Stereotype threat experience and its influence on the gender leadership gap in Ireland.

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Abstract

Title:

Stereotype threat experience and its influence on the gender leadership gap in Ireland.

Author:

Olga Iwanicka

Purpose:

The purpose of this study is to discover if stereotype threat is one of the main reasons causing the gender leadership gap in Ireland. In this study, the author will also analyse how gender identification and consciousness about the stereotype influence stereotype threat experience and women's career choices.

Approach / Design / Methodology:

A quantitative study was applied in this research to provide information from a big group of respondents (63 females, 27 males). The author constructed a questionnaire (with separate questions for males and females) for better understanding of the sex differences according to the research questions proposed. Data were analysed using The Kendall Tau-b analysis, as well as the Mann Whitney U test.

Findings:

Key findings of this study suggest that stereotype threat has a strong influence on stereotype threat experience in Ireland. All four hypotheses suggested by the author after the Kendall Tau-b test has been accepted. Illustratively this study finds that:

1. Gender identification has a statistically strong influence on stereotype threat experience.
2. Stereotype threat has a strong influence on women career choices.
3. Women career choices influence the gender leadership gap.
4. Stereotype threat has a strong influence on the gender leadership gap.

Practical implications:

This research shows that the gender leadership gap has its cause, way before women start their career. Women who strongly identify with their gender are more likely to experience stereotype threat, and because of that, they will make different career choices compared to if they would not experience stereotype threat. This study offers important implications for the relevant authorities to create mechanisms to prevent women from experiencing stereotype threat in work and at the same time allow them to freely decide about their future careers.

Originality / Value:

In the last few years, there has been an increased interest in the study of stereotype threat, and in particular on its implications on the gap in gender leadership. Unfortunately, despite the quickly growing economy in Ireland, very little research has been done on the influence of stereotype threat on the gap in gender leadership. This study can be valuable in the context of stereotype threat counteracting and increasing equality between men and women in Ireland.

Keywords:

Stereotype threat, gender leadership gap, gender stereotype, gender identification

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Submission of Thesis and Dissertation

National College of Ireland

Research Students Declaration Form

(Thesis/Author Declaration Form)

Name: Olga Iwanicka

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Material submitted for award

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D.   I declare that no material contained in the thesis has been used in any other submission for an academic award.

18.08.2020, Olga Iwanicka

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Chapter 1 Introduction

1.1 Research Background and Research Rationale

This study seeks to explore a few research subjects, notably including stereotype threat and the gender leadership gap.

While checking job offers available on job websites it is common that employers include a note that their company is an equal opportunity employer and do not discriminate on the basis of gender, race, religion, age, physical or mental disability, marital status, etc.. Looking at those notes, one can understand that all employees, regardless of their ethnicity, gender, or age, will be given the same chance to progress their careers. Regardless of the opportunities which women have to climb up the ladder in their organizations and become leaders, those opportunities somehow disappear along the way (Caliper Research and Development Department, 2014). At the objective of propelling gender balance in the working environment by ensuring women's professional motivation and commitment, it is fundamental to comprehend the psychological encounters of women and factors that ameliorate stereotype threat to enhance women's work satisfaction (Cortland & Kinias, 2019).

In spite of many papers being written previously on the topic of Stereotype threat and gender gap on leadership positions, researchers still don't know why stereotype threat is so strongly influencing society. Despite the fact that equality rights are so well promoted, and people are informed and educated, the gender gap is still a real problem. Are stereotypes restricting people from following their dreams? Are interviewers and hiring managers less willing to give people from a stereotyped group a chance?

Stereotype threat is a topic that has been spoken about for many years, mostly by psychologists but this subject is important, especially from a business perspective (Stroessner & Good, 2020). For the purpose of this paper as a definition of stereotype threat, the author will construct a definition on the base of Stelle's (1997) article. Stereotype threat is a situational phenomenon that occurs when a stigmatized group feels pressured by the possibility of confirming a stereotype and performs below the group's capacity in the stereotyped domain (Steele, 1997). Stereotype threat is a commonly occurring experience, which is true for every group that by some means is adversely stereotyped (Inzlicht & Schmader, 2012).

The gender leadership gap is a big issue not only in Ireland but worldwide. According to data presented by the Central Statistics Office (2019), only 26% of all Senior Executives and Boards of Directors are females. A review of existing literature indicates that little or no research has been done in recent years in Ireland on how stereotype threat influences the gender leadership gap. This represents a critical gap in existing knowledge of stereotype threat and gender leadership gap. Thus, the author decided to look closer to this phenomenon.

1.2 Overall Research Aim and Objectives

The study conducted by Linda Cummins (2019) provides very insightful evidence about obstacles which women in the Irish workforce need to overcome to climb up the leadership ladder. But limitation was observed in Linda's study due to the small sample size and participants of the research being very similar (all of them holding CEO positions). Thus, the author of this study sees the opportunity to further explore and advance this subject by using quantitative research methods (which will provide the researcher with bigger sample size) and adding stereotype threat experience as an additional factor.

Based on the review of the research background, the literature review conducted and the identification of research gaps in existing literature, the purpose of this study is to discover to what extent stereotype threat is causing the gender leadership gap in Ireland. The author will also analyse if and how gender identification and consciousness about the stereotype influence stereotype threat experience and women's career choices.

1.3 Contribution of this Research

In recent years, many researchers explored potential reasons for the gender leadership gap. Cortland and Kinias (2019) in their research "Stereotype Threat and Women's Work Satisfaction: The Importance of Role Models", Richard Chisik (2015) "Job market signalling, stereotype threat and counter- stereotypical behaviour", Stroessner and Good (2020) "Equity, Inclusion & Title IX". All of them are extensively talking about stereotype threat phenomena, however, not many of them focused their research on stereotype threat and its influence on women's career choices, even less focused on the situation in Ireland. By conducting quantitative research, the author hopes to receive a big sample size which will allow collecting empirical data from more differentiated participants pool than similar qualitative studies. Furthermore, this study will provide valuable knowledge to help counteract stereotype threat and increase equality between men and women in Ireland.

1.4 Structure of the Dissertation

Following this chapter, chapter two will identify and critically evaluate the literature regarding the leadership gender gap in Ireland, social gender, negative gender stereotype, and stereotype threat in the workplace.

Chapter three will specify the research aims and objectives, hypothesis, philosophical approach, choice of the methodology, and research instruments. In this chapter, the author will also describe the data analysis procedure and ethical considerations.

Chapter four will interpret, analyse, and explore the findings and will attempt to link it back to the overall objectives of the research.

Chapter five will contain discussion related to research objectives. where the author will discuss the findings of this research and data collected from the literature review.

Chapter six will conclude this dissertation by reflecting on the key aspects of the research. It will highlight the overall contribution of this research, provide practical recommendations, acknowledge the limitations of the study, and propose areas for further research. In chapter six the author will also include her personal learning reflection.

Chapter 2 Literature review

2.1 Introduction

In this chapter, the author will review leadership gender gap, social gender, negative gender stereotypes and stereotype threat topics. The author will not only explain these subjects but also review currently existing literature and recent research on these subjects. The author will identify gaps in the existing research - this study attempts to reduce the disparity.

2.2 Gender leadership gap in Ireland

Worldwide, progressively more women than men are completing higher education with an undergraduate degree in The Organisation for Economic Co-operation and Development (OECD) countries (OECD, 2017). Despite that in Ireland 55.1% of women between 25-34 years old have achieved 3rd level education and only 42.9 % of 25-34 years old men have achieved 3rd level education (CSO, 2017) Ireland still has a big gender gap on the higher-level positions (European Commission, 2020). Table 1 presents the gender balance of different senior roles in business. According to data presented by CSO (2019), only 26% of all Senior Executives and Boards of Directors are females.

Table 1 Gender balance of senior roles in business, 2019[1]

| | | % |
Age	Male	Female
Chairpersons	92.6	7.4
Boards of Directors	80.4	19.6
Chief Executive Officers (CEOs)	88.5	11.5
Senior Executives	71.7	28.3
Chief Financial Officers (CFOs)	70.3	29.7
Total senior roles	74.0	26.0

Source: Gender Balance in Business, CSO

[1] The total senior roles percentages are calculated by combining all Senior Executives and Boards of Directors.

If not lack of education, what can be the reason for this gender inequality?

Other interesting theories which try to explain gender leadership gap are "glass ceiling"- women climb the career ladder up to some point and then "the glass ceiling" stops them from climbing on the higher levels (Earl, 2019); labyrinths- multiple obstacles that prevent or delay women on their way to the leadership position (Kenny, 2018). Women are also viewed as a less effective leader which has its roots in gender roles learned from the earliest age (Picho and Brown, 2011; Mangan, 2019).

Caliper Research and Development Department (2014) suggest that one of the reasons for the leadership gender gap may be that women managers do not have the necessary experience to be considered a qualified candidate for top positions. According to information presented by CSO (2019), 74.6% of men between 19- 64 years old and 63.7% women between 19-64 years old in Ireland are employed. Comparing data provided by CSO of how many women are employed (63.7%) and how many of them hold senior roles (26%) (CSO, 2019) author believes there must be other than lack of experience factors influencing gender leadership gap in Ireland.

Because of the wide accessibility of education and being a part of the workforce millions of women gained the necessary skills required to become leaders. This has also led to women taking on roles that were reserved for men and providing organizations with a diverse pool of potential future leaders. Therefore, there is no real shortage of qualified and ambitious women, but the gender leadership gap is not getting smaller significantly. Women talent is under-utilised, it cannot be said that the most intelligent and knowledgeable resources occupy leadership roles if women are excluded from the talent pool. (All Answers, 2018; Kenny, 2018).

