interaction between participant gender and coworker job level, $F(2,413) = 1.562, p = .211$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that with

respect to Research Question 1, there was not a significant main effect of participant gender, $F(1,415) = 0.002, p = .969$. There also was not a significant main effect of coworker gender, $F(1,415) = 0.021, p = .884$. Furthermore, contrary to Hypotheses 6a, there was also not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.027, p = .870$.

In order to determine exactly where any potential gender differences occurred in both agentic and communal situational interpretations, once again, pre-planned t-tests were conducted on each situational interpretation scale item. The results are presented in Table 11. As expected, men rated two positive agentic items as more representative of the situation than women. Namely, they rated the items “I control resources needed by others”, and “I am the focus of attention” as more representative of the situation than women. Women, however, also rated two positive agentic items as more representative than men (i.e., “A decision needs to be made” and “A job needs to be done”). With regard to the communal scale items, as expected, women rated the item “Social interaction is possible” as more representative of the situation than men. Men, however, rated more positive communal items as more representative of the situation than women. Specifically, they rated the items “Situation is playful” and “Situation might evoke warmth or compassion” as more representative of the situation than women. Therefore, similar to Part One and the Promotion Vignette, responses to certain items did not yield results that were consistent with the theory presented in this manuscript.

Table 11- Means and T-test Results Assessing Gender Differences on the Situational Interpretation Items for the Idea Vignette.

Item	Scale		Men		Women		<i>t</i>	<i>df</i>
	Agentic	Communal	M	SD	M	SD		
1. I am counted on to do something	1	0	5.78	1.61	5.89	1.83	-0.675	417
2. A decision needs to be made	1	0	6.27	1.66	6.60	1.46	-2.291*	417
3. A job needs to be done	1	0	6.43	1.56	6.83	1.49	-2.201**	417
4. Situation involves competition	1	0	5.12	2.11	4.97	2.37	0.696	417
5. A quick decision is called for	1	0	5.36	2.02	5.22	2.17	0.646	417
6. Assertiveness is required to accomplish a goal	1	0	5.77	1.60	6.00	1.73	-1.437	417
7. I control resources needed by others	1	0	4.88	2.03	4.32	2.44	2.579*	403
8. Affords an opportunity to express or demonstrate ambition	1	0	5.77	1.61	6.04	1.61	-1.758	417
9. Situation raises issues of power (for me or others present)	1	0	5.40	1.96	5.24	2.33	0.719	404
10. Situation involves social comparison	0	-1	4.46	2.25	4.46	2.38	-0.010	417

Table 11 continued:

11. I am being pressured to conform to the actions of others	-1	0	4.35	2.38	4.20	2.31	0.682	417
12. I am the focus of attention	1	0	4.54	2.02	4.07	2.35	2.199*	417
13. Situation is playful	0	1	3.36	2.42	2.47	2.40	3.798***	417
14. Affords an opportunity for me to do things that might make me liked or accepted	0	1	5.28	1.88	5.22	1.99	0.322	417
15. Situation might evoke warmth of compassion	0	1	4.54	2.10	4.02	2.30	2.413*	417
16. A person or activity could be undermined or sabotaged	0	-1	4.66	2.16	4.88	2.52	-0.991	417
17. Situation allows for a free range of emotional expression	0	1	5.34	1.91	5.08	2.07	1.343	417
18. Others might have conflicting or hidden motives	0	-1	5.04	2.01	5.18	2.23	-0.647	417
19. Close relationships are present or have the potential to develop	0	1	5.06	2.00	4.78	2.01	1.462	417
20. Social interaction is possible	0	1	5.55	1.91	5.94	1.82	-2.138*	417

Note. In the scale columns, a “1” indicates was normally scored on that scale, a “-1” indicates that the item was reverse scored, and a “0” indicates that the item was not scored on that scale. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.2.3.2 Goal Clarification

With regard to the desire to achieve communal goals, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, contrary to Hypothesis 2, there was not a significant main effect of participant gender, $F(1,413) = 2.487, p = .116$. There was, however, a significant main effect of coworker job level, $F(2,413) = 5.676, p = .004$. Specifically, post-hoc comparisons using Tukey's HSD test revealed that there was a significant difference in agentic situational interpretations between when the coworker had a job level below the participant ($M = 20.16, SD = 3.52$) and when the coworker had a job level above the participant ($M = 18.92, SD = 3.32$), but no comparison assessing when the coworker had the same job level as the participant ($M = 19.03, SD = 3.15$) was significant. Furthermore, contrary to Hypothesis 5b, there was not a significant interaction between participant gender and coworker job level, $F(2,413) = 0.929, p = .396$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 2, there was not a significant main effect of participant gender, $F(1,415) = 2.173, p = .141$. There also was not a significant main effect of coworker gender, $F(1,415) = 0.782, p = .377$. Furthermore, contrary to Hypothesis 6b, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.192, p = .661$.

With regard to the desire to achieve agentic goals, the results of the first two-way ANOVA, assessing participant gender and supervisor gender, indicated that, with respect to Research Question 2, there was a significant main effect of participant gender, $F(1,413) = 4.218, p = .041$. Specifically, men endorsed agentic goals significantly more than women (see Table 10 for means). There was not, however, a significant main effect

of coworker job level, $F(2,413) = 1.417, p = .231$. Furthermore, contrary to Hypothesis 5b, there was not a significant interaction between participant gender and coworker job level, $F(2,415) = 0.251, p = .778$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 2, there was a significant main effect of participant gender, $F(1,415) = 4.049, p = .045$, such that men endorsed agentic goals significantly more than women (see Table 10 for means). There was not a significant main effect of coworker gender, $F(1,415) = 1.235, p = .267$. Furthermore, contrary to Hypotheses 6b, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.046, p = .831$.

Once again, t-tests were conducted on each goal clarification scale item in order to determine exactly where, if any, gender differences occurred. The results of these analyses are presented in Table 12. As expected, men wanted to achieve one of the positive agentic/neutral communal goals (i.e., “Take the lead on the project.”) significantly more than women. They also wanted to achieve the positive agentic/negative communal goal (i.e., “Make my coworker understand that my idea is better compared to their idea.”) more than women. There were no significant gender differences, however, on any of the positive communal goals.

Table 12- Means and T-test Results Assessing Gender Differences on the Goal Clarification Item, Response Evaluation, and Behavior Items for the Idea Vignette.

Item	Scale		Men		Women		<i>t</i>	<i>df</i>
	Agentic	Communal	M	SD	M	SD		
Goal Clarification								
Get my coworker to consider my idea and its merits.	1	0	5.65	1.21	5.64	1.28	0.053	417
Take the lead on the project.	1	0	5.27	1.31	4.96	1.45	2.292*	417
Make my coworker understand that my idea is better compared to their idea.	1	-1	5.06	1.34	4.75	1.50	2.237*	417
Make it clear to my coworker that I support their contributions.	0	1	5.60	1.14	5.72	1.10	-1.075	417
Make my coworker feel good about their idea.	0	1	5.48	1.42	5.50	1.12	-0.237	417
Make it clear I fully support my coworker's idea even though I think my idea is better.	-1	1	5.20	1.35	5.21	1.42	-0.042	417
Response Evaluation - Organizational Progression								
Bring up my idea and its merits to my coworker.	1	0	5.44	1.14	5.49	1.24	-0.388	417

Table 12 continued:

State that I would be interested in taking the lead on the project.	1	0	5.19	1.29	5.05	1.53	0.963	405
Mention that my idea is better than my coworker's idea.	1	-1	4.40	1.68	3.73	1.76	3.941***	417
Encourage my coworker to discuss their idea further.	0	1	5.49	1.18	5.61	1.21	-1.046	417
Compliment my coworker on their idea	0	1	5.50	1.08	5.57	1.21	-0.621	417
Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.	-1	1	4.45	1.76	3.94	1.84	2.901**	417
Response Evaluation - Relationship Maintenance								
Bring up my idea and its merits to my coworker.	1	0	5.23	1.24	5.11	1.24	0.981	417
State that I would be interested in taking the lead on the project.	1	0	4.80	1.42	4.36	1.63	2.919**	417
Mention that my idea is better than my coworker's idea.	1	-1	3.87	1.77	3.21	1.84	3.748***	417
Encourage my coworker to discuss their idea further.	0	1	5.64	1.21	5.77	1.23	-1.071	417

Table 12 continued:

Compliment my coworker on their idea	0	1	5.68	1.11	5.83	1.13	-1.391	417
Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.	-1	1	4.72	1.64	4.61	1.64	0.666	417
Behavior								
Bring up my idea and its merits to my coworker.	1	0	5.62	1.18	5.77	1.16	-1.242	417
State that I would be interested in taking the lead on the project.	1	0	5.20	1.34	4.99	1.46	1.494	417
Mention that my idea is better than my coworker's idea.	1	-1	4.43	1.59	3.73	1.68	4.398***	417
Encourage my coworker to discuss their idea further.	0	1	5.52	1.23	5.77	1.11	-2.113*	417
Compliment my coworker on their idea	0	1	5.43	1.22	5.67	1.12	-2.032*	417
Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.	-1	1	4.25	1.77	3.72	1.83	3.015**	417

Note. In the scale columns, a “1” indicates was normally scored on that scale, a “-1” indicates that the item was reverse scored, and a “0” indicates that the item was not scored on that scale. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.2.3.3 Response Evaluation

With regard to the evaluation of communal response options for the purpose of progressing within the organization, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,413) = 1.345, p = .247$. There also was not a significant main effect of coworker job level, $F(2,413) = 0.216, p = .806$. Furthermore, contrary to Hypothesis 5c, there also was not a significant interaction between participant gender and coworker job level, $F(2,413) = 0.757, p = .470$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, contrary to Hypothesis 3, there was not a significant main effect of participant gender, $F(1,415) = 1.317, p = .252$. There was also not a significant main effect of coworker gender, $F(1,415) = 0.429, p = .531$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker gender, $F(1,415) < 0.001, p = .985$.

With regard to the evaluation of agentic response options for the purpose of progressing within the organization, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 3, there was not a significant main effect of participant gender, $F(1,413) = 0.513, p = .472$. There also was not a significant main effect of coworker job level, $F(2,413) = 0.064, p = .938$. Furthermore, contrary to Hypotheses 5c, there was not a significant interaction between participant gender and coworker job level, $F(2,413) = 0.036, p = .965$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 3, there not a

significant main effect of participant gender, $F(1,415) = 0.491, p = .484$. There also was not a significant main effect of coworker gender, $F(1,415) = 0.023, p = .880$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between participant gender and coworker gender, $F(1,415) = 0.332, p = .565$.

