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**The Impact of Styling on a Woman's Perceived Competency,  
Warmth and Likelihood of Gaining Leadership**

A thesis

submitted partial fulfilment

of the requirements for the degree

of

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THE UNIVERSITY OF  
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## Abstract

Women make up almost half of the workforce and are gaining more and higher qualifications than men yet are still vastly underrepresented at higher levels of management. Constitutional and multidimensional frameworks of gender stereotyping, such as the *think-manager-think-male* phenomenon suggest that leadership is associated with masculine rather than feminine attributes. If women behave and present themselves in masculine way they run the risk of being disliked and harshly judged for not conforming to their gendered expectations. Women have to walk a fine line between behaving and appearing somewhat masculine but not too masculine and somewhat feminine but not too feminine.

What women wear and how they present themselves can and will impact how they are perceived. Previous research has found that masculine styling can have a positive impact on perceived leadership abilities for women. There is still limited