Linda Cummins (2019) in her research "Gender in Executive Ireland- An Exploratory Study into the Impact of Gender on Career Progression" extensively speaks about leadership and leadership gender gap. Where her study provides very insightful pieces of evidence that women in Irish workforce have to overcome many obstacles to climb on the leadership ladder, because of the limited sample size and sample set being homogeneous (all participants hold CEO positions) author sees there opportunity to explore this subject and add stereotype threat experience as an additional factor.

2.2 Social gender

Berthroz Kalantari in his article "The Influence of Social Values and Childhood Socialization on Occupational Gender Segregation and Wage Disparity" explains the term of "Social gender"- gender and idea that the gender is created by society in the process of "socialization". "Socialization" happens at an unconscious level and it determines what is the appropriate behaviours for someone of the specific sex (Kalantari, 2012). It means that people from the earliest age leaving in society learn gender roles and gender identification (Picho and Brown, 2011).

The report provided by IBEC (2020) suggests that women spend more time on unpaid work (family, care, and domestic responsibilities), four times as much on care work and twice as much on household work than men. Interesting is also that Ireland has one of the lowest female employment rates of major European countries (IBEC, 2020). This shows how strong gender roles and genders stereotypes are in this country. This data inspired the author to explore if the gender leadership gap in Ireland can be caused by women's career choices.

Because gender is shaped by the society Mangan (2019, pg.8) implement that "women's choices are constrained by three cultural schemas: men are better than women at math and

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science, men belong at work and women belong at home, and men are more natural leaders."
This can be the reason why women are less likely to aspire for leadership positions. This raises
an interesting question on how gender identification influences the experience of stereotype
threat? The author hopes to find the answer in this research.

2.3 Negative gender stereotype

Stereotypes can be defined as a set of concepts or beliefs which apply to a social category
(Vinacke 1957). Bootzin, Bower & Crocker, (1991) describes stereotypes as a complex
psychological image of different types of people containing all the information that we know or
that we think we know is true about them in general. Thorne and Konigsburg (2020), in their
research, suggest that the best way to decrease the gender leadership gap is to reduce bias in
the recruitment and development process. An interesting question is what is causing this bias.
Why do recruiters and hiring managers more likely to hire men than women?

According to IBEC (2020, pg.9) "The roots of this gendered segregation lie in the traditional
gender roles in society and the different educational and career choices of men and women."
Career guidance offered by schools often seems to be deficient in bridging the knowledge gap
for career choices and encouraging new perspectives for boys and girls IBEC (2020). In many
organizations' women are not considered for promotion because they are women. Studies show
(OECD, 2017; CSO, 2019), that often they are more qualified than their male colleagues yet the
negative assumptions around women leaders abound; that is a man's job; women cannot be
strong leaders; women have child-caring responsibilities; the list goes on (Earl, 2019). Even
though family rights are more advanced now, childcare and other domestic responsibilities are
still one of the factors affecting women in leadership roles (Anonymous, 2017).

Gender stereotypes and trait theories of leadership are reinforced by focussing on the attributes
of the individual, as they endeavour to apply preferred characteristics to a particular gender
(Hannum, Muhly, Shockley-Zalabak and White, 2015).

One of the key factors contributing to gender inequality in the workplace suggested by Cortland
and Kinias (2019) is the women psychological experience, years of research proved that worry
about the confirmation of negative gender stereotypes in a professional context might hamper
women's motivation, performance and commitment, which as a result can exacerbate sex
inequality in a workplace (Cortland & Kinias, 2019). Pillaud, Rigaud and Clémence (2015) in
their study, showed that women are less resilient to gender-related stereotype threat than men
are. Both Cortland & Kinias and Pillaud, Rigaud & Clemence, provide very interesting data
which can explain why women are more likely being affected by stereotype threat, however, the
author wonders how gender identification influences the experience of stereotype threat. Does it
mean that women who less likely identify themselves with traditional gender roles make
different career choices and are more resilient on the experience of stereotype threat?

"Stereotype threat not only undermines performance but also erodes interest and engagement in the stereotyped domain" (Cortland & Kinias, 2019, pg. 82). Generalizing, outside of undergraduate studies to professional work involvement of women, when business graduate students who wanted to open their own business were reminded about the negative stereotypes and the lack of success of women entrepreneurs, their entrepreneurial intentions significantly lowered (Gupta & Bhawe, 2007).

Davies, et. al. (2002) in their research also proved that when college women were reminded about stereotypes they reported less interest in math and the latter study also proved that women decreased their leadership aspiration on leadership tasks when reminded about stereotypes (Davies, Spencer and Steele, 2005).

2.4 What is the stereotype threat?

Following the biggest platform dedicated to the topic of stereotype threat, "Stereotype threat is the fear that arises when people become concerned that their behaviour might confirm negative stereotypes held about their group"(Stroessner et al., 2015). It means that people can underachieve because they are worried that they will fulfil the stereotype that they will underachieve.

Stereotype threat became an important subject for psychology since "Pygmalion in the Classroom", seminal work of Rosenthal and Jacobson's (1968). In their work authors claim that if teachers' expectations about student ability are manipulated early, those expectations will lead to an effect in teacher behaviour, which in time will influence students' performance on an IQ test. Their study was quickly criticized for the falseness of the instrument that they used to perform the IQ tests, however, the problem of stereotype threat stayed real. Steele and Aronson conducted 4 tests trying to understand the influence of stereotype threat on black students and their academic performance. They found that when negative stereotypes related to black American college students and academic performance were brought to their attention academic performance lowered but there was no racial disparity when the test was not described as a test of intellectual ability or diagnostic test (Steele & Aronson, 1995).

Shortly after Stelle's and Aronson's paper, Stone, Lynch, Sjomeling, & Darley (1999), extended the findings to women and lowered math scores. It is interesting that even if increased awareness of women's superior performance in school (OECD, 2017) comes to public attention, stereotypes about women's abilities are still so strong. In this paper, the author hopes to find out the extent of influence of stereotype threat on the gender leadership gap in Ireland.

Cortland and Kinias (2019) in their article: Stereotype Threat and Women's Work Satisfaction: The Importance of Role Models talk about unbalance in top management positions around the world. Research conducted by Cortland and Kinias (2019) gives a great insight of the extent of the influence of role models on Stereotype threat and women's work satisfaction, but because of the way data was collected there are potential alternative explanations for their findings which

the author would like to explore in this research in relation to the situation in Ireland. Research conducted by Cortland and Kinias (2019) was quantitative research which allowed researchers to study a large number of respondents.

2.5 Stereotype threat in the workplace

Eagle and Karau (2002) in an article on prejudice towards female leaders explain that women in leadership positions are perceived in a more negative manner than men in the same position. The division of work has usually related men with being the providers when women stayed concentrated on the family (Kenny, 2018). Research conducted by Richard Chisik (2015) provides evidence that stereotypes exist and are shared by potential employers as well as stereotyped groups members. Chisik (2015) believes that "the co-existence of stereotype threat and counter-stereotypical behaviour can explain the simultaneity of lower wages and higher education attainment in a group facing labour-market discrimination".

As a base of Chisik's (2015) research is that stereotypes are real and still exist in society. They are shared by employers as well as by people who are part of a stereotyped group. These findings lead to the question: Do recruiters, interviewers and hiring managers to reject stereotype candidates or are they concerned with a diverse workforce being the main vision for their business?

Fiona Ryan (2019, pg.47) in her research finds "Women are under-represented in leadership roles in Ireland in the public, private and not for profit sectors. The latter appears to have gone further in governing gender equality with not for profit boards, typically having proportionately more female members than their public or private sector counterparts."

Following a topic researched by Ryan (2019) interesting subject is that in high-income organizations and big organizations women in leadership positions are underrepresented when in smaller organizations and lower-income organizations this gap is less visible. This lets us assume that males are less interested in this kind of job and females feel less threatened when applying for them. Ryan (2019, pg.41) in her research distinguished gender "as a barrier to acceding to certain senior leadership roles". When Ryan's research gives great insight into Irish not-for-profit organizations, in this article the author would like to exceed this subject and include the private and public sector workforce.

2.6 Conclusion

The purpose of the above section was to give a comprehensive review of the literature available surrounding the areas of a leadership gender gap, gender stereotype and stereotype threat. Despite the above studies, providing a comprehensive theoretical outline and critical engagement with some of the key areas such stereotype threat and gender gap on leadership positions, the extent on how stereotype threat influences leadership gender gap is still not clear. Clear is that the more senior position, the more manly is the discernment of the job resulting in conflict between women and senior leadership roles (Kenny, 2018; Eagle and Karau, 2002).

Even though equality rights are so well promoted, and people are informed and educated, the leadership gender gap is still a very visible and measurable problem which the author hopes to be able to clarify in the context of stereotype threat.

In conclusion, the overall review of the literature in this area of research gives a rise to four hypotheses outlined below:

H1: Gender identification has an influence on the experience of stereotype threat.

H2: Stereotype threat has a strong influence on women's career choices.

H3: Gender leadership gap is caused by women's career choices.

H4: Stereotype threat has a strong influence on the gender leadership gap in Ireland.

In the next section, the author will explain the method used in this research to help answer the research questions and objectives as well as the hypothesis proposed.

Chapter 3 Methodology

3.1 Introduction

As explained previously, the purpose of this study is to discover if stereotype threat is the main reason causing the gender leadership gap in Ireland. In this study, the author will also analyse how gender identification and consciousness about the stereotype influence stereotype threat experience and women's career choices.

This chapter will begin by revisiting the aims and objectives set for this research. Following that part, it will then describe the philosophical approach and the methodology choices adopted for this study. Details will be provided about the sampling strategy and research instrument employed, followed by an overview of the data analysis and finally ethical considerations.

3.2 Research aims and objectives

In this section, the author will specify the research aims and objectives, as well as presenting the null and alternative hypotheses proposed.

3.2.1 Research questions:

- Is stereotype threat one of the main reasons for the gender leadership gap in Ireland?
- Can the gender leadership gap be caused by women's career choices?
- How does gender identification influence the experience of stereotype threat?