T-tests were once again conducted on each of the response evaluation (organizational progression) scale items. The results of these analyses are presented in Table 12. The results revealed that, as expected, men evaluated the positive agentic/negative communal item (i.e., “Mention that my idea is better than my coworker’s idea.”) significantly more positively than women. Contrary to expectations, however, men also evaluated the positive communal/negative agentic item (i.e., “Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.”) significantly more positively than women. There were, however, no significant gender differences on any of the other items.

With regard to the evaluation of communal response options for the purpose of maintaining relationships, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, in support of Hypothesis 3, there was a significant main effect of participant gender, $F(1,413) = 6.431, p = .012$. Specifically, women evaluated communal response options more positively than men (see Table 10 for means). There was not, however, a significant main effect of coworker job level, $F(2,413) = 0.647, p = .524$. Furthermore, contrary to Hypothesis 5c, there also was not a significant interaction between participant gender and coworker job level, $F(2,413) = 0.218, p = .804$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, in support of Hypothesis 3, there was a significant

main effect of participant gender, $F(1,415) = 6.285, p = .013$, such that women evaluated communal response options more positively than men (see Table 10 for means). There was not a significant main effect of coworker gender, $F(1,415) < 0.001, p = .993$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.478, p = .490$.

With regard to the evaluation of agentic response options for the purpose of maintaining relationships, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,413) = 10.342, p = .001$. Specifically, men evaluated agentic response options more positively than women (see Table 10 for means). There was not a significant main effect of coworker job level, $F(2,413) = 1.309, p = .271$. Furthermore, with respect to Hypothesis 6c, there was not a significant interaction between participant gender and coworker job level, $F(2,413) = 0.459, p = .632$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, also indicated that, with respect to Research Question 3, there was a significant main effect of participant gender, $F(1,415) = 10.086, p = .002$, such that men evaluated agentic response options more positively than women (see Table 10 for means). There was not a significant main effect of coworker gender, $F(1,415) = 0.222, p = .638$. Furthermore, contrary to Hypothesis 6c, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.005, p = .943$.

The results of the t-tests conducted on each of the response evaluation (relationship maintenance) scale items are presented in Table 12. The results revealed that men evaluated one of the positive agentic/neutral communal items (i.e., “State that I

would be interested in taking the lead on the project.”) and the positive agentic/negative communal item (i.e., “Mention that my idea is better than my coworker’s idea.”) significantly more positively than women. There were no significant gender differences on any of the other items.

3.2.3.4 Behavior

With regard to communal behavior, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, in support of Hypothesis 4, there was a significant main effect of participant gender, $F(1,413) = 4.945$, $p = .027$. Specifically, women indicated that they were likely to engage in communal behaviors significantly more than men (see Table 10 for means). There was not, however, a significant main effect of supervisor gender, $F(2,413) = 2.098$, $p = .124$. Furthermore, contrary to Hypothesis 5d, there was not a significant interaction between participant gender and coworker job level, $F(1,413) = 0.657$, $p = .519$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, in support of Hypothesis 4, there was a significant main effect of participant gender, $F(1,415) = 4.816$, $p = .029$, such that women indicated that they were likely to engage in communal behaviors significantly more than men (see Table 10 for means). There was not a significant main effect of coworker gender, $F(1,415) = 1.538$, $p = .216$. Furthermore, contrary to Hypothesis 6d, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.008$, $p = .929$.

With regard to agentic behavior, the results of the first two-way ANOVA, assessing participant gender and coworker job level, indicated that, with respect to Research Question 4, there was not a significant main effect of participant gender,

$F(1,413) = 0.582, p = .446$. There also was not a significant main effect of coworker job level, $F(2,413) = 0.651, p = .552$. Furthermore, contrary to hypotheses 5d, there was not a significant interaction between participant gender and coworker job level, $F(2,415) = 0.536, p = .585$. Similarly, the second two-way ANOVA, assessing participant gender and coworker gender, indicated that, with respect to Research Question 4, there was not a significant main effect of participant gender, $F(1,415) = 0.552, p = .458$. There was also not a significant main effect of coworker gender, $F(1,415) = 0.133, p = .716$. Furthermore, contrary to hypotheses 6d, there was not a significant interaction between gender and coworker gender, $F(1,415) = 0.173, p = .678$.

T-tests were once again conducted on each of the behavior scale items. The results of these analyses are presented in Table 12. With respect to the positive agentic items, the results revealed that, as expected, men indicated that they were likely to engage in the positive agentic/negative communal item (i.e., “Mention that my idea is better than my coworker’s idea.”) more than women. There were, however, no gender differences on either of the positive agentic/neutral communal items. With regard to the positive communal items, women indicated that they were likely to engage in both of the positive communal/negative agentic behaviors (i.e., “Encourage my coworker to discuss their idea further.” And “Compliment my coworker on their idea.”) more than women. Contrary to expectations, however, men indicated that they were likely to engage in the positive communal/negative agentic item (i.e., “Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.”) more than women.

3.3 Mediation Analyses

In order to assess Hypothesis 7, regarding the partially mediating effect of the social information processes on the relationship between gender and organizational level, Barron and Kenny's (1986) four-step approach was utilized. The first step was to assess whether the causal variable, in this case gender, is significantly related to the outcome, in this case managerial level. As indicated in the Preliminary Analyses section, there is indeed a significant correlation between gender and managerial level in the expected direction ($r = -.150$, $p = .002$). The second step is to determine whether the causal variable has a significant relationship with the mediator, in this case the social information processing scales. The correlations between gender and each of the social information processing scales are presented in Table 13.

Table 13- Correlations between Gender and each of the Social Information Processing Scales for Part One and Both Vignettes.

Scale	Part One	Promotion Vignette	Idea Vignette
Situational Interpretation - Communal	-0.020	-0.172**	-0.133**
Situational Interpretation - Agentic	-0.880	0.069	0.002
Goal Clarification - Communal	-0.078	-0.088	0.072
Goal Clarification - Agentic	-0.067	0.183**	-0.098*
Response Evaluation (Organizational Progression) - Communal	-0.032	-0.075	0.056
Response Evaluation (Organizational Progression) - Agentic	-0.078	0.136**	-0.035
Response Evaluation (Relationship Maintenance) - Communal	-0.057	0.166*	0.122*
Response Evaluation (Relationship Maintenance) - Agentic	-.150**	-0.146**	-0.154**
Behavior - Communal	-0.032	-0.038	0.107*
Behavior - Agentic	-0.100*	0.102*	-0.036

Note. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

With regard to Part One, the scales that had a significant relationship with gender were the response evaluation (relationship maintenance) – agentic scale and the behavior – agentic scale. Thus, only the effects of these two scales from Part One were examined for their mediating effects any further. With regard to the Promotion Vignette, although the situational interpretation- communal scale, the goal clarification – agentic scale, the response evaluation (organizational progression) – agentic scale, and behavior agentic

scale all had significant relationships with gender, they were in the opposite direction than expected, and therefore, they were not examined for their mediating effect any further. The response evaluation (relationship maintenance) – communal scale and the response evaluation (relationship maintenance) – agentic scale, however, had a significant correlation with gender in the expected direction, and therefore, were examined further. Finally, with regard to the Idea Vignette, the goal clarification – agentic scale, the behavior-communal scale, the response evaluation (relationship maintenance) – communal scale and the response evaluation (relationship maintenance) – agentic scale had a significant correlation with gender in the expected direction, and therefore, were examined further. Although the situational interpretation – communal scale had a significant correlation with gender, it was not in the expected direction and was not examined for its mediating relationship any further.

3.3.1 Part One

The third step is to assess the relationship between the mediator and the outcome variable using a regression equation with both the causal variable and the mediating variable as predictors. With regard to the Part One scales, a significant relationship was found between the response evaluation (relationship maintenance) – agentic scale and managerial level ($b = .033$, $t = 2.214$, $p = .027$). According to Barron and Kenny (1986), the fourth and final step is to check to see if the relationship between the causal variable and the outcome variable is zero in this regression equation. If so, full mediation has occurred, if not, and the relationship between the mediator and outcome variable is significant, then only partial mediation has occurred. In this case, the relationship between gender and managerial level was still significant ($b = -0.328$, $t = -2.750$, p

=.006), so partial mediation was indicated. In order to test the significance of this indirect effect, however, the PROCESS Macro for SPSS, which uses a bootstrapping method, was utilized (Hayes, 2013). Indeed, in support of Hypothesis 7c, there was a significant mediating effect of evaluations of agentic behaviors for the purpose of relationship maintenance on the relationship between gender and managerial level, $ab = -0.040$, CI [-0.098, -0.007]. Specifically, the mediating effect of the evaluations of agentic behaviors for the purpose of relationship maintenance accounted for 11% of the total effect of gender on managerial level.

In the regression model including gender and the behavior – agentic scale as independent variables, contrary to Hypothesis 7d, a significant relationship was not found between the behavior – agentic scale and managerial level ($b = 0.022$, $t = 1.405$, $p = .161$), and therefore, no mediating effect occurred.

3.3.2 *Promotion Vignette*

With regard to the Promotion Vignette scales, in the regression model including gender and the response evaluation (relationship maintenance) – agentic scale as independent variables, a significant relationship was found between the response evaluation (relationship maintenance) – agentic scale and managerial level ($b = .039$, $t = 3.121$, $p = .002$). The relationship, however, between gender and managerial level was still significant ($b = -0.313$, $t = -2.647$, $p = .008$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7c, the bootstrapping method indicated a significant mediating effect of evaluations of agentic behaviors for the purpose of relationship maintenance on the relationship between gender and managerial level, $ab = -0.054$, CI [-0.155, -0.017]. Specifically, the mediating effect of the evaluations of agentic

behaviors for the purpose of relationship maintenance accounted for 15% of the total effect of gender on managerial level.

In the regression model including gender and the response evaluation (relationship maintenance) – communal scale as independent variables, however, a significant relationship was not found between the response evaluation (relationship maintenance) – communal scale and managerial level ($b = -0.005$, $t = -0.350$, $p = .727$), and therefore, contrary to Hypothesis 7c, no mediating effect occurred.

3.3.3 *Idea Vignette*

With regard to the Idea Vignette scales, in the regression model including gender and the goal clarification – agentic scale as independent variables, a significant relationship was found between the goal clarification – agentic scale and managerial level ($b = .053$, $t = 2.895$, $p = .004$). The relationship, however, between gender and managerial level was still significant ($b = -0.334$, $t = -2.830$, $p = .005$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7b, the bootstrapping method indicated a significant mediating effect of setting agentic goals on the relationship between gender and managerial level, $ab = -0.034$, CI $[-0.086, -0.005]$. Specifically, the mediating effect of agentic goal setting accounted for 9% of the total effect of gender on managerial level.

In the regression model including gender and the response evaluation (relationship maintenance) – communal scale as independent variables, a significant relationship was not found between the response evaluation (relationship maintenance) – communal scale and managerial level ($b = -.005$, $t = -0.305$, $p = .761$) and therefore, contrary to Hypothesis 7c, no mediating effect occurred.

In the regression model including gender and the response evaluation (relationship maintenance) – agentic scale as independent variables, a significant relationship was found between the response evaluation (relationship maintenance) – agentic scale and managerial level ($b = .067$, $t = 4.085$, $p < .001$). The relationship, however, between gender and managerial level was still significant ($b = -0.293$, $t = -2.494$, $p = .013$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7c, the bootstrapping method indicated a significant mediating effect of evaluations of agentic behaviors for the purpose of relationship maintenance on the relationship between gender and managerial level, $ab = -0.074$, CI $[-0.147, -0.027]$. Specifically, the mediating effect of the evaluations of agentic behaviors for the purpose of relationship maintenance accounted for 20% of the total effect of gender on managerial level.

Finally, in the regression model including gender and the behavior – communal scale as independent variables, however, a significant relationship was not found between the behavior – communal scale and managerial level ($b = 0.023$, $t = 1.166$, $p = .727$), and therefore, contrary to Hypothesis 7d, no mediating effect occurred.

3.4 Exploratory Analyses

Based on the results of the item analyses, a common pattern across the goal clarification, response evaluation (organizational progression), and behavior scales and across the different situations (i.e., across Part One and the vignettes) was that, contrary to expectations, men consistently scored higher on the positive communal/negative agentic item. Thus, this single item could explain why many of the hypotheses were not supported and why many of the research questions had null results. In order to explore

this further, all of the goal clarification, response evaluation (organizational progression), response evaluation (relationship maintenance), and behavior scales were recalculated excluding the positive communal/negative agentic item and all of the ANOVAs were rerun. The means for each gender on the recalculated scales are presented in Table 14.

Table 14- Means on the Re-Calculated Social Information Processing Scales for Part One of the Study and Both Vignettes.

		Men		Women	
		M	SD	M	SD
Part One					
	Goal Clarification - Communal (Re-Scaled)	14.36	2.68	14.27	3.01
	Goal Clarification - Agentic (Re-Scaled)	13.76	3.75	12.80	4.36
	Response Evaluation (Organizational Progression) - Communal (Re-Scaled)	14.26	2.35	14.34	3.27
	Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)	14.30	3.73	13.21	3.96
	Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)	14.56	2.62	14.95	3.29
	Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)	14.15	3.89	12.70	4.25
	Behavior - Communal (Re-Scaled)	14.11	2.65	14.41	3.06
	Behavior - Agentic (Re-Scaled)	13.78	3.85	12.51	4.24
Promotion Vignette					
	Goal Clarification - Communal (Re-Scaled)	12.66	2.41	12.43	2.99
	Goal Clarification - Agentic (Re-Scaled)	17.08	3.48	17.79	3.19
	Response Evaluation (Organizational Progression) - Communal (Re-Scaled)	12.88	2.63	12.98	2.56
	Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)	16.71	3.08	17.07	2.98
	Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)	14.47	3.05	15.45	3.14

Table 14 continued:

Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)	14.95	3.79	13.55	4.26
Behavior - Communal (Re- Scaled)	13.19	2.46	13.45	2.56
Behavior - Agentic (Re- Scaled)	16.33	3.12	16.89	3.05
Idea Vignette				
Goal Clarification - Communal (Re-Scaled)	14.02	2.16	14.47	2.40
Goal Clarification - Agentic (Re-Scaled)	15.97	3.01	15.34	3.41
Response Evaluation (Organizational Progression) - Communal (Re-Scaled)	14.60	2.41	15.45	2.85
Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)	15.02	3.14	14.27	3.43
Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)	15.46	2.68	16.40	3.27
Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)	13.90	3.52	12.68	3.65
Behavior - Communal (Re- Scaled)	14.53	2.50	15.70	2.80
Behavior - Agentic (Re- Scaled)	15.25	3.01	14.48	2.40

3.4.1 Gender Differences and Moderation Analyses

3.4.1.1 Part One Analyses

The results of the rerun Part One two-way ANOVAs are presented in Table 15. After recalculating the scales, several of the results of the gender differences changed from those results of the original scales. Specifically, with regard to Research Question 2, there was a significant main effect of participant gender on the agentic goal clarification,

$F(1,403) = 6.594, p = .007$, such that men wanted to achieve agentic goals significantly more than women (see Table 14 for means). This gender difference, however, was only significant in the two-way ANOVA including coworker gender, not in the two-way ANOVA including coworker job level.

Table 15- Two-Way ANOVA Results for the Re-Calculates Social Information Processing Scales for Part One of the Study.

Dependent Variable	Source	<i>df</i>	<i>F</i>
Goal Clarification - Communal (Re-Scaled)			
	Gender (G)	1	0.943
	Coworker Job Level (JL)	3	2.392
	G x JL	3	0.445
	Within-Subjects Error	382	
	Gender (G)	1	0.110
	Coworker Gender (CG)	1	0.112
	G x CG	1	0.663
	Within-Subjects Error	403	
Goal Clarification - Agentic (Re-Scaled)			
	Gender (G)	1	2.799
	Coworker Job Level (JL)	3	0.380
	G x JL	3	0.191
	Within-Subjects Error	382	
	Gender (G)	1	7.403**
	Coworker Gender (CG)	1	0.840
	G x CG	1	1.096
	Within-Subjects Error	403	
Response Evaluation (Organizational Progression) - Communal (Re-Scaled)			
	Gender (G)	1	0.274
	Coworker Job Level (JL)	3	1.350
	G x JL	3	0.570
	Within-Subjects Error	382	
	Gender (G)	1	0.203
	Coworker Gender (CG)	1	0.451
	G x CG	1	0.635
	Within-Subjects Error	403	
Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)			

Table 15 continued:

Gender (G)	1	4.976*
Coworker Job Level (JL)	3	0.448
G x JL	3	0.129
Within-Subjects Error	382	
Gender (G)	1	8.173**
Coworker Gender (CG)	1	0.104
G x CG	1	0.259
Within-Subjects Error	403	
Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)		
Gender (G)	1	0.062
Coworker Job Level (JL)	3	1.176
G x JL	3	2.685*
Within-Subjects Error	382	
Gender (G)	1	2.326
Coworker Gender (CG)	1	0.492
G x CG	1	0.376
Within-Subjects Error	403	
Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)		
Gender (G)	1	6.761*
Coworker Job Level (JL)	3	0.374
G x JL	3	0.805
Within-Subjects Error	382	
Gender (G)	1	14.898***
Coworker Gender (CG)	1	1.009
G x CG	1	4.742*
Within-Subjects Error	403	
Behavior - Communal (Re-Scaled)		
Gender (G)	1	0.244
Coworker Job Level (JL)	3	1.820
G x JL	3	1.190
Within-Subjects Error	382	

Table 15 continued:

Gender (G)	1	1.156
Coworker Gender (CG)	1	0.055
G x CG	1	0.293
Within-Subjects Error	403	
Behavior - Agentic (Re-Scaled)		
Gender (G)	1	5.229*
Coworker Job Level (JL)	3	0.142
G x JL	3	0.153
Within-Subjects Error	382	
Gender (G)	1	12.492***
Coworker Gender (CG)	1	0.122
G x CG	1	2.493
Within-Subjects Error	403	

Note. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

With regard to Research Question 3, there was a significant main effect of participant gender on the evaluation of agentic behaviors for the purpose of organizational progression and this was true in both the two-way ANOVA including coworker job level, $F(1,382) = 4.976$, $p = .026$, and the two-way ANOVA including coworker gender, $F(1,403) = 8.173$, $p = .004$. Specifically, in line with expectations, men evaluated agentic behaviors for the purpose of organizational progression significantly more positively than women (see Table 14 for means).

Lastly, with regard to Research Question 4, there was a significant main effect of participant gender on the extent to which they engaged in agentic behaviors and this is true in both the two-way ANOVA including coworker job level, $F(1,382) = 5.229$, $p = .023$, and the two-way ANOVA including coworker gender, $F(1,403) = 12.492$, $p < .001$.

Specifically, in line with expectations, men were significantly more likely to engage in agentic behaviors than women (see Table 14 for means).

3.4.1.2 Promotion Vignette Analyses

The results of the rerun Promotion Vignette two-way ANOVAs are presented in Table 16. Once again, after recalculating the scales, several of the results of the gender differences changed from those results of the original scales. Specifically, with regard to Research Question 3, there was no longer a significant main effect of participant gender on the evaluation of agentic behaviors for the purpose of organizational progression and this is true in both the two-way ANOVA including supervisor gender, $F(1,415) = 1.464$, $p = .026$, and the two-way ANOVA including coworker gender, $F(1,415) = 1.562$, $p = .004$. Thus, although the results were still not in the expected direction, they were no longer in the opposite direction with women evaluating agentic behaviors for the purpose of organizational progression significantly more positively than men, which was the case with the original response evaluation (organizational progression) – agentic scale.

Table 16- Two-Way ANOVA Results for the Re-Calculates Social Information Processing Scales for the Promotion Vignette.