3.2.2 Research aims:

Research aims are to discover if stereotype threat is the main reason causing gender leadership gap in Ireland but also to discover, how gender identification and stereotypes consciousness influence the experience of stereotype threat and if gender leadership gap can be caused by women's career choices based on gender identification.

3.2.3 Research objectives:

- Analyse the extent of influence of stereotype threat on the gender leadership gap in Ireland.
- Analyse if gender identification influences stereotype threat experience.
- Analyse if stereotype threat experience influences women's career choices.
- Analyse if gender leadership gap can be caused by women's career choices based on gender identification.

3.2.4 Hypotheses

Hypothesis 1:

H1.0: Gender identification has no influence on the experience of stereotype threat.

H1.1: Gender identification has an influence on the experience of stereotype threat.

Hypothesis 2:

H2.0: Stereotype threat has no influence on women's career choices.

H2.1 Stereotype threat has an influence on women's career choices.

Hypothesis 3:

H3.0: Gender leadership gap is not caused by women's career choices.

H3.1: Gender leadership gap is caused by women's career choices.

Hypothesis 4:

H4.0: Stereotype threat has no strong influence on the gender leadership gap in Ireland.

H4.1: Stereotype threat has a strong influence on the gender leadership gap in Ireland.

3.2.5 Conclusion

While reviewing the literature, the author finds a lot of interesting and important questions worth further research attention for example how stereotypes influence performance management or is stereotype threat still actual for generations entering their career?

Because of the limited time and resources, this study will focus on answering research questions which in the author's opinion are the most important subjects at the moment. The author hopes that the information collected during this research will help to understand how stereotype threat influences the gender leadership gap in Ireland.

3.3 Research methodology choice

In this research, the author will follow the research process known as 'research onion', developed by Saunders, Lewis and Thornhill (2006). This model was used by the author to navigate the most suitable for this research methodology. Layers of the "research onion" allow to analyse the research philosophy, research approach, research strategy, data collection, a timeline of the research and techniques of data analysis (Saunders at al., 2006)
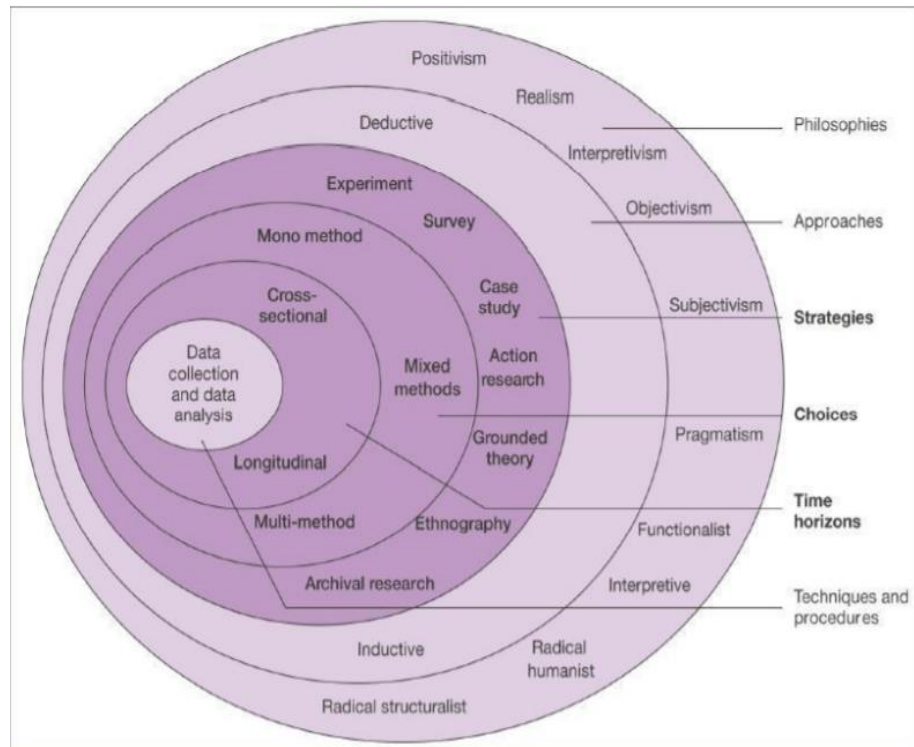
Source: (Saunders, Lewis & Thornhill, 2006)

3.3.1 Research philosophy

Positivism and interpretivism are two main research philosophies. It is commonly acknowledged that positivism tends towards quantitative techniques, while interpretivism inclines towards qualitative exploration (Quinlan, 2011). In this research, the author will be taking a positivistic approach. Positivism is supported by the basis that reality is detached from us and the aim is the finding of theories from empirical research. According to Collis & Hussey (2009) researcher needs to apply logical reasoning, be precise, objective, and rigorous to give a base to rather subjective and intuitive interpretation.

3.3.2 Research approach

There are two main research approaches that are used, inductive and deductive approaches. In this research, the author will be using a deductive approach to achieve research objectives and connect the research to the existing literature (Saunders, et al., 2016). On the solid base of the

existing data about the leadership gender gap, social gender and stereotype threat, the author developed a questionnaire to detect the extent of stereotype threat and its influence on gender leadership gap and at the same time to achieve the research objectives.

3.3.3 Research choice and time horizons

There are two different types of research, qualitative and quantitative.

Quantitative research characterizes big sample size, structured data (usually numerical or date which can be easily coded as numerical), typically analysed statistically –questions are presented as testable hypotheses. Because quantitative research is the instrument to gather data designed before the researcher starts actual research data can be less reliable in contrast to qualitative research (Quinlan, 2011; Adams, Khan and Raeside, 2014).

In this research, the author will be using a cross-sectional, quantitative method of research, which will allow collecting a big amount of data to investigate different variables and hypotheses proposed by the author simultaneously. This type of research will allow examining a large group of people from different backgrounds, gender, and age. In comparison to Longitudinal design, it is quick to obtain large amounts of information, and it is inexpensive in comparison to experimental design (Adams, Khan and Raeside, 2014).

Whilst qualitative research was considered, the researcher is of the opinion that the way qualitative research needs to be conducted is very time and resources consuming when in return amount of data is not enough to test hypotheses and build theory (Quinlan, 2011). The amount of data the author will be able to collect through qualitative research in the given time would not be sufficient to answer the questions being asked. Qualitative research "uses a number of methodological approaches based on diverse theoretical principles" (Adams, Khan and Raeside, 2014). It allows the researcher to ask further questions, it helps to understand emotions behind the opinion and allows to assess body reactions (Quinlan, 2011). But at the same time consume a lot of time and resources and allow to investigate a very limited number of participants.

3.4 Data collection

Data collected for this research is primary data collected by a questionnaire. A questionnaire is a quantitative research instrument chosen to gather the primary data needed for this dissertation. The Google Forms online questionnaire tool was used to create the questionnaire, create a questionnaire link, and record answers. The respondents self-administered the questionnaire via a questionnaire link to the Google Forms-hosted queries. The first part of the questionnaire were generic questions like age range, race or gender. The variable of these questions was Attribute Variable (generic data about respondents, age, gender, career level, etc.). This part allows the researcher to provide different sets of questions for men and for women as well as helps to understand differences in opinions according to certain characteristics and to ascertain whether data collected is illustrative of the total population.

The second part of the questionnaire was conditioned by participants' gender; males have a different set of questions than females. To keep participants interested, the author limited the number of questions to the minimum, which will still provide reliable data.

3.4.1 Questionnaire construct

This section will outline how the instrument was constructed and what criteria was used to select variables.

Questions of the survey for female participants are inspired by Conformity to Feminine Norms Inventory (CFNI) which was created by Mahalik et al. (2003) and research conducted by Pinel (1999). The author will modify some of the given questions for the purposes of the research. Rest of the questions were created by the author to give the most suitable data.

Questions for male participants are based on the Male Role Norms Scale (MRNS) by Thompson and Pleck (1986) and Male Norms Inventory-Revised (MRNI-R) by McKelvey (2012).

Table 1 Questionnaire construct sources

Constructs	Sources
Gender identification	Pinel (1999); Mahalik, et al. (2005); Thompson & Pleck, 1986 Adaptation by Daniel K. McKelvey, 2012
Stereotype threat experience	Pinel (1999); Mahalik, et al. (2005)
Career choices	Pinel (1999); Mahalik, et al. (2005)
Gender leadership gap	Pinel (1999); Mahalik, et al. (2005); Thompson & Pleck, 1986 Adaptation by: McKelvey, 2012

If a participant chose female as her gender, the application takes her to part 'a' of the questionnaire followed by part 'b'. If a participant chooses male as his gender; the application takes him to part 'c' and part 'd'. The author decided to introduce different questions for males and females to better understand gender identification and its influence on the experience of stereotype threat and its influence on gender leadership gap for female participants when questions for male participants focus on gender identification and perception of gender leadership gap. Closed questions were arranged on the questionnaire with respondents choosing the most suitable answer from the four possible answers (Strongly Disagree, Disagree, Agree, Strongly Agree). The author decided to choose four steps to scale the same as in the original study of Mahlik el al. (2003).

The final version of the questionnaire was posted on Google Forms, which is a free and broadly available application. Using an online questionnaire author was able to see preliminary data before transferring it to the analysing software. A questionnaire was open for 45 days.

3.4.2 Sampling

The choice of sampling technique should consider not only research questions and objectives but also convenience and usefulness of data collection (Saunders, et al. 2016).

Responses were collected using non-probability sampling techniques such as snowball sampling and convenience sampling. All participants were anonymous. Convenience sampling was the author's first choice but because of limited responsiveness, the author decided to introduce snowball sampling and asked the primary contacts to share a questionnaire with their contacts.