Dependent Variable	Source	<i>df</i>	<i>F</i>
Goal Clarification - Communal (Re-Scaled)			
	Gender (G)	1	0.765
	Supervisor Gender (SG)	1	0.059
	G x SG	1	0.202
	Within-Subjects Error	415	
	Gender (G)	1	0.727
	Coworker Gender (CG)	1	0.176
	G x CG	1	1.291
	Within-Subjects Error	415	
Goal Clarification - Agentic (Re-Scaled)			
	Gender (G)	1	4.780*
	Supervisor Gender (SG)	1	1.349
	G x SG	1	1.444
	Within-Subjects Error	415	
	Gender (G)	1	4.751*
	Coworker Gender (CG)	1	1.045
	G x CG	1	0.054
	Within-Subjects Error	415	
Response Evaluation (Organizational Progression) - Communal (Re-Scaled)			
	Gender (G)	1	0.163
	Supervisor Gender (SG)	1	0.165
	G x SG	1	0.741
	Within-Subjects Error	415	
	Gender (G)	1	0.190
	Coworker Gender (CG)	1	0.144
	G x CG	1	2.271
	Within-Subjects Error	415	
Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)			

Table 16 continued:

Gender (G)	1	1.464
Supervisor Gender (SG)	1	0.738
G x SG	1	0.288
Within-Subjects Error	415	
Gender (G)	1	1.526
Coworker Gender (CG)	1	4.655*
G x CG	1	0.040
Within-Subjects Error	415	
Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)		
Gender (G)	1	10.434**
Supervisor Gender (SG)	1	1.333
G x SG	1	0.027
Within-Subjects Error	415	
Gender (G)	1	10.496**
Coworker Gender (CG)	1	0.126
G x CG	1	1.405
Within-Subjects Error	415	
Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)		
Gender (G)	1	12.823***
Supervisor Gender (SG)	1	3.334
G x SG	1	<0.001
Within-Subjects Error	415	
Gender (G)	1	12.598***
Coworker Gender (CG)	1	2.841
G x CG	1	0.447
Within-Subjects Error	415	
Behavior - Communal (Re-Scaled)		
Gender (G)	1	1.139
Supervisor Gender (SG)	1	1.076
G x SG	1	0.259
Within-Subjects Error	415	

Table 16 continued:

Gender (G)	1	1.185
Coworker Gender (CG)	1	0.283
G x CG	1	0.371
Within-Subjects Error	415	
Behavior - Agentic (Re-Scaled)		
Gender (G)	1	0.701
Supervisor Gender (SG)	1	0.783
G x SG	1	0.244
Within-Subjects Error	415	
Gender (G)	1	0.732
Coworker Gender (CG)	1	2.330
G x CG	1	0.540
Within-Subjects Error	415	

Note. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

With regard to Research Question 4, there was no longer a significant main effect of participant gender on the likelihood to engage in agentic behaviors and this was true in both the two-way ANOVA supervisor gender, $F(1,415) = 0.701$, $p = .403$, and the two-way ANOVA including coworker gender, $F(1,415) = 0.723$, $p = .393$. Thus, once again, although the results were still not in the expected direction, they were no longer in the opposite direction with women indicating a higher likelihood of engaging in agentic behaviors than men, which was the case with the original behavior – agentic scale.

Finally, the interaction between participant gender and supervisor gender on the evaluation of communal behaviors for the purpose of organizational progression was no longer significant, $F(1,415) = 0.741$, $p = .390$. Therefore, although the results were still not in the expected direction, they are no longer in the opposite direction of Hypothesis 6c, with the greatest gender differences occurring with the same gender, which was the

case with the original response evaluation (organizational progression) – communal scale.

3.4.1.3 Idea Vignette Analyses

The results of the rerun Idea Vignette two-way ANOVAs are presented in Table 17. Once again, after recalculating the scales, several of the results of the gender differences changed from those results of the original scales. First, in support of Hypothesis 2, there was now a significant main effect of participant gender on communal goal clarification and this was true in both the two-way ANOVA including coworker job level, $F(1,413) = 4.635, p = .032$, and the two-way ANOVA including coworker gender, $F(1,415) = 4.092, p = .044$. Specifically, women indicated they would want to achieve communal goals significantly more than men (see Table 14 for means).

Table 17- Two-Way ANOVA Results for the Re-Calculates Social Information Processing Scales for the Idea Vignette.

Dependent Variable	Source	<i>df</i>	<i>F</i>
Goal Clarification - Communal (Re-Scaled)			
	Gender (G)	1	4.635*
	Coworker Job Level (JL)	1	6.696**
	G x JL	1	0.950
	Within-Subjects Error	413	
	Gender (G)	1	4.092*
	Coworker Gender (CG)	1	1.036
	G x CG	1	0.796
	Within-Subjects Error	415	
Goal Clarification - Agentic (Re-Scaled)			
	Gender (G)	1	4.050*
	Coworker Job Level (JL)	1	0.497
	G x JL	1	0.572
	Within-Subjects Error	413	
	Gender (G)	1	3.941*
	Coworker Gender (CG)	1	0.915
	G x CG	1	0.171
	Within-Subjects Error	415	
Response Evaluation (Organizational Progression) - Communal (Re-Scaled)			
	Gender (G)	1	10.967**
	Coworker Job Level (JL)	1	0.282
	G x JL	1	1.699
	Within-Subjects Error	413	
	Gender (G)	1	10.954**
	Coworker Gender (CG)	1	0.298
	G x CG	1	0.001
	Within-Subjects Error	415	
Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)			

Table 17 continued:

Gender (G)	1	5.380*
Coworker Job Level (JL)	1	0.219
G x JL	1	0.032
Within-Subjects Error	413	
Gender (G)	1	5.384*
Coworker Gender (CG)	1	< 0.001
G x CG	1	1.660
Within-Subjects Error	415	
Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)		
Gender (G)	1	10.483**
Coworker Job Level (JL)	1	0.324
G x JL	1	1.717
Within-Subjects Error	413	
Gender (G)	1	10.277**
Coworker Gender (CG)	1	0.448
G x CG	1	0.630
Within-Subjects Error	415	
Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)		
Gender (G)	1	12.157**
Coworker Job Level (JL)	1	0.638
G x JL	1	0.085
Within-Subjects Error	413	
Gender (G)	1	12.003**
Coworker Gender (CG)	1	1.073
G x CG	1	0.241
Within-Subjects Error	415	
Behavior - Communal (Re-Scaled)		
Gender (G)	1	20.747***
Coworker Job Level (JL)	1	1.561
G x JL	1	1.561
Within-Subjects Error	413	

Table 17 continued:

Gender (G)	1	20.455***
Coworker Gender (CG)	1	2.443
G x CG	1	0.152
Within-Subjects Error	415	
Behavior - Agentic (Re-Scaled)		
Gender (G)	1	6.653*
Coworker Job Level (JL)	1	0.247
G x JL	1	0.043
Within-Subjects Error	413	
Gender (G)	1	6.594*
Coworker Gender (CG)	1	0.278
G x CG	1	0.037
Within-Subjects Error	415	

Note. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

In support of Hypothesis 3, there was now a significant main effect of participant gender on the evaluation of communal behaviors for the purpose of organizational progression and this was true in both the two-way ANOVA including coworker job level, $F(1,413) = 10.967$, $p = .001$, and the two-way ANOVA including coworker gender, $F(1,415) = 10.954$, $p = .001$. Specifically, men evaluated agentic behaviors for the purpose of organizational progression significantly more positively than women (see Table 14 for means).

Similarly, with regard to Research Question 3, there was now a significant main effect of participant gender on the evaluation of agentic behaviors for the purpose of organizational progression and this was true in both the two-way ANOVA including coworker job level, $F(1,413) = 5.380$, $p = .021$, and the two-way ANOVA including coworker gender, $F(1,415) = 5.384$, $p = .021$. Specifically, in line with expectations,

males evaluated agentic behaviors for the purpose of organizational progression significantly more positively than women (see Table 14 for means).

Finally, with regard to Research Question 4, there was now a significant main effect of participant gender the likelihood of engaging in agentic behaviors and this is true in both the two-way ANOVA including coworker job level, $F(1,413) = 6.653, p = .010$, and the two-way ANOVA including coworker gender, $F(1,415) = 6.594, p = .011$. Specifically, in line with expectations, men were significantly more likely to indicate that they would engage in agentic behaviors than women (see Table 14 for means).

3.4.2 Mediation Analyses.

In addition to the two-way ANOVAs, mediation analyses were also redone for those scales that (a) had a significant relationship with gender with the newly recoded scales, but did not with the original scales, or (b) had a significant relationship with gender with the original scales, but did not significantly act as mediators in the relationship between gender and managerial level. The correlations between the recoded scales and gender are presented in Table 18.

Table 18- Correlations between Gender and each of the Re-Calculated Social Information Processing Scales for Part One and Both Vignettes.

Scale	Part One	Promotion Vignette	Idea Vignette
Goal Clarification - Communal (Re-Scaled)	-0.016	-0.043	0.099*
Goal Clarification - Agentic (Re-Scaled)	-0.118*	0.106*	-0.097*
Response Evaluation (Organizational Progression) - Communal (Re-Scaled)	0.015	0.020	0.160**
Response Evaluation (Organizational Progression) - Agentic (Re-Scaled)	-0.141**	0.059	-0.114*
Response Evaluation (Relationship Maintenance) - Communal (Re-Scaled)	0.066	0.156**	0.156**
Response Evaluation (Relationship Maintenance) - Agentic (Re-Scaled)	-0.176**	-0.172**	-0.168**
Behavior - Communal (Re-Scaled)	0.052	0.053	0.216**
Behavior - Agentic (Re-Scaled)	-0.155**	0.041	-0.125*

Note. * $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$.

3.4.2.1 Part One

Based on these new correlations, with regard to Part One, mediation analyses were redone for the goal clarification - agentic scale, and the response evaluation (organizational progression) - agentic scale because these redone scales have significant correlations with gender, but the original scale did not. Furthermore, a mediation analysis

was also redone for the behavior – agentic scale because this redone scale had a significant relationship with gender, but the original scale did not act as a significant mediator in the relationship between gender and managerial level. In the regression model including gender and the new goal clarification – agentic scale as independent variables, a significant relationship was found between the goal clarification – agentic scale and managerial level ($b = .035$, $t = 2.444$, $p = .015$). However, the relationship between gender and managerial level was still significant ($b = -0.333$, $t = -2.811$, $p = .005$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7b, the bootstrapping method indicated a significant mediating effect of setting agentic goals on the relationship between gender and managerial level, $ab = -0.034$, CI $[-0.089, -0.006]$. Specifically, the mediating effect of agentic goals setting accounted for 9% of the total effect of gender on managerial level.

In the regression model including gender and the response evaluation (organizational progression) – agentic scale as independent variables, a significant relationship was found between the response evaluation (organizational progression) – agentic scale and managerial level ($b = 0.034$, $t = 2.210$, $p = .028$). However, the relationship between gender and managerial level was still significant ($b = -0.330$, $t = -2.775$, $p = .013$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7c, the bootstrapping method indicated a significant mediating effect of evaluations of agentic behaviors for the purpose of relationship maintenance on the relationship between gender and managerial level, $ab = -0.037$, CI $[-0.097, -0.006]$. Specifically, the mediating effect of the evaluations of agentic behaviors for the purpose

of relationship maintenance accounted for 10% of the total effect of gender on managerial level.

Finally, in the regression model including gender and the behavior – agentic scale as independent variables, a significant relationship was found between the behavior – agentic scale and managerial level ($b = 0.037$, $t = 2.544$, $p = .011$). However, the relationship between gender and managerial level was still significant ($b = -0.320$, $t = -2.690$, $p = .007$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7d, the bootstrapping method indicated a significant mediating effect agentic behavior on the relationship between gender and managerial level, $ab = -0.047$, CI $[-0.109, -0.012]$. Specifically, the mediating effect of agentic behavior accounted for 13% of the total effect of gender on managerial level.

3.4.2.2 Promotion Vignette

With regard to the Promotion Vignette, mediation analyses were redone for the response evaluation (relationship maintenance) - communal scale because this redone scale had a significant relationship with gender, but the original scale did not act as a significant mediator in the relationship between gender and managerial level. Similar to the results of the original scale, however, the regression model including gender and the response evaluation (relationship maintenance) – communal scale as independent variables did not indicate a significant relationship between the response evaluation (relationship maintenance) – communal scale and managerial level ($b = -0.016$, $t = -0.845$, $p = .398$). Therefore, contrary to Hypothesis 7c, no mediating effect occurred.

3.4.2.3 Idea Vignette

With regard to the Idea Vignette, mediation analyses were redone for the goal clarification- communal scale, the response evaluation (organizational progression) - communal scale, the response evaluation (organizational progression) - agentic scale, and the behavior - agentic scale because these redone scales have significant correlations with gender, but the original scale did not. Furthermore, mediation analyses were also redone for the response evaluation (relationship maintenance) - communal scale and the behavior - communal scale because these redone scales had a significant relationship with gender, but the original scale did not act as a significant mediator in the relationship between gender and managerial level.

In the regression model including gender and the new goal clarification – communal scale as independent variables, a significant relationship was not found between the goal clarification – communal scale and managerial level ($b = 0.001$, $t = 0.057$, $p = .954$), and therefore, contrary to Hypothesis 7b, no mediating effect occurred.

In the regression model including gender and the response evaluation (organizational progression) – communal scale as independent variables, a significant relationship was not found between the response evaluation (organizational progression) – communal scale and managerial level ($b = -0.025$, $t = -1.109$, $p = .268$), and therefore, contrary to Hypothesis 7c, no mediating effect occurred.

In the regression model including gender and the response evaluation (organizational progression) – agentic scale as independent variables, a significant relationship was found between the response evaluation (organizational progression) – agentic scale and managerial level ($b = .090$, $t = 2.210$, $p < .001$). The relationship, however, between gender and managerial level was still significant ($b = -0.300$, $t = -$

2.591, $p = .010$), so partial, rather than full, mediation was indicated. Furthermore, in support of Hypothesis 7c, the bootstrapping method indicated a significant mediating effect of evaluations of agentic behaviors for the purpose of relationship maintenance on the relationship between gender and managerial level, $ab = -0.068$, CI $[-0.139, -0.013]$. Specifically, the mediating effect of the evaluations of agentic behaviors for the purpose of relationship maintenance accounted for 18% of the total effect of gender on managerial level.

In the regression model including gender and the response evaluation (relationship maintenance) – communal scale as independent variables, a significant relationship was not found between the response evaluation (relationship maintenance) – communal scale and managerial level ($b = -.013$, $t = 2.964$, $p = .527$), and therefore, contrary to Hypothesis 7c, no mediating effect occurred.

In the regression model including gender and the behavior – communal scale as independent variables, however, a significant relationship was not found between the behavior – communal scale ($b = -0.001$, $t = -0.035$, $p = .972$) and managerial level, and therefore, contrary to Hypothesis 7d, no mediating effect occurred.

Lastly, in the regression model including gender and the behavior – agentic scale as independent variables, however, a significant relationship was found between the behavior – agentic scale and managerial level ($b = 0.088$, $t = 4.645$, $p < .001$). The relationship, however, between gender and managerial level was still significant ($b = -0.300$, $t = -2.573$, $p = .010$), so partial, rather than full, mediation was indicated. Furthermore, in support of hypothesis 7d, the bootstrapping method indicated a significant mediating effect agentic behavior on the relationship between gender and

managerial level, $ab = -0.068$, CI $[-0.142, -0.020]$. Specifically, the mediating effect of agentic behavior accounted for 18% of the total effect of gender on managerial level.

3.5 Results Summary

To summarize, based on the planned analyses, Hypothesis 1 regarding communal situational interpretation was unsupported. Women did not interpret situations as more conducive for communal behavior than men. Instead, the results of two vignettes revealed exactly the opposite. Specifically, men interpreted situations as more conducive for communal behavior than women. With respect to Research Question 1, regarding agentic situational interpretation, the results partially supported that men interpret situations as more conducive for agency than women. Specifically, this gender difference was found in Part One of the study, but it was only significant in the two-way ANOVA containing coworker gender and not in the two-way ANOVA containing coworker job level. Furthermore, no significant gender differences were found in agentic situational interpretation for either of the two vignettes.

Hypothesis 2, regarding communal goal clarification, was unsupported. Men and women did not significantly differ in the extent to which they wanted to achieve communal goals in Part One or in either vignette. Similarly, with respect to Research Question 2, regarding agentic goal clarification, men were not found to want to achieve agentic goals more than women. Rather, in the Promotion Vignette, women wanted to achieve agentic goals significantly more than men.

Hypothesis 3, regarding communal response evaluation, was unsupported with respect to organizational progression, but partially supported with respect to relationship maintenance. Specifically, men and women did not differ in the extent to which the

evaluated communal behaviors as helpful for progressing within the organization in Part One or in either vignette. Women did, however, evaluate communal behaviors more positively for the purpose of relationship maintenance than men in the Idea Vignette but not in Part One or in the Promotion Vignette. With respect to Research Question 3, regarding agentic response evaluation, men were not found to evaluate agentic behaviors as more helpful for progressing within the organization than women. Rather, in the Promotion Vignette, women evaluated agentic behaviors as more helpful for progressing within the organization than men. Men, however, did evaluate agentic behaviors as more helpful for maintaining relationships with their coworkers than women in Part One and both vignettes

Hypothesis 4, regarding communal behavior, was partially supported. Specifically, women were more likely to indicate that they would engage in communal behavior than men in the Idea Vignette, but not in Part One or in the Promotion Vignette. With respect to Research Question 4, regarding agentic behavior, men were not more likely to engage in agentic behavior than women. Rather, in the Promotion Vignette, women were more likely to engage in agentic behavior than men. Gender differences, however, were not found in agentic behavior in either Part One or the Idea Vignette.

Hypothesis 5, regarding the moderating effect of coworker level, was unsupported. Specifically, gender differences were not more likely to occur in situations with coworkers of the same job level than in situations with coworkers with higher or lower job levels. In fact, the results of Part One indicated that gender differences in evaluations of communal behaviors for the purpose of maintaining relationships were greatest in situations with superiors. Similarly, Hypothesis 6, regarding the moderating

effect of coworker gender, was unsupported. Specifically, gender differences were not more likely to occur in situations with coworkers of a different gender than a participant. Conversely, in Part One, gender differences in evaluations of agentic behaviors for the purpose of maintaining relationships were greatest with only members of the same gender. Additionally, in the Promotion Vignette, gender differences in evaluations of agentic behaviors for the purpose of progressing within the organization were also greatest with only members of the same gender.

Hypothesis 7a, regarding the mediating effect of situational interpretation, was unsupported. Neither communal nor agentic situational interpretations mediated the relationship between gender and managerial level. Hypothesis 7b, regarding the mediating effect of goal clarification, was partially supported. Namely, in the Idea Vignette, agentic goal clarification significantly mediated the relationship between gender and managerial level. Hypothesis 7c, regarding the mediating effect of response evaluation, was also partially supported. Although no mediating effects were found for response evaluations relevant to organizational progression, a significant mediating effect of agentic response evaluations relevant to relationship maintenance was found for the results of Part One and both vignettes. No significant mediating effect, however, was found regarding communal response options relevant to relationship maintenance. Lastly, Hypothesis 7d, regarding the mediating effect of behavior, was unsupported. Neither communal nor behavior mediated the relationship between gender and managerial level.

Based on the results of the individual items included in the goal clarification, response evaluation, and behavior scales, the analyses were performed a second time with new scales that excluded the positive communal/negative agentic item. With this

adjustment, some of the conclusions regarding the hypotheses would change. Specifically, Hypothesis 2 would be partially supported because, in the Idea Vignette, women wanted to achieve communal goals significantly more than men. Hypothesis 3, with respect to organization progression, would also be partially supported because women evaluated communal behaviors for the purpose of progressing within the organization significantly more positively than men in the Idea Vignette. Similarly, with respect to Research Question 3, men evaluated agentic behaviors for the purpose of progressing within the organization significantly more positively than women in Part One and in the Idea Vignette. Furthermore, women no longer evaluated agentic behaviors for the purpose of progressing within the organization significantly more positively than men in the Promotion Vignette. Likewise, with respect the Research Question 4, men indicated that they were likely to engage in agentic behavior significantly more than women in Part One and in the Idea Vignette and women no longer indicated that there were likely to engage in agentic behavior significantly more than men in the Promotion Vignette.

The recalculated scales would not alter the conclusions for Hypothesis 5 or Hypothesis 6, but they would alter the conclusions of Hypothesis 7. Namely, Hypothesis 7c, with respect to organization progression, would be partially supported. Specifically, in Part One and in the Idea Vignette, evaluations of agentic behaviors for the purpose of progressing within the organization significantly mediated the relationship between gender and managerial level. Furthermore, Hypothesis 7d would be partially supported. Specifically, in Part One and in the Idea Vignette, agentic behavior also significantly mediated the relationship between gender and managerial level.

CHAPTER 4. DISCUSSION

Despite significant recent improvements regarding women's representation in the workforce, women are still largely underrepresented at the highest levels of leadership (Hoyt, 2013; Powell & Graves, 2003). Indeed, the results of this study indicated that women occupied significantly lower managerial levels compared to men even though they did not significantly differ in their time in the workforce. Furthermore, men and women did not significantly differ in their leadership motivation or desire to attain senior level positions. They did, however, significantly differ in the extent to which they wanted to attain a CEO or equivalent level position. Although the majority of previous research suggests that men and women do not differ in their commitment to their work or their motivation to lead (Hoyt, 2013), previous research has found that men and women differ in their preferences for various job attributes (Konrad et al., 2000). Thus, this difference between genders in their desire to attain a CEO or equivalent level position may be a reflection of gender differences in a preference for the attributes associated with a "Chief" position rather than a difference in a desire to attain a position with a high level of leadership responsibility. Thus, although this finding may help to explain why there are fewer women in Chief-level positions, it does not necessarily explain the limited number of women in higher-level leadership positions overall. The primary goal of this manuscript was to assess gender differences in social information processing as a potential cause of this phenomenon.