3.4.3 Primary data collection and storage

For this academic study, the author collected data from 6 participants for the pilot study, in the next stage the author collected data from 99 participants (68 females, 31 males).

The data was stored on Google Drive. The Google Drive account was set as a private and password protected. Only the author had access to the data collected.

The author does not have access to the email addresses or any personal details of the questionnaire participants. In the same time, the author does not have any possibility to follow up with the participants in case of a missing response.

3.5 Pilot study

The author conducted a pilot study on 6 participants (2 males and 4 females) to test questionnaires. The pilot study helps the researcher to test if his/ her questionnaire has face validity if it makes sense (Saunders et al., 2016). Data from the pilot study will not be considered in the actual research (To see pilot study please see appendix).

This pilot study helped to clear out confusing terms and correct spelling. Because of the pilot study, the author also added a question about the career level of participants.

To see the pilot study please see Appendix: 1.Pilot Study.

3.6 Data analysis

After clearing and coding the data, the study used descriptive statistics to analyse demographic. The author gathered these results from Google Form.

To analyse the data the author divided female questions for four topics:

- Gender leadership gap- FL
- Gender identification- FG
- Stereotype threat- FS
- Career choice- FC

And males' questions for two topics:

- Gender leadership gap- ML
- Gender identification- MG

To analyse the results the author used the SPSS application. Firstly, the author applied Kendall's Tau-b correlation test (also known as the Kendall coefficient of rank correlation test) to determine the relationship/ association/ influence between two variables (each pair, one by one based on the hypothesis). As an addition, the author decided to test which gender either male or female has a stronger impact on each of the research questions. To achieve that the author used "the Mann–Whitney U test". Both applied tests are nonparametric tests. The result of this analysis will be presented in the following chapter 4.

3.7 Limitations

Despite the care and diligence with which this research was created, the author is conscious that there are some limitations connected with this study. Firstly, because the nature of the study was that an online questionnaire author could not observe body language or reactions from the participants. When the author believes that the respondents carried out the supplied questionnaire with honest answers to provide the most accurate data, the possibility of inaccurate answers can limit this research. Another issue associated with this type of research is that the author does not have any possibility to follow up with the research participants in case of missing answers. Responses of the participants whose questionnaires were incomplete were not taken into account in the final analysis. Because of the random way of selecting participants, many of them will not be born and raised in Ireland. Their career choice can be influenced by stereotype threat in their country of origin, or by lack of possibilities to pursue different career paths.

The problem of this research can be also accessible to people who hold higher-level positions to receive the most accurate data from participants on all levels.

3.8 Ethical Considerations

It is essential that when collecting data from people the author needs to follow the rules of the ethical considerations during the entire process of collecting the information. The author had to distinguish between right and wrong, to ensure the rights of those who become the subject of work or are affected by it were not anyhow violated (Quinlan, 2011; Saunders, 2016). The topic is sensitive, and the confidentiality factor remains the foremost priority of this study. To allow participants to focus on providing an honest response and avoid any pressure which they can experience if their identity could be tracked, the author decided to resign from collecting email addresses or names. At all times, the researcher must follow the ethical principles to ensure confidentiality and anonymity for participants and the data they provide. In the description, the author included information that 'participation is voluntary and there are no positive or negative consequences to taking part or not taking part. If at any time you wish to stop, you can exit the survey'.

The author submitted a completed ethics form, approved by National College of Ireland during this process.

The author ensured that this study did not cause any privacy threat to the participants by following ethical standards and protocols.

3.9 Conclusion

In this chapter the author identifies and thoroughly reviews the available methodology options to achieve the research objectives mentioned in Chapter 3.2.

The author explained the argument for/against the choice when choosing the appropriate methodology, but at the same time concentrated on understanding its moral meaning and limitations. After collecting the data, the author performed data analysis, the results of those will be introduced in the following chapter

Chapter 4 Data Analysis and Findings

4.1 Introduction

This chapter will present the statistical analysis of the data collected from the questionnaires and the results of such statistical analysis conducted. Illustratively, the author will explain how the data was analysed. The author will also explain what types of data analysis were introduced and why.

The findings of this study will be presented under each research objective through emerging themes.

4.2 Descriptive overview

As per results collected via Google Form questionnaire, 103 participants took part in the research. Unfortunately, because of the missing answers, only 90 questionnaires were taken into account in the final analysis. Therefore, the sample population represented in these findings is based on these 90 respondents (n=90). Females were much stronger represented (70% respondents) than males (30% respondents). The number of respondents between 25-30 years old seems to be outnumbering all other age groups at 35% respondents, followed by 23.3% of respondents between 19-25 years old, 19.4% respondents being between 31-35 years old, 11.7% between 35-40 years old, 7.8% above 40 years old and only 2.9 % under 19 years old. Similarly, the number of employed respondents at 79.8% outnumbers any other group (9.1% students, 10.1% unemployed, and 1% 'other') with 26.3% of participants on entry-level positions, 31.3% associate level, 17.2% supervisor level, 10.1% manager level, and only 3% on executive manager level, 12.1% respondents described their work career level as 'other'. In a question about the race, 85.4% of respondents described themselves as 'white', when 15.6% as a 'visible minority'.

Table 2 Distribution of participants on gender, race, age, work status and career level

Gender			Age range			Work status	
Male	27 (30%)		<19	2.20%		Employed	79.80%
Female	63 (70%)		19-25	23.40%		Unemployed	10.10%
			25-30	36%		Student	9.10%
			31-35	18.90%		Other	1%
Race			35-40	11.70%			
White	84.40%		40<	7.80%			
Visible Minority	15.60%						
Career level	Entry level	Associate	Supervisor	Manager	Executive Manager	Other	
	26.70%	31.10%	17.80%	10.10%	2.20 %	12.20%	

Source: Own study

Next parts of the questionnaire concern gender identification, stereotype threat experience, career choices and gender leadership gap. To analyse the data collected through the questionnaire created on Google Form, the author used the SPSS application. The author applied two tests: "Kendall's Tau-b correlation test" and "the Mann–Whitney U test". Both

applied tests are nonparametric tests. The use of nonparametric tests was necessary as the data did not have a clear numeric interpretation (ordinal data) and the data failed normality test (Corder & Foreman, 2014).

Table 3 presents the mean and standard deviation of each question.

Table 3 The descriptive statistics

	N	Mean	Std. Deviation
FS1	90	1.5444	1.28221
FS2	90	1.6444	1.34341
FS3	90	1.7111	1.29167
FS4	90	1.6111	1.24246
FS5	90	1.2135	0.95907
FS6	90	2.0112	1.45769
FS7	90	1.7333	1.32224
FG1	90	1.4889	1.17315
FG2	90	1.6629	1.26979
FG3	90	1.6	1.23434
FG4	90	1.4444	1.20029
FG5	90	1.7	1.27597
FG6	90	1.5444	1.20076
FG7	90	1.573	1.25125
FL1	90	1.7416	1.28389
FL2	90	1.8556	1.40273
FL3	90	2.4556	1.73633
FL4	90	1.8889	1.40979
FL5	90	1.9333	1.41262
FL6	90	1.4111	1.14061
FL7	90	2.0556	1.53872
FL8	90	2.3667	1.69235
FC1	90	1.8111	1.33992
FC2	90	1.5778	1.24502
FC3	90	1.7667	1.30728
FC4	90	1.9333	1.42056
FC5	90	1.2	0.99662
FC6	90	1.8	1.37555
FC7	90	1.5444	1.25565

Source: Own study

4.3 Kendall's Tau-b correlation test

"Kendall's Tau-b correlation test" first of all follows a nonparametric test and also allows the author to investigate if two variables may be regarded as statistically dependent, it is if one variable influences the other. This was necessary to be able to accept or reject the hypotheses. The higher the results of correlation test, the stronger the relationship between two variables.

4.3.1 Objective 1: Analyse the extent of influence of stereotype threat on the gender leadership gap in Ireland.

This research objective relates to the fourth hypothesis: Stereotype threat (FS) has a strong influence on the gender leadership gap (i.e. FL and ML) in Ireland. A per result from "the Kendall coefficient of rank correlation test" FS versus FL has p-value=0.000 which is less than 0.01, hence the author rejects the null hypothesis and therefore conclude that female experience of the stereotype threat has a strong significant effect on the gender leadership gap in Ireland.

On Table 4 the author presents the results of Nonparametric Correlations test which shows that FS has a strong positive correlation with FL with correlation coefficient value of more than 0.5 which implies direct proportionality meaning the higher, the stronger the stereotype threat experience, stronger the influence on the gender leadership gap.

Table 4 Nonparametric correlation test FS to FL

		FS1	FS2	FS3	FS5	FS6	FS7
FL1	Correlation Coefficient	.447**	.435**	.701**	.566**	.617**	.779**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL2	Correlation Coefficient	.534**	.415**	.737**	.557**	.705**	.791**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL3	Correlation Coefficient	.547**	.590**	.648**	.487**	.632**	.584**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL4	Correlation Coefficient	.538**	.461**	.710**	.537**	.682**	.747**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL5	Correlation Coefficient	.597**	.653**	.581**	.557**	.574**	.480**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL6	Correlation Coefficient	.661**	.617**	.560**	.628**	.572**	.565**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL7	Correlation Coefficient	.458**	.460**	.702**	.553**	.621**	.741**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FL8	Correlation Coefficient	.449**	.470**	.706**	.578**	.656**	.679**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90

Source: Own study

Figures 1 and 2 present charts created based on responses to the questions related to a research objective. The vast majority of female respondents Agreed or Strongly agreed that women are less likely being promoted because of their gender. 53.5% male respondents

agreed that women are less likely to be promoted because of their gender and this was confirmed in the next question, 48.5% of male respondents agreed that it is easier for men to get a promotion (Figure 3).

Figure 1

I think women are less likely being promoted because of their gender.