4.1 Gender Differences

The results indicated that, with regard to the hypotheses, very few communal gender differences in social information processes exist. Specifically, women evaluated communal behaviors for the purpose of maintaining relationships significantly more positively than men in the two vignettes, but not in Part One. Additionally, women indicated that they were significantly more likely to behave communally, but only in the Idea Vignette. Communal gender differences, however, were not found in goal clarification or response evaluations with respect to organization progression. Furthermore, contrary to expectations, men interpreted the situation as more conducive for communal behavior significantly more than women in both of the vignettes.

The results addressing gender differences in agentic social information processing, however, had more significant results, although they were still not completely consistent with expectations. Specifically, men were more likely to interpret the situation as conducive for agentic behavior, but only in Part One of the study and only after accounting for coworker gender, not coworker job level. Additionally, men wanted to achieve agentic goals significantly more than women, but only in the Idea Vignette. Conversely, in the Promotion Vignette women wanted to achieve agentic goals significantly more than men. The results of agentic response evaluation for the purpose of organizational progression and agentic behavior also were in the opposite direction as expected. Specifically, in the Promotion Vignette, women evaluated agentic behaviors as helpful for the purpose of organizational progression significantly more than men and indicated that they were likely to engage in agentic behavior significantly more than men. The one consistent result that was found across all of the situations tested (i.e., in Part One and in the two vignettes), however, was that men evaluated negative agentic

behaviors more positively for the purpose of maintaining relationships with their coworkers than females.

Aside from response evaluations of agentic behaviors for the purpose of maintaining relationships, these inconsistent results may suggest that gender differences in situational interpretation, goal clarification, response evaluation for the purpose of organizational progression, and behavior may vary substantially from situation to situation. It is also possible, however, that these inconsistencies and unsupported hypotheses were a function of the scale items utilized as opposed to reflecting the underlying gender differences in social information processes.

The item analyses revealed that in many cases the positive communal/negative agentic item was rated higher by men than women even though the hypotheses and previous theory suggest that women should score higher than men. There are at least two potential explanations for this result. First, men tend to be higher in risk-taking than women (Croson & Gneezy, 2009). Therefore, men may be more likely to endorse any item that may lead to negative results, whether it be agentic or communal, than women because they are more likely to take the risk of a negative outcome. Second, men may endorse negative items because they are impacted less than women are for doing so. Specifically, men may have more opportunities to fulfill agentic goals than women as a result of cultural biases, and therefore, the long term consequences of setting a goal, evaluating, or acting on a behavior that will immediately hinder their chances to progress (but that will help them maintain relationships) will be smaller for men than for women.

As a result of men endorsing the positive communal/negative agentic item, gender differences may have appeared smaller than they otherwise would. Furthermore, the

means of this item tended to be lower than other items. Thus, an item that both men and women were unlikely to endorse was significantly influencing the results. Therefore, the analyses of gender differences in goal clarification, response evaluation, and behavior were recalculated without this item to see how the results would change.

Indeed, after recalculating the scales, Hypotheses 2-4 would all be partially supported. The results of the Idea Vignette in particular would now support the hypothesis regarding communal gender differences in goal clarification, response evaluation, and behavior. Similarly with regard to Research Questions 2-4, the results change to be more in line with expectations, particularly in Part One and the Idea Vignette.

Based on both the initial results and the recalculated results, the Promotion Vignette in particular tended to lead to the most significant gender differences that were in the opposite direction of the hypotheses and that were inconsistent with the other situations. Conversely, the Idea Vignette led to the most significant results in the hypothesized direction. One reason this could have occurred is because, unlike the Idea Vignette, the Promotion Vignette directly addresses an advancement opportunity. The formal acknowledgement of advancement opportunities may trigger women to process the situation in a more agentic manner. For instance, women may feel more pressure to take advantage of explicit advancement opportunities because, as a result of cultural biases, they do not come across these types of opportunities in informal contexts as much as men.

4.2 Moderation of Situational Characteristics

Hypotheses 5 and 6 were unsupported. Only three significant interaction effects were found. Namely, there was an interaction (1) between participant gender and coworker job level on evaluations of communal behaviors for the purpose of relationship maintenance in Part One, (2) between participant gender and coworker gender on evaluations of agentic behaviors for the purpose of relationship maintenance in Part One, and (3) between participant gender and supervisor gender on evaluations of communal behaviors for the purpose of organizational progression in the Promotion Vignette. None of these interactions were in the hypothesized direction or in line with much of the previous research and theory (e.g., Eagly et al., 2000). Moskowitz et al. (1994), however, did find that women behaved more communally with other women than they did with men, a finding that could not be explained with Social Role Theory. Instead, they posited that this finding was consistent with Maccoby's (1990) proposition that gender differences are derived from behavior in same-sex groups beginning in childhood. This may help explain why the interaction between participant gender and coworker gender on evaluations of agentic behaviors for the purpose of relationship maintenance in Part One indicated that evaluations were more consistent with gender stereotypes in same-gender situations compared to mixed-gender situations. This, however, does not seem to explain the results of the interaction found between participant gender and coworker gender on evaluations of agentic behaviors for the purpose of relationship maintenance in Part One because men actually were more communal with a male coworker than a female coworker, and women were less communal with a female coworker than a male coworker. It is unclear exactly why this occurred, but it may be for a similar reason to

those used to explain the other unexpected gender difference results in the Promotion Vignette.

With regard to the significant interaction with job level found between participant gender and coworker job level on evaluations of communal behaviors for the purpose of relationship maintenance in Part One, one potential explanation is that coworker job level co-occurred with other unmeasured factors that were the true cause of these effects. For instance, situations in this sample involving a superior and men may have been inherently less task-oriented than those involving a superior and women. In that case, it would not be the coworkers' job level leading to the greater gender differences, rather the influence of the extent to which the situation is task-focused.

4.3 The Mediating Effects of the Social Information Processes

This study found some support for the mediating effects of gender differences on social information processing. Most notably, evaluations of agentic behaviors for the purpose of maintaining relationships consistently and significantly mediated the relationship between gender and managerial level. Thus, it is plausible that these evaluations play a significant role in the women's leadership gap. The results of the Idea Vignette suggested that agentic goal clarification also significantly mediated the relationship between gender and managerial level. Most of the mediation relationships, however, did not become significant until the scales were recalculated with the positive communal/negative agentic item. After this was done, evaluations of agentic behaviors for the purpose of organizational progression and agentic behavior also were significant mediators in Part One and the Idea Vignette. Thus, although there was no evidence to suggest that gender differences in communal information processing influence the

women's leadership gap, these results do provide evidence that is plausible that gender differences in agentic social information processing do negatively influence women's organization progression. In particular, evaluations of agentic behaviors for the purpose of maintaining relationships consistently significantly mediated the relationship between gender and managerial level.

4.4 Theoretical Implications

Psychologists have long since recognized that every situation is filtered through subjective psychological processes that ultimately guide behavior (Mischel, 1977; Murray 1938; Sherman et al., 2013). Little research has been done, however, to examine how these psychological processes may differ between men and women in order to understand the gender differences in behavior that exist at work. The results of this study suggest that some gender differences in social information processing do exist, though they may be dependent on the particular situation. For instance, situations that directly address advancement opportunities (e.g., the Promotion Vignette situation) may not lead to the same gender differences as situations that do not directly address advancement opportunities but do lead to a conflict between behaving agentially and communally (e.g., the Idea Vignette situation).

While most of the gender differences that were found were inconsistent across situations, the one gender difference that was consistent was that women evaluated agentic behaviors less positively for the purpose of maintaining relationships than men. Social role theory outlines two separate processes through which gender differences in behavior arise: expectancy confirmation processes and self-regulatory processes. The response evaluation step is likely where the effects of expectancy confirmation processes

have their strongest influence on the social information process because this is the step in which the individual makes judgements regarding the costs and benefits of behaving in a certain way. Therefore, the consistent finding that women evaluated agentic behaviors less positively for the purpose of maintaining relationships may be a reflection of the expectancy confirmation processes in which women are punished for behaving in a manner that is inconsistent with their social role (i.e., agenticity). Namely, women are evaluated as more socially incompetent and/or unlikable for behaving agenticity than men are for behaving in a similar manner (Rudman & Glick, 1999; Rudman & Phelan, 2008), a phenomenon referred to as the “behavioral double bind” (Jamieson, 1995). Therefore, this result suggests that women may, either implicitly or explicitly, alter their evaluations of agentic behaviors because of how they are evaluated by others when they behave in an agentic manner.

4.5 Practical Implications

One of the underlying reasons organizational researchers study the causes of the women’s leadership gap is to provide insight regarding mechanisms to reduce the phenomenon. There are two primary arguments for why steps should be taken to shrink the gap. The first, and perhaps more obvious, reason is the issue of justice (Eyring & Stead, 1998). Women receive the same background and work experience as men to prepare themselves to be qualified candidates for top leadership positions, and therefore, it is unjust to hinder otherwise qualified women from becoming leaders (Eyring & Stead, 1998). The second reason is more pragmatic. Namely, female leaders are beneficial to organizations. They “have particular qualities that can be vital to the survival and success of any business” (Berry & Franks, 2010, p. 2). Furthermore, when a company’s

leadership reflects the diversity of the general population, it is better able to understand the needs of its customers and meet their demands (Eyring & Stead, 1998). Indeed, higher numbers of women in executive suites correlate to higher profits (Adler, 2001).

Although gender differences in social information processing are not the sole, or even the primary, cause of the gap, this study provides some evidence to suggest that gender differences may combine with other causes such as certain organizational practices and cultural prejudices in a way that may hinder the success of females within organizations, who would otherwise be very successful leaders. Evaluations of agentic behaviors for the purpose of maintaining relationships in particular may negatively influence women's organizational progression.

Although the examination of gender differences can be controversial, understanding both the influence of gender differences on women's progression within organizations and the reasons they occur provides a more comprehensive explanation for the women's leadership gap's existence. This may be particularly true because gender differences may only aid in perpetuating the stereotypes and prejudices. Although theories such as social role theory explain gender differences through people's desire to act in accordance to society's gender roles, understanding the ways in which stereotypical gendered roles also affect the steps involved in processing social information may help aid in the development of a multifaceted solution to the leadership gap. For example, given that women believe agentic behaviors are less helpful for maintaining relationships than men, it may be beneficial to train women to use certain behaviors that help them demonstrate their achievements, abilities, and ideas but are unlikely to damage their relationships by triggering negative backlash for not behaving in line with their social

role. Alternatively, women may benefit from training that would help them to recognize those situations in which this backlash is less likely to occur.

Furthermore, understanding these gender differences in social information processing could help inform adaptations to corporate culture that would value women's unique contributions and approaches to situations. Currently, masculine beliefs, values, and ways of knowing are prominent within most organizational cultures (Buzzanell, 1995). However, evidence shows that feminine approaches to leadership are no less effective (Eagly & Carli, 2007). As such, although this study only begins to scratch the surface of the relationship between gender differences in social information processing and the women's leadership gap, understanding these gender differences may help to recognize, and perhaps even promote, the unique approach that females have in certain work situations, which may help to attenuate the women's leadership gap.

4.6 Limitations

Although this study directly assesses gender differences in social information processing at work, it does have several limitations. First and foremost, it does not assess individuals in actual work situations. Part One, however, addresses this issue by allowing participants to recall work situations they have recently experienced and is therefore relatively generalizable to typical social interactions at work. Even so, the participants' choice of situation may be biased, either by their gender or otherwise, and therefore the relationships found between gender and social information processing may also be biased by this choice. Furthermore, the accuracy of the conclusions are limited by the participants' recall, which may be a threat to the validity of the results of this study. Specifically, because participants were not processing the situations in real time, their

reported information processing in these situations may not be a completely accurate reflection of their processing. Additionally, the situations they are describing may not be particularly representative of the types of situations in which gender differences in social information processing are likely to occur and the results of this portion of the study may be attenuated as a consequence.

Conversely, Part 2, the vignette portion of this study, was specifically designed to present participants with situations that were likely to lead to gender differences in social information processing because they elicited a conflict between behaving agentically and behaving communally. While the vignettes had the benefit of a high degree of internal validity due to the control of the situation, they may not have been very generalizable because they may not have reflected typical interactions individuals experience in the workplace. However, the vignette realism questions suggested that many of the participants have indeed previously experienced these types of situations or at least believe that they are plausible within organizations for which they have worked.

Another limitation of this study is that it does not assess all social information processes. For instance, it does not assess encoding of situational cues, response access processes, or self-efficacy beliefs. It is possible that gender differences also exist in these other social information processes. Thus, while this study provides some evidence for gender differences in certain social information processes in certain situations, it does not exhaust all social information processes in which gender differences may exist.

Finally, given that there were almost no interactions found in the vignette portion of the experiment, it may be that simply manipulating coworker job level and coworker gender within a vignette is not strong enough to activate the implicit gendered reactions

to these situational characteristics. Thus, while the vignettes did have a high level of control, they may not have lent themselves to assessing the moderating effects of coworker gender and coworker level. Furthermore, Part One of the study may not have lent itself to assessing the moderating effects of coworker gender and coworker level because these variables could have co-occurred with other unmeasured situational variables. Thus, while Part One of the study had a higher level of external validity and part two of the study had a higher level of internal validity, neither part may be ideal for assessing the moderating effects of situational variables that are meant to implicitly activate an individual's gender identity.

4.7 Future Research

Future research should examine gender differences in situational information processing in real world work situations involving participants from a wide range of jobs and position levels. Participants can be monitored in a variety of work situations and then can later be asked about their perception of the situation, their goals in the situation, their behavior in the situation and why they decided on that behavior. Researchers should also make important notes about various situational characteristics in addition to coworker job level and coworker gender. While this method will not have the internal validity of the study proposed in this manuscript, it will have a high level of external validity. It would also be beneficial to conduct a longitudinal study that follows these individuals over a period of time in order to determine if there is a causal relationship between gender differences in communal and agentic social information processing and progression within organizations. Furthermore, future research should examine gender differences

that may exist in other social information processes in addition to those that are included in this study.

Another important consideration for future studies that examine the influence of gender roles on implicit motives and social information processing is that individuals may ascribe to socially defined gender roles to varying degrees. For some individuals, their gender might be more important to their overall self-concept, a dimension of gender identity referred to as centrality (Halim & Ruble, 2010). Individuals differ in the extent to which they conform to social norms (Eagly et al., 2000). As such, studying differences in social information processing of males and females may not most accurately be done by defining individuals by the dichotomous variable of male and female, rather by the extent to which the individual identifies with their gender role in the work setting. In this case, masculinity and femininity as two separate dimensions. As such, an individual can be *both* masculine and feminine or *neither* (Bem, 1974). That being said, one can expect that males would generally score higher on the masculinity scales than females, and females would generally score higher on the femininity scale than males (Bem, 1974). Nonetheless, examining differences in motives and social information processing on the basis of a scale of masculinity and femininity at work as opposed to only examining differences between the genders would likely produce more robust results and add to the understanding of the underlying psychological processes. Gender identity, however, would likely need to be assessed at the implicit level, however, since its influence is posited to have its influence at an automatic, unconscious level.

That being said, future research should also examine gender differences in implicit social information processes in addition to differences in explicit social

information processes. Although gender differences found in this study in the explicit social information processes were inconsistent and, in certain cases, in the opposite direction that was hypothesized, this may be because explicit gender differences in social information processing may be weaker, or potentially different, than implicit gender differences. According to social role theory, normative influence of societal expectations for individuals to behave in a way that is consistent with their gender role acts at an implicit level (Eagly et al., 2000). Therefore, it is possible that the gender differences resulting from this normative influence may also be stronger at the implicit, as opposed to the explicit, level. Therefore, research examining implicit gender differences in social information may find more gender differences that are consistent with social role theory.

4.8 Conclusion

Gender differences may be just one of the multitude of factors that help to explain the women's leadership gap, and understanding the role gender differences play is important for gaining a well-rounded comprehension of the phenomenon. Yet, most of the research on gender differences at work has focused on differences in leadership styles and behaviors, an area of research that does not indicate that women are any less capable of leading compared to men (e.g., Eagly et al., 2003; Eagly & Johannesen-Schmidt, 2001; Eagly & Johnson, 1990). Other research, however, does indicate certain gender differences exist in social behaviors at work, which can hinder women's *progression* in the workplace, rather than affect their ability to be successful once they reach top leadership positions (e.g., Carli & Bukatko, 2000; Tannen, 2001). In general, previous research has found that women tend to behave in ways that are more advantageous for maintaining positive work relationships than for promoting their own abilities, whereas

men focus less on developing the relationship they have at work and more on demonstrating their abilities.

Even though knowing *what* gender differences exist can help explain why the women's leadership gap exists, knowing *why* gender differences exist can help to provide (a) a greater understanding of the conditions under which gender differences are likely to emerge, (b) guidance on how to counteract the negative influence gender differences may have on women's progression in the workplace, and (c) a business case for valuing gender differences by demonstrating the unique (and possibly advantageous) perspective women bring to work situations. Social role theory begins to explain why gender differences in behavior exist by positing that they arise out of expectancy conformation processes and adaptations to their identities based on the societal expectations. This manuscript, however, built on this theory and integrated it with the social information processing approach to examine gender differences in social information processing that ultimately influence behavior.

Contrary to prior research on gender differences in behavior, the results of this study suggest that there are very few significant communal gender differences in social information processing, especially considering this study had a high level of power to detect such differences if they had been present. Furthermore, the communal gender differences in social information processing that were present did not mediate the relationship between gender and organizational level. Therefore, the results do not suggest that communal gender differences in explicit social information processing play a role in the women's leadership gap.

Compared to communal gender differences, there were more significant gender differences in agentic social information processing. Specifically, the results suggest that agentic gender differences in social information processing are most likely to occur in situations in which there is a conflict between behaving agentially and behaving communally but in which there is not a direct advancement opportunity (e.g., the Idea Vignette). Conversely, the results also suggest that gender stereotypical processing is unlikely to occur in situations in which advancement opportunities are explicitly addressed (e.g., the Promotion Vignette), and in such situations women may actually process the situation in a more agentic manner than men. More research should be conducted to examine gender differences in processing across a wider array of situations in order to further explore when these gender differences are likely to arise. Furthermore, future research should examine gender differences in social information processing at the implicit level, as it is possible gender differences in implicit social information processing may be more stereotypical than explicit differences across all situation types.

The one consistent gender difference that was found across all of the situations examined was that men consistently evaluated agentic behaviors as more beneficial to maintaining relationships with their coworkers than did women. This is likely a reflection of the negative social consequences women face when they behave agentially (Rudman & Glick, 1999; Rudman & Phelan, 2008). This gender difference also plays a mediating role in the relationship between gender and organizational level, and therefore, may be a factor contributing to the women's leadership gap. Thus, this manuscript provides some initial evidence for the influence that cultural gender-based expectations can have in organizations beyond merely biasing organizational practices.

APPENDIX A: PART TWO VIGNETTES

Vignette 1: Promotion Vignette

Boss Male/Coworker Male:

You are meeting with your boss, John, and your coworker, Nathan. John mentions that a position has opened up in your department. The open position is higher than the position you're currently in, and it would be a pretty substantial promotion involving more leadership opportunity, higher pay, and more interesting work. Nathan immediately mentions that he is interested in the position. Nathan is currently on your team, in the same position as you, and has a similar career background as you. You are interested in the promotion as well and believe you are qualified for the job.

Boss Male/Coworker Female:

You are meeting with your boss, John, and your coworker, Natalie. John mentions that a position has opened up in your department. The open position is higher than the position you're currently in, and it would be a pretty substantial promotion involving more leadership opportunity, higher pay, and more interesting work. Natalie immediately mentions that she is interested in the position. Natalie is currently on your team, in the same position as you, and has a similar career background as you. You are interested in the promotion as well and believe you are qualified for the job.

Boss Female/Coworker Male:

You are meeting with your boss, Jane, and your coworker, Nathan. Jane mentions that a position has opened up in your department. The open position is higher than the position you're currently in, and it would be a pretty substantial promotion involving more leadership opportunity, higher pay, and more interesting work. Nathan immediately mentions that he is interested in the position. Nathan is currently on your team, in the same position as you, and has a similar career background as you. You are interested in the promotion as well and believe you are qualified for the job.

Boss Female/Coworker Female:

You are meeting with your boss, Jane, and your coworker, Natalie. Jane mentions that a position has opened up in your department. The open position is higher than the position you're currently in, and it would be a pretty substantial promotion involving more leadership opportunity, higher pay, and more interesting work. Natalie immediately mentions that she is interested in the position. Natalie is currently on your team, in the same position as you, and has a similar career background as you. You are interested in the promotion as well and believe you are qualified for the job.

Vignette 2: Idea Vignette

Coworker Male/Same Position as You:

You are discussing ideas with your coworker, Jeff, about how to solve a problem with a project you have been working on. Jeff is on your team and is in the same position as you. He brings up a new idea that he believes will solve the problem. You don't fully agree with his idea, and you actually have an alternate idea that you think would be more effective.

Coworker Female/Same Position as You:

You are discussing ideas with your coworker, Jenn, about how to solve a problem with a project you have been working on. Jenn is on your team and is in the same position as you. She brings up a new idea that she believes will solve the problem. You don't fully agree with her idea, and you actually have an alternate idea that you think would be more effective.