63 responses
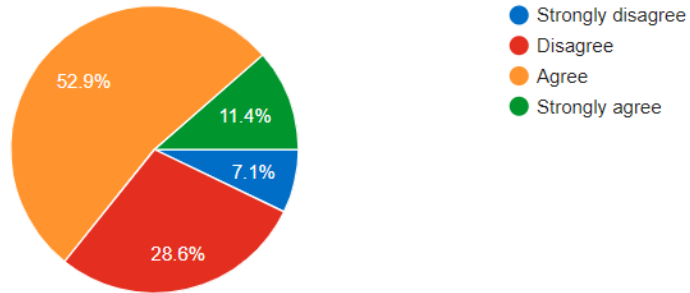
Source: Own study

Figure 2

I do not think women are less likely of being promoted because of their gender.

27 responses
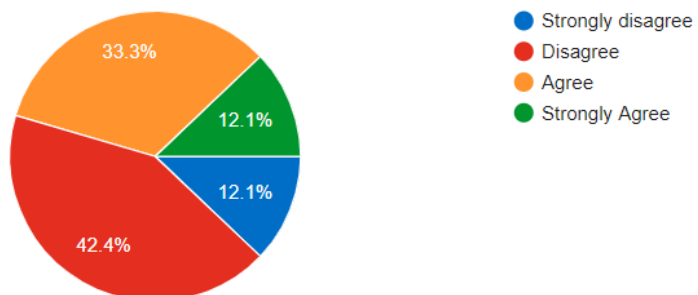
Source: Own study

Figure 3

I do not think it is easier for men to get a promotion.

27 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly agree

39.4%
48.5%
12.1%
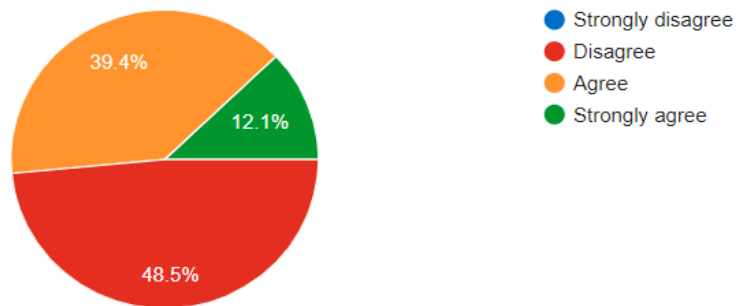
Source: Own study

4.3.2 Objective 2- Analyse if gender identification influences stereotype threat experience.

From "the Kendall Tau-b test", the author deduced that gender identification (FG) has a significant influence on the experience of stereotype threat (FS) since the corresponding p-value=0.000 (Table 5) is less than the significant level (0.01). Based on these findings the author rejected the null hypothesis and concluded that gender identification has a significant influence on the experience of stereotype threat. The author also noticed that FG has a strong positive correlation with FS with correlation coefficient value of more than 0.5 which implies direct proportionality meaning the higher the female gender identification, the higher the female stereotype threat and the lower the female gender identification the lower stereotype threat experience. Results of this test revealed that indeed gender identification has an influence on the stereotype threat experience which allowed the author to accept hypothesis 1.

Figure 4 presents that 62.9% of female respondents believe that they are being judged by men on the basis of their gender. This result

Figure 4

Most men do not judge women on the basis of their gender.

63 respondents

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree

32.9%
10%
52.9%
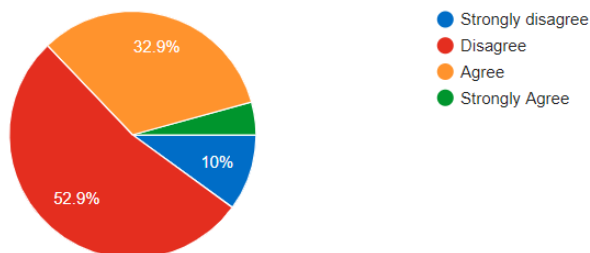
Source: Own study

Table 5 Nonparametric correlation test FS to FG

		FG1	FG2	FG3	FG4	FG5	FG6	FG7
FS1	Correlation Coefficient	.701**	.632**	.689**	.646**	.578**	.595**	.546**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FS2	Correlation Coefficient	.731**	.721**	.714**	.619**	.683**	.651**	.641**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FS3	Correlation Coefficient	.446**	.401**	.458**	.547**	.586**	.533**	.610**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FS4	Correlation Coefficient	.813**	.765**	.782**	.571**	.721**	.661**	.599**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FS5	Correlation Coefficient	.608**	.574**	.570**	.635**	.569**	.547**	.562**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FS6	Correlation Coefficient	.597**	.587**	.631**	.582**	.604**	.517**	.572**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FS7	Correlation Coefficient	.445**	.438**	.478**	.583**	.555**	.488**	.611**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90

Source: Own study

4.3.3 Objective 3- Analyse if stereotype threat experience influences women's career choices.

This test allowed the author to investigate the correlation coefficient between the experience of stereotype threat and career choices.

Table 6 Nonparametric correlation test FS to FC

|		FS1	FS2	FS4	FS5	FS6	FS7
FC1	Correlation Coefficient	.426**	.439**	.514**	.550**	.624**	.793**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FC2	Correlation Coefficient	.487**	.510**	.549**	.567**	.606**	.711**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FC3	Correlation Coefficient	.682**	.720**	.728**	.644**	.579**	.417**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FC4	Correlation Coefficient	.415**	.487**	.564**	.613**	.652**	.684**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FC5	Correlation Coefficient	.679**	.611**	.631**	.704**	.606**	.633**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FC6	Correlation Coefficient	.557**	.505**	.574**	.578**	.556**	.679**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90
FC7	Correlation Coefficient	.586**	.511**	.580**	.657**	.570**	.708**
	Sig. (2-tailed)	0	0	0	0	0	0
	N	90	90	90	90	90	90

Source: Own study

The second hypothesis states as Stereotype threat(FS) has a strong influence on women career choice(FC) and the above result (Table 6) shows that p-value=0.000 which is less than 0.01 and hence the author rejected the null hypothesis and conclude that stereotype threat has a strong significant effect on women career choice. This also indicates a strong positive relationship between them as the correlation coefficient between FS and FC is more than 0.5. The majority of female respondents (55.7%) Agreed or Strongly agreed when asked if they think that stereotype threat has an influence on people's career choices (Figure 5), also 60% of female respondents are afraid to ask for a promotion because they fear that they will fail (Figure 6).

Figure 5

I think stereotype threat has an influence on people's career choices. (i.e. I worry that a failure in my career will prove a stereotype)

63 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

45.7%
10%
42.9%
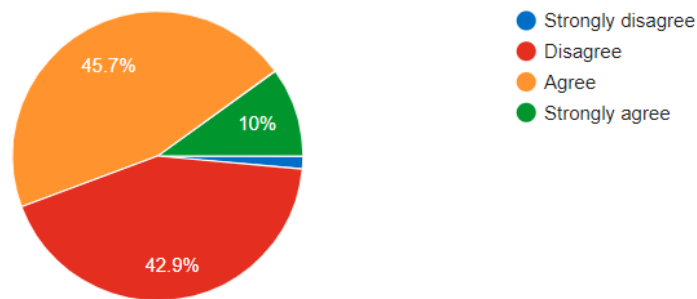
Source: Own study

Figure 6

Me being afraid of failing in a new position stops me from asking for a promotion.

63 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

48.6%
11.4%
8.6%
31.4%
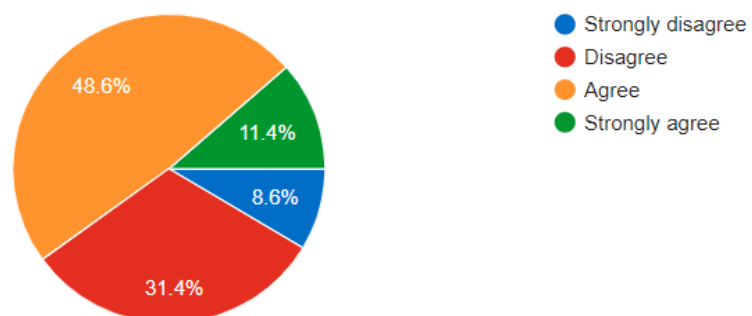
Source: Own study

4.3.4 Objective 4- Analyse if gender leadership gap can be caused by women's career choices based on gender identification.

The third hypothesis: Gender Leadership(FL) gap is caused by women's career choice(FC) and the results from "the Kendall Tau-b test" reveal that p-value=0.000 for analysis between FL and FC which is less than 0.01 and that implies that the author can reject the null hypothesis and accept the alternative hypothesis. The meaning of this finding is a significant relationship between gender leadership gap and women career choices. Which means that indeed the gender leadership gap is caused by women's career choices. Results are presented in Table 7.

Table 7 Nonparametric correlation test FC to FL

|		FC1	FC2	FC3	FC4	FC5	FC6	FC7
FL1	Correlation Coefficient	.823**	.734**	.439**	.713**	.617**	.689**	.718**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL2	Correlation Coefficient	.760**	.705**	.487**	.720**	.605**	.730**	.714**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL3	Correlation Coefficient	.588**	.621**	.551**	.608**	.446**	.622**	.638**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL4	Correlation Coefficient	.746**	.636**	.485**	.722**	.599**	.681**	.680**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL5	Correlation Coefficient	.573**	.540**	.690**	.547**	.537**	.554**	.444**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL6	Correlation Coefficient	.605**	.515**	.673**	.577**	.717**	.655**	.644**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL7	Correlation Coefficient	.687**	.617**	.511**	.669**	.473**	.656**	.601**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90
FL8	Correlation Coefficient	.663**	.681**	.540**	.743**	.538**	.699**	.605**
	Sig. (2-tailed)	0	0	0	0	0	0	0
	N	90	90	90	90	90	90	90

Source: Own study

4.4 The Mann Whitney U test

The author decided to use "the Mann Whitney U test" to compare and better understand gender effect on the stereotype threat and the gender leadership gap in Ireland. This test allowed the author to compare both gender and their responses to the questions about the gender leadership gap. Feedback of this test suggests that females described the gender leadership gap as a bigger problem than males. The result is understandable as women are in the discriminated group, so they pay more attention to this type of situations. It also implies that men in Ireland need to gain knowledge about the extent of the gender leadership gap problem in the country.