Coworker Male/Lower Position than You:

You are discussing ideas with your coworker, Jeff, about how to solve a problem with a project you have been working on. Jeff is on your team and is in a lower position than you. He brings up a new idea that he believes will solve the problem. You don't fully agree with his idea, and you actually have an alternate idea that you think would be more effective.

Coworker Female/Lower Position than You:

You are discussing ideas with your coworker, Jenn, about how to solve a problem with a project you have been working on. Jenn is on your team and is in a lower position than you. She brings up a new idea that she believes will solve the problem. You don't fully agree with her idea, and you actually have an alternate idea that you think would be more effective.

Coworker Male/Higher Position than You:

You are discussing ideas with your coworker, Jeff, about how to solve a problem with a project you have been working on. Jeff is on your team and is in a higher position than you. He brings up a new idea that he believes will solve the problem. You don't fully agree with his idea, and you actually have an alternate idea that you think would be more effective.

Coworker Female/Higher Position than You:

You are discussing ideas with your coworker, Jenn, about how to solve a problem with a project you have been working on. Jenn is on your team and is in a higher position than you. She brings up a new idea that she believes will solve the problem. You don't fully agree with her idea, and you actually have an alternate idea that you think would be more effective.

APPENDIX B: SITUATIONAL INTERPRETATION ITEM PILOT RESULTS

Item	Scale		Percentage of Respondents who Selected a given Response Option					
			Agentic			Communal		
	Agentic	Communal	Positive	Neutral	Negative	Positive	Neutral	Negative
1. I am counted on to do something	1	0	90.5%	9.5%	0.0%	23.8%	71.4%	4.8%
2. A decision needs to be made	1	0	85.7%	14.3%	0.0%	19.0%	76.2%	4.8%
3. A job needs to be done	1	0	85.7%	14.3%	0.0%	19.0%	76.2%	4.8%
4. Situation involves competition	1	0	85.7%	4.8%	9.5%	4.8%	9.5%	85.7%
5. A quick decision is called for	1	0	76.2%	23.8%	0.0%	4.8%	90.5%	4.8%
6. Assertiveness is required to accomplish a goal	1	0	90.5%	9.5%	0.0%	4.8%	52.4%	42.9%
7. I control resources needed by others	1	0	81.0%	4.8%	14.3%	23.8%	33.3%	42.9%
8. Affords an opportunity to express or demonstrate ambition	1	0	100.0%	0.0%	0.0%	19.0%	71.4%	9.5%
9. Situation raises issues of power (for me or others present)	1	0	85.7%	0.0%	14.3%	0.0%	23.8%	76.2%

Appendix B continued:

10. Situation involves social comparison	1 ^a	-1	42.9%	42.9%	14.3%	4.8%	4.8%	90.5%
11. I am being pressured to conform to the actions of others	-1	0	4.8%	9.5%	85.7%	14.3%	14.3%	71.4%
12. I am the focus of attention	1	0	85.7%	9.5%	4.8%	4.8%	66.7%	28.6%
13. Situation is playful	0	1	9.5%	90.5%	0.0%	76.2%	23.8%	0.0%
14. Affords an opportunity for me to do things that might make me liked or accepted	0	1	71.4%	28.6%	0.0%	90.5%	9.5%	0.0%
15. Situation might evoke warmth of compassion	0	1	28.6%	71.4%	0.0%	100.0%	0.0%	0.0%
16. A person or activity could be undermined or sabotaged	0	-1	19.0%	9.5%	71.4%	0.0%	9.5%	90.5%
17. Situation allows for a free range of emotional expression	0	1	23.8%	71.4%	4.8%	85.7%	14.3%	0.0%
18. Others might have conflicting or hidden motives	0	-1	4.8%	14.3%	81.0%	0.0%	0.0%	100.0%
19. Close relationships are present or have the potential to develop	0	1	33.3%	66.7%	0.0%	100.0%	0.0%	0.0%

Appendix B continued:

20. Social interaction is possible	0	1	33.3%	66.7%	0.0%	90.5%	9.5%	0.0%
21. Others present a wide range of interpersonal cues	0	1 ^a	14.3%	81.0%	4.8%	61.9%	33.3%	4.8%

Note. The scale columns indicate the perception of the four trained raters on how the item should be scored. A “1” indicates that they agreed the item would be normally scored on that scale, a “-1” indicated that they agreed the item would be reverse scored, and a “0” indicates that the item would not be scored on that scale.

^a Indicates the item was no longer scored on that scale because at least 70% of the pilot participants did not agree with the score determined by the four initial trained raters.

APPENDIX C: PART ONE GOAL CLARIFICATION, BEHAVIOR, AND RESPONSE EVALUATION

ITEM PILOT RESULTS

Item	Scale		Percentage of Respondents who Selected a given Response Option					
			Agentic			Communal		
	Agentic	Communal	Positive	Neutral	Negative	Positive	Neutral	Negative
Make my ideas, qualifications, and/or accomplishments more clear.	1	0	90.5%	9.5%	0.0%	9.5%	85.7%	4.8%
Convince others of my ideas, qualifications, and/or accomplishments.	1	0	90.5%	9.5%	0.0%	14.3%	76.2%	9.5%
Make my superiority over my coworkers clear.	1	-1	90.5%	4.8%	4.8%	4.8%	0.0%	95.2%
Support my coworker(s) ideas and/or desires.	0	1	14.3%	76.2%	9.5%	95.2%	4.8%	0.0%
Avoid conflict with my coworker(s).	0	1	9.5%	66.7%	23.8%	85.7%	9.5%	4.8%
Make sure my coworker(s) get what they want even if it is to my own detriment.	-1	1	4.8%	9.5%	85.7%	81.0%	14.3%	4.8%

Note. The scale columns indicate the perception of the four trained raters on how the item should be scored. A “1” indicates that they agreed the item would be normally scored on that scale, a “-1” indicated that they agreed the item would be reverse scored, and a “0” indicates that the item would not be scored on that scale.

APPENDIX D: VIGNETTE GOAL CLARIFICATION ITEM PILOT RESULTS

Item	Scale		Percentage of Respondents who Selected a given Response Option					
			Agentic			Communal		
	Agentic	Communal	Positive	Neutral	Negative	Positive	Neutral	Negative
Promotion Vignette								
Make it clear to my boss that I am interested in the promotion.	1	0	86.0%	14.0%	0.0%	24.0%	62.0%	14.0%
Make it clear to my boss that I am qualified for the promotion.	1	0	86.0%	14.0%	0.0%	10.0%	76.0%	14.0%
Make it clear to my boss that I am more qualified for the promotion than my coworker.	1	-1	95.0%	5.0%	0.0%	0.0%	14.0%	86.0%
Make it clear to my coworker that I support them.	0	1	5.0%	57.0%	39.0%	100.0%	0.0%	0.0%
Avoid conflict with my coworker.	0	1	10.0%	76.0%	14.0%	91.0%	5.0%	5.0%
Make it clear to my boss that my coworker would be the most qualified person for the promotion.	-1	1	10.0%	0.0%	91.0%	86.0%	14.0%	0.0%
Idea Vignette								
Get my coworker to consider my idea and its merits.	1	0	91.0%	10.0%	0.0%	24.0%	62.0%	14.0%

Appendix D continued:

Take the lead on the project that would implement my idea. ^a	1	0	91.0%	5.0%	5.0%	10.0%	43.0%	48.0%
Make my coworker understand that my idea is better compared to their idea.	1	-1	81.0%	5.0%	14.0%	5.0%	14.0%	81.0%
Make it clear to my coworker that I support their contributions.	0	1	19.0%	71.0%	10.0%	100.0%	0.0%	0.0%
Make my coworker feel good about their idea.	0	1	14.0%	71.0%	14.0%	95.0%	5.0%	0.0%
Make it clear I fully support my coworker's idea even though I think my idea is better.	-1	1	10.0%	14.0%	76.0%	76.0%	10.0%	14.0%

Note. The scale columns indicate the perception of the four trained raters on how the item should be scored. A “1” indicates that they agreed the item would be normally scored on that scale, a “-1” indicated that they agreed the item would be reverse scored, and a “0” indicates that the item would not be scored on that scale.

^a As a result of these pilot testing results the item was changed to “Take the lead on the project”.

APPENDIX E: VIGNETTE BEHAVIOR AND RESPONSE EVALUATION ITEM PILOT RESULTS

Item	Scale		Percentage of Respondents who Selected a given Response Option					
			Agentic			Communal		
	Agentic	Communal	Positive	Neutral	Negative	Positive	Neutral	Negative
Promotion Vignette								
State that I am interested in the promotion.	1	0	81.0%	19.0%	0.0%	19.0%	71.4%	9.5%
State that I am highly qualified for the promotion.	1	0	85.7%	14.3%	0.0%	14.3%	66.7%	19.0%
Mention that I am more qualified for the promotion than my coworker.	1	-1	90.5%	9.5%	0.0%	4.8%	14.3%	81.0%
Mention that my coworker is good at their job.	0	1	9.5%	61.9%	28.6%	95.2%	4.8%	0.0%
Mention that I enjoy working with my coworker.	0	1	9.5%	90.5%	0.0%	81.0%	19.0%	0.0%
Mention that my coworker would be a more qualified candidate for the promotion than me.	-1	1	9.5%	0.0%	90.5%	85.7%	9.5%	4.8%

Appendix E continued:

Idea Vignette

Bring up my idea and its merits to my coworker.	1	0	81.0%	19.0%	0.0%	14.3%	76.2%	9.5%
State that I would be interested in taking the lead on the project.	1	0	95.2%	4.8%	0.0%	14.3%	57.1%	28.6%
Mention that my idea is better than my coworker's idea.	1	-1	81.0%	4.8%	14.3%	0.0%	4.8%	95.2%
Encourage my coworker to discuss their idea further.	0	1	9.5%	76.2%	14.3%	95.2%	4.8%	0.0%
Compliment my coworker on their idea	0	1	4.8%	85.7%	9.5%	100.0%	0.0%	0.0%
Mention my agreement with and support of my coworker's idea and keep my thoughts about my idea to myself even though I think it is better. ^a	-1	1	4.8%	9.5%	85.7%	81.0%	14.3%	4.8%

Note. The scale columns indicate the perception of the four trained raters on how the item should be scored. A “1” indicates that they agreed the item would be normally scored on that scale, a “-1” indicated that they agreed the item would be reverse scored, and a “0” indicates that the item would not be scored on that scale.

^a This item was changed to “Mention that I support my coworker's idea and keep my thoughts about my idea to myself even though I think it is better.” after pilot testing.

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