Table 8 The Mann Whitney U test results

	Gender	N	Mean Rank	Sum of Ranks
FL1	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL2	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL3	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL4	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL5	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL6	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL7	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		
FL8	Female	63	58.79	3703.5
	Male	27	14.5	391.5
	Total	90		

Source: Own study

4.5 Conclusion

In this chapter, the author exhaustively analysed the findings collected from the results. The author presented descriptive statistics as well as "Kendall coefficient of rank correlation test". The author explained in detail the numbers standing behind the statements. The author also went a step further introducing "The Mann Whitney U test" to investigate which gender (males or females) perceive the gender leadership gap as a bigger issue.

The author will discuss these findings in detail in the next chapter 5.

Chapter 5 Discussion

5.1 Introduction

In this chapter, the author will review the findings retrieved through Self-administered Questionnaire and discuss the results which arise from "the Kendall tau-b test" with reference to the existing literature on the relevant fields.

The chapter is structured in accordance with the four objectives set for this research:

1: Analyse the extent of influence of stereotype threat on the gender leadership gap in Ireland.

2: Analyse how gender identification influences stereotype threat experience.

3: Analyse if stereotype threat experience influences women's career choices.

4: Analyse if gender leadership gap can be caused by women's career choices based on gender identification.

The author will begin by discussing the findings in relation to each of the objectives and conclude by looking at the practical implications.

5.2 Discussion related to research objective 1:

Research objective 1: Analyse the extent of influence of stereotype threat on the gender leadership gap in Ireland.

Results collected through this research allowed the author to accept the hypothesis that stereotype threat has a significant influence on the gender leadership gap. An interesting fact discovered in this research is that 64.3% of female respondents agree or strongly agree that women are less likely to be promoted only because of their gender (Figure 1).

Results of another question related to this objective show as a fact that the majority of females and half of male respondents believe that women are discriminated against men on the way for a promotion because of their gender (Figure 2). The same question the author asked male respondents, 52.5% of them agreed that women are less likely to be promoted only because of them being a woman.

When the author asked male respondents if they think that it is easier for men to get a promotion (Figure 3) 51.5% of them stated that it is not easier for a man to get a promotion. These two questions show a trend that half of the male respondents do not see the problem of the gender leadership gap and women discrimination on the way for a promotion. Because of the not substantial number of respondents on the manager's or executive manager's position the author cannot compare if the trends are the same despite career level or maybe depends on respondents' position.

This data has its confirmation in Richard Chisik's (2015) research, he states that stereotypes are a real issue and are not only shared by employers who less likely choose candidates from stereotyped groups but also by potential employees. They believe that because they are part of the stereotyped group they will not be 'good enough' to aspirate for higher positions. Often as well people who are part of stereotyped groups try to prove that they are better than stereotypes about them, they engage in counter-stereotypical behaviours which only prove the stereotype. Chisik's (2015) statement overlaps with the results of this research that experience of stereotype threat has a significant influence on the gender leadership gap in Ireland.

5.3 Discussion related to research objective 2:

Research objective 2: Analyse if gender identification influences stereotype threat experience.

Results of this research presented that 62.9% female respondents worry that their behaviours will be viewed as stereotypically female, also 62.9% of them agreed that men judge women on the basis of their gender (Figure 4). These results prove that women believe that only because they are women they are treated differently, and they should be careful to not behave like a 'women'. Following Ryan (2019) gender is stopping women from acceding to high-level leadership roles.

Pillaud, Rigaud and Clémence (2015) in their study, showed that women are less resilient to gender-related stereotype threat than men are. In this research, the author tried to prove that women who identify with their gender stronger (it is they have more conservative opinions about gender roles) also stronger experience stereotype threat. Because females are convinced that women are bad in math and science and that women should take care about the home and the family, they are scared that if they try to attempt any 'man' job or prioritize their careers, they will fail and confirm the stereotype. This type of fear is called stereotype threat, and the connection between gender identification and the experience of it is clear and strongly visible.

5.4 Discussion related to research objective 3:

Research objective 3: Analyse if stereotype threat experience influences women's career choices.

Firstly, results collected from the questionnaire (p= 0.000) allowed the author to accept the alternative hypothesis, which states that stereotype threat experience has an influence on women's career choices. Secondly, the results also revealed that 57.1% of the female respondents were personally affected by stereotypes, 74.2% female participants stated that their being female influenced how men interact with them. These results show that despite many changes introduced to the law, but also cultural changes within the last years, women still feel treated differently just because of their gender.

Secondly, the results obtained from the questionnaire proved that gender identification has an influence on the stereotype threat experience, 55.7% female respondents believe that

stereotype threat has an influence on people's career choices (Figure 5) and 60% will not ask for the promotion because they are afraid of failing in a new position (Figure 6). These results go side by side with the findings of the IBEC (2020).

In their report, IBEC (2020) explains that the traditional gender roles, and how they are presented to children from the earliest age are a source of gendered segregation. Methods to bridge the knowledge gap for career choices and to encourage new perspectives for children (girls but also boys) are still insufficient. The author also believes that children who come from more conservative homes, where gender roles are strictly assigned often follow the same paths and stick with a tradition for males and females professions (Kalantari, 2012, Picho and Brown, 2011).

Cortland and Kinias (2019) in their research suggesting that one of the key factors which contribute to gender inequality in the workplace is women's psychological experience. Worry about confirming negative stereotype might lower women's motivation, performance, and commitment, which as a result can exacerbate sex inequality in a workplace.

Furthermore, the analysis of the secondary sources and the primary research delineates that there is a connection between fear of confirming the stereotype and female career choices. Women are oppressed by convictions about who they should be and how they should behave, and these beliefs limit them not only from choosing high-level leadership positions but also from choosing certain professions (because they are men's professions).

5.5 Discussion related to research objective 4:

Research objective 4: Analyse if gender leadership gap can be caused by women's career choices based on gender identification.

To make a hypothesis that gender leadership gap is caused by women career choices, the author got inspired by Managan's (2019, pg.8) assertion "women's choices are constrained by three cultural schemas: men are better than women at math and science, men belong at work and women belong at home, and men are more natural leaders." This statement together with this research results clearly shows that women make their choices based on beliefs that they should not attempt certain professions or certain positions. This results in a shortage of women in certain business areas and where the gender leadership gap has its sources. According to IBEC (2020), Ireland has one of the lowest female employment rates of most European countries. It may be a result of a strong belief in gender roles and social gender identification. Women's career choices influence the gender leadership gap as not enough women to decide to work in science in technology industries and even less believe that they can marry their private life (IBEC, 2020, suggests that women spend four times as much on care work and twice as much on household work than men) and professional life if they will be in high-level positions.

The "Mann Whitney U test" made in this research also confirmed that women perceive the gender leadership gap as a more significant issue than men. In the author's opinion and on the basis of this research author believes that women would like to receive the same opportunities like men, but at the same time, cultural constraints on work-life balance and stereotypes about what women should do are stopping them from making conscious and brave career choices. Stronger the gender identification, stronger stereotype threat.

5.6 Conclusion

This chapter critically evaluated the findings of this study in light of previous research. In this research, the author tried to present a logical chain of how gender identification influences experience stereotype threat, how stereotype threat influences women's career choice and if gender leadership gap can be caused by women's career choices. By linking back to the research base, similar evidence was documented.

The most important part of this research was how stereotype threat experience influences the gender leadership gap. The author assumed that because stereotype threat has a significant influence on women's career choices, and career choices influence gender leadership gap stereotype threat has a significant influence on the gender leadership gap. Results of this research confirmed the author's assumptions and proved that experience of stereotype threat is one of the reasons causing a gender leadership gap in Ireland.

The Central Statistics Office presented data showing that in 2019 only 26% of all Senior Executives and Boards of Directors were females. These results shows how far from closing in the gender leadership gap in Ireland. The author believes that this research will help the government, teachers but also private people to realize that gender leadership gap has its sources in early education, when children are learning about gender roles and start to experience stereotype threat. This fear has a big influence on their future educational and career choices and at the same time on the gender leadership gap.

Chapter 6 Conclusion and Recommendations

6.1 Introduction

The purpose of this research is to contribute to the body of study about the influence of stereotype threat on the gender leadership gap in Ireland.

In this chapter, firstly, the author will revisit the backdrop of this research. Secondly, the author will revisit assumptions obtained from the results and discussion on the subject under the research. Thirdly, the author will present recommendations for the government and organizations. In the last part, the author will examine if there is any room to broaden the extent of research or overcome the limitations presented in this study.

6.2 Conclusion

As presented in the first chapter of this research stereotype threat is a topic spoken for many years mostly by psychologists but more and more often analysed also from the business perspective (Stroessner & Good, 2020).

The gender leadership gap is a big issue not only in Ireland but in most of the European and non-European countries. The data presented in 2019 by the Central Statistics Office says that only 26% of Boards of Directors and Executive Directors are females.

Thus, this research was conducted to understand to what extent the stereotype threat is causing the gender leadership gap in Ireland. The author also analysed how gender identification and being conscious of the existence of stereotypes influence stereotype threat experience and women's career choices. After reviewing existing literature, the author discovered that very little or no research was done in Ireland on the topic of stereotype threat experience and its influence on the gender leadership gap in Ireland. To achieve the objectives of this study commenced by reviewing the existing literature related to the topic. Afterwards, four research questions were formulated on the base of the gaps recognized in the literature review.

After 30 days of data collection from participants, the author received 90 samples, which was not fully but the satisfying amount of responses, and the author proceeded with data analysis. The Kendall coefficient of rank correlation test results allowed the author to accept all hypotheses.

Following are some of the conclusions arising from the findings.

6.2.1 Conclusion related to Research Question 1

Is stereotype threat the main reason for the gender leadership gap in Ireland?

Because of the results of this research and secondary data found in the literature review, it is very clear that stereotype threat has a significant influence on the gender leadership gap in Ireland, the author can state that in her belief stereotype threat is a main reason for the gender leadership gap. Stereotype threat is influencing women's career choices and at the same time has a real impact on gender inequality on the high-level positions.

6.2.2 Conclusion related to Research Question 2

Can the gender leadership gap be caused by women's career choices?

As per the results of this research and the secondary data presented in the literature review author conclude that in Ireland women's career choices are a very big part of the gender leadership gap. In Ireland, 37.3% of women are unemployed, compared to 25.4% of unemployed men, but only 26% of women hold executive positions. These statistics show that there is a shortage of females in high-level positions. With stereotype threat influencing women since their school education many of them because of the fear of failure does not attempt to reach the top. Many women choose their careers just because they are afraid that they are not good enough to aspire for their dreams and that is a very important factor in the high gender leadership gap in Ireland. After careful consideration of the data, the author concluded that the gender leadership gap can be caused by women's career choices.

6.2.3 Conclusion related to Research Question 3

How does gender identification influence the experience of stereotype threat?

From a very young age, kids are raised in a society where they learn about social gender and gender stereotypes. Primary data derived from this research, but also secondary data collected from the literature review shows that gender identification has a strong influence on the stereotype threat experience. Girls and women who identify themselves stronger with their gender and believe in gender roles are more likely to be affected by stereotype threat than girls or women who do not believe that they are being judged on the basis of their gender. Gender identification has a significant influence on the experience of stereotype threat.

6.2.4 Summation

Despite efforts from the government but also employers, the gender leadership gap is still a very big issue in Ireland. In this research, the author summarised potential reasons of gender leadership gap with a special emphasis on the stereotype threat experience, as this topic was not discussed yet in Ireland in reference to the gender leadership gap. Findings presented in this research shows that stereotype threat has its core on the level of learning about social gender and impacts women's career choices, at the same time influences the gender leadership gap.

6.3 Recommendations

On the basis of this study, there are several recommendations which the author identified to help counteract stereotype threat and increase equality between men and women in Ireland.

6.3.1 Government level

1. Improvement of teacher's education and training, so they will be able to encourage young girls to pursue their dream career.
2. Educating teachers in the way they speak to students to avoid any suggestions which can lead to stereotype threat experience.
3. Public campaigns promoting women in high-level positions.

These issues should be addressed in the current "National Reforms in School Education".

6.3.2 Organizational level

1. Introduce management training on gender equality.

<u>Benefit:</u> This training would help promote women in leadership positions and will also help to reduce bias towards women as leaders.

<u>Cost:</u> If the company has its own Training and development team, this training can be introduced into the year plan, which will reduce the cost to the minimum. In case if the company does not have a necessary team responsible for training, the cost of an external consultant is between 3500- 10000 euro.

<u>Timeframe:</u> This type of training should not be a one-time event but should be repeated at least once per year.

2. Present progression plan for all future high-level positions to ensure gender equality.

<u>Benefit:</u> This plan would help to ensure the right female to male proportion on the leadership positions within the organization.

<u>Cost:</u> Cost of this plan should be included in the cost of running the HR department which should be responsible for this type of plan, together with Senior Management.

<u>Timeframe:</u> This type of plan should be reviewed every year or every two years depending on the business needs.

3. Introduce and enforce gender equality policies.

Benefit: Clear policies would help to enforce gender equality but will also help women clearly see their rights and opportunities within the company.

Cost: Cost of introducing these policies should be included in the cost of running the HR department which is responsible for policies and regulations in organizations.

Timeframe: Gender equality policies should be introduced to organizations as soon as possible.

4. Organize workshops and meetings with female leaders to empower and encourage women to aspire for leadership positions.

Benefit: Workshops and meetings with successful female leaders will be big empowerment for other females who are looking for the inspiration to continue their career and aspire for promotion.

Cost: Many female leaders would like to share their knowledge and experience with other women, similarly as with external consultants pay range can be very wide, but some of them will do it as a part of their charity commitment.

Timeframe: In the author's opinion meetings like that should be organized at least twice per year so all employees can have a chance to attend and find inspiration.

6.4 Recommendations for further research

Due to the lack of research in the Irish context, firstly, the author recommends for the further research to ensure that participants on every level of their career will be a similar part of the sampling population.

Secondly, the researcher also believes that a bigger sample size would be very beneficial to ensure that the population is well represented. The bigger pool of participants will allow the researcher to compare trends (if executive managers have the same point of view on the gender leadership gap topics and women's careers as lower-level employees).

Thirdly, the author believes that to understand better this sensitive subject future research should contain some open questions where participants will be able to express their thoughts on the subject.

Lastly, in the further research author would also suggest asking more questions about participants' background (the country they grew up in) to be able to understand if stereotype threat has its source in Ireland or if participants were already influenced by it before.

6.5 Personal learning reflection

This study was very rewarding to gain deeper knowledge about the leadership gender gap in Ireland. The author deeply explored the subject of stereotype threat and gain a good knowledge about the influence of stereotype threat on the gender leadership gap in the country.

Despite the interest which the author has about the topic, the process of gaining and filtering information was very challenging. There is not a lot of relevant literature and some of it is outdated. This study helps to understand that in spite of the efforts which Ireland puts into reducing the gender leadership gap, women still feel unsafe and somehow excluded from the top position's pool. The current study lets the author to better understand why women are not applying for leadership roles or not pursuing careers in a certain field.

During the process of writing this dissertation, the author improved her English skills (a specially in a writing area) which is a great step in a self-development journey. Also, her IT skills were improved and the ability to source the necessary information. The author also for the first time provided a completed data analysis which proved very complicated task for someone who does not have any experience with data analysis software.

In summary, the experience of completing this paper was extremely rewarding and the author learns a lot during the process. All skills gained during this course and process of writing the dissertation will be very helpful in the future career and will allow the author to be a better HR Manager.

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Appendix

1 Pilot questionnaire

Hi, my name is Olga Iwanicka. I am a student at the National College of Ireland, working towards a master's degree in Human Resource Management. This is a pilot study which will help the author to create the final questionnaire. Your time and feedback is greatly appreciated.

Research aims are to discover the extent of influence of stereotype threat on the gender leadership gap in Ireland. Second aim of this research is to discover how gender identification and stereotype consciousness influence the experience of stereotype threat and if gender leadership gap can be caused by women's career choices based on gender identification.

If you have any questions about the research study, please contact me at iwanickaolga@gmail.com.

1. What is your age range?
   - >19
   - 19-24
   - 25-30
   - 31-35
   - 36-40
   - 40<
2. Race:
   - White
   - Visible Minority
3. What is your gender?
   - Female (a) (b)
   - Male (c) (d)

a) Stereotype consciousness and gender identification

These questions are based on Pinel (1999) and Mahalik, et al. (2005).

Stereotype is a set idea that people have about what someone or something is like, especially an idea that is wrong:

- racial/sexual stereotypes

- He doesn't conform to/fit/fill the national stereotype of a Frenchman.

- The characters in the book are just stereotypes (STEREOTYPE | meaning in the Cambridge English Dictionary, 2020).

1. Stereotypes about women have not affected me personally.

Strongly Disagree   Disagree   Agree Strongly Agree

2. I never worry that my behaviours will be viewed as stereotypically female.

Strongly Disagree   Disagree   Agree Strongly Agree

3. When interacting with men, I feel like they interpret all my behaviour in terms of the fact that I am a woman.

Strongly Disagree   Disagree   Agree Strongly Agree

4. Most men do not judge women on the basis of their gender.

Strongly Disagree   Disagree   Agree Strongly Agree

5. My being female does not influence how men act with me.

Strongly Disagree   Disagree   Agree Strongly Agree

6. I almost never think about the fact that I am female when I interact with men.

Strongly Disagree   Disagree   Agree Strongly Agree

7. My being female does not influence how people act with me.

Strongly Disagree   Disagree   Agree Strongly Agree

8. I believe that there are specific gender roles (example: women should take care of family; men should work and finance household)

Strongly Disagree   Disagree   Agree Strongly Agree

9. I often think that men are unfairly accused of being sexist.

Strongly Disagree   Disagree   Agree Strongly Agree

10. I don't seek recognition for my efforts

Strongly Disagree   Disagree   Agree Strongly Agree

11. I am not afraid to hurt people's feelings to get what I want

Strongly Disagree   Disagree   Agree Strongly Agree

12. I do all of the cleaning, cooking and decorating where I live.

Strongly Disagree   Disagree   Agree Strongly Agree

13. I believe that there are specific gender roles (example: women should take care of family; men should work and finance household)

Strongly Disagree   Disagree   Agree   Strongly Agree

14. Most men have a problem viewing women as equals.

Strongly Disagree   Disagree   Agree   Strongly Agree

b) Gender stereotypes and stereotype threat

Stereotype threat is when a person feels pressured by a possibility of proving a stereotype and executes the task below the group's ability in the area which is stereotyped (Stelle,1997).

1. I often experience stereotype threats.

Strongly Disagree   Disagree   Agree   Strongly Agree

2. I think stereotype threat has an influence on people's career choices.

Strongly Disagree   Disagree   Agree   Strongly Agree

3. I think the stereotype threat had an influence on my career choice.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. I think that I would choose a different career path if I would not worry to confirm stereotypes.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. I often worry that my male colleagues perform at work better than me.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I am happy with my position in the organization.

Strongly Disagree   Disagree   Agree   Strongly Agree

7. I think I deserve a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I think it is easier for men to get a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. I would feel more courageous asking for the promotion if my boss would be a woman.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I think that my boss should choose people eligible for promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. I would be very nervous if I needed to ask for a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. Me being afraid of failing in a new position stops me from asking for a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I am afraid my boss will laugh at me if I will ask for a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. I think the gender leadership gap is a real issue.

Strongly Disagree   Disagree   Agree   Strongly Agree

15. I think promoting women in leadership positions can give companies a fresh perspective.

Strongly Disagree   Disagree   Agree   Strongly Agree

c) Male Role Norms Inventory

These questions are based on Male Role Norms Scale (MRNS)

Thompson & Pleck, 1986 and Male Role Norms Inventory-Revised (MRNI-R)

Adaptation by: Daniel K. McKelvey, 2012

1. I think a man always deserves the respect of his wife and children.

Strongly Disagree   Disagree   Agree   Strongly Agree

2. I think I should never back down in the face of trouble.

Strongly Disagree   Disagree   Agree   Strongly Agree

3. I think a man should not wear make-up, cover-up, or bronzer.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. I think a man should have played with action figures and not dolls as a boy.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. I am not afraid to hurt people's feelings to get what I want.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I believe that there are specific gender roles (example: women should take care of family; men should work and finance the household).

Strongly Disagree   Disagree   Agree   Strongly Agree

7. I do all of the cleaning, cooking and decorating where I live.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I might find it a little silly or embarrassing if a male friend of mine cried over a sad love scene in a movie.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. I think it's good for a boy to be taught to cook, sew, clean the house, and take care of younger children.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I think a man should prefer action movies to romantic comedies.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. It is a bit embarrassing for a man to have a job that is usually filled by a woman.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. I think nobody respects very much a man who frequently talks about his worries, fears, and problems.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I don't seek recognition for my efforts.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. Unless he was really desperate, I would probably advise a man to keep looking rather than accept a job as a secretary.

Strongly Disagree   Disagree   Agree   Strongly Agree

d) Gender leadership gap from men perspective.

1. I think women are equally good leaders like men.

Strongly Disagree   Disagree   Agree   Strongly Agree

2. I think women can be better leaders than men.

Strongly Disagree   Disagree   Agree   Strongly Agree

3. I think the gender leadership gap is not a real issue.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. I think women in leadership positions can be a big asset for a company.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. I think promoting women in leadership positions can give companies a fresh perspective.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I think that if business is doing well, there is no need for introducing more women to leaders' positions.

Strongly Disagree   Disagree   Agree   Strongly Agree

7. I do not think women are less likely being promoted because of their gender.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I think that in general women are less educated than men.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. I think women are too soft to be good leaders.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I would not feel well knowing that my boss is a woman.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. It is easier for me to cooperate with other males than females.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. I prefer my boss to be a man.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I feel less self-confident between women at work.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. Women are less efficient at work because they are focusing on their families.

Strongly Disagree   Disagree   Agree   Strongly Agree

15. I do not think it is easier for men to get a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

2 Questionnaire

Hi, my name is Olga Iwanicka. I am a student at the National College of Ireland, working towards a Master's Degree in Human Resource Management. I am hoping you are able to share your experience in this questionnaire.

Participation is voluntary and there are no positive or negative consequences to taking part or not taking part. If at any time you wish to stop, you can exit the survey.

Research aims are to discover the extent of influence of stereotype threat on the gender leadership gap in Ireland. Second aim of this research is to discover how gender identification and stereotype consciousness influence the experience of stereotype threat and if the gender leadership gap can be caused by women's career choices based on gender identification.

Please complete the following questionnaire based on your personal beliefs and experience. Your time is greatly appreciated.

The survey will not collect any identifying information such as name, email or IP address.

If you have any questions about the research study, please contact me at iwanickaolga@gmail.com.

1. What is your age range?
   - >19
   - 19-24
   - 25-30
   - 31-35
   - 36-40
   - 40<

2. What is your work status?
   - Employed
   - Unemployed
   - Student
   - Retired
   - Other

3. What is your race:
   - White
   - Visible Minority

4. What is your career level?
   - Entry level
   - Associate
   - Supervisor
   - Manager
   - Executive Manager

- Other

5. What is your gender?
   - Female (a) (b)
   - Male (c) (d)

(In the actual survey after choosing male or female, program will automatically send participant to the next section)

a) Stereotype consciousness and gender identification

Stereotypes can be defined as a set of concepts or beliefs which apply to a social category (Vinacke 1957).

1. Stereotypes about women have not affected me personally.

Strongly Disagree   Disagree   Agree   Strongly Agree

2. I never worry that my behaviours will be viewed as stereotypically female.

Strongly Disagree   Disagree   Agree   Strongly Agree

3. When interacting with men, I feel like they interpret all my behaviour in terms of the fact that I am a woman.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. Most men do not judge women on the basis of their gender.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. My being female does not influence how men interact with me.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I almost never think about the fact that I am female when I interact with men.

Strongly Disagree   Disagree   Agree   Strongly Agree

7. My being female does not influence how people act with me.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I believe that there are specific gender roles that are not interchangeable.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. I often think that men are unfairly accused of being sexist.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I don't seek recognition for my efforts.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. I am not afraid to hurt people's feelings to get what I want.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. I do all of the cleaning, cooking and decorating where I live.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I am not afraid to tell people about my achievements.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. Most men have a problem viewing women as equals.

Strongly Disagree   Disagree   Agree   Strongly Agree

After that go to section b.

b) Gender stereotypes and stereotype threat in relation to gender leadership gap

Stereotype threat is when a person feels pressured by a possibility of proving a stereotype and executes the task below the group's ability in the area which is stereotyped (Stelle,1997).

1. I often experience stereotype threat (i.e. I worry that my performance or decisions will prove a stereotype).

Strongly Disagree   Disagree   Agree   Strongly Agree

2. I think stereotype threat has an influence on people's career choices. (i.e. I worry that a failure in my career will prove a stereotype).

Strongly Disagree   Disagree   Agree   Strongly Agree

3. I think the stereotype threat had an influence on my career choice.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. I think women are less likely being promoted because of their gender.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. I think women are equally good leaders like men.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I am happy with my position in the organization.

Strongly Disagree   Disagree   Agree   Strongly Agree

7. I think I deserve a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I think it is easier for men to get a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. Women are less efficient at work because they are focusing on their families.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I think that people are responsible for their career progression and should ask for promotions rather than wait for an offer.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. I would prefer my boss to be a man.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. Me being afraid of failing in a new position stops me from asking for a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I am afraid my boss will laugh at me if I will ask for a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. I think the gender leadership gap is a real issue.

Strongly Disagree   Disagree   Agree   Strongly Agree

15. I think promoting women in leadership positions can give companies a fresh perspective.

Strongly Disagree   Disagree   Agree   Strongly Agree

After this section, submit the form.

c) Male Role Norms Inventory

1. A man always deserves the respect of his wife and children.

Strongly Disagree   Disagree   Agree   Strongly Agree

2. A man should never back down in the face of trouble.

Strongly Disagree   Disagree   Agree   Strongly Agree

3. I think a man should not wear make-up, cover-up, or bronzer.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. I think a man should have played with action figures and not dolls as a boy.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. I am not afraid to hurt people's feelings to get what I want.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I believe that there are specific gender roles that are not interchangeable.

Strongly Disagree   Disagree   Agree   Strongly Agree

7. I do all of the cleaning, cooking and decorating where I live.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I might find it a little silly or embarrassing if a male friend of mine cried over a sad love scene in a movie.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. I think it's good for a boy to be taught to cook, sew, clean the house and take care of younger children.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I think a man should prefer action movies to romantic- comedies.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. It is a bit embarrassing for a man to have a job that is usually filled by a woman.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. Nobody respects very much a man who frequently talks about his worries, fears, and problems.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I don't seek recognition for my efforts.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. Unless he was really desperate, I would probably advise a man to keep looking rather than accept a job as a secretary.

Strongly Disagree   Disagree   Agree   Strongly Agree

d) Gender leadership gap from men perspective.

1. I think women are equally good leaders as men.

Strongly Disagree   Disagree   Agree   Strongly Agree

2. I think women can be better leaders than men.

Strongly Disagree   Disagree   Agree   Strongly Agree

3. I think the gender leadership gap is not a real issue.

Strongly Disagree   Disagree   Agree   Strongly Agree

4. I think a woman in a leadership position can be a big asset for a company.

Strongly Disagree   Disagree   Agree   Strongly Agree

5. I think promoting women in leadership positions can give the company a fresh perspective.

Strongly Disagree   Disagree   Agree   Strongly Agree

6. I think that if business is doing good, there is no need for introducing more women to leaders' positions.

Strongly Disagree   Disagree   Agree   Strongly Agree

7. I do not think women are less likely being promoted because of their gender.

Strongly Disagree   Disagree   Agree   Strongly Agree

8. I think that in general women are less educated than men.

Strongly Disagree   Disagree   Agree   Strongly Agree

9. I think women are too soft to be good leaders.

Strongly Disagree   Disagree   Agree   Strongly Agree

10. I would not feel well knowing that my boss is a woman.

Strongly Disagree   Disagree   Agree   Strongly Agree

11. I prefer my boss to be a man.

Strongly Disagree   Disagree   Agree   Strongly Agree

12. It is easier for me to cooperate with other males than females.

Strongly Disagree   Disagree   Agree   Strongly Agree

13. I feel less self-confident between women at work.

Strongly Disagree   Disagree   Agree   Strongly Agree

14. Women are less efficient at work because they are focusing on their families.

Strongly Disagree   Disagree   Agree   Strongly Agree

15. I do not think it is easier for men to get a promotion.

Strongly Disagree   Disagree   Agree   Strongly Agree

After this section, submit the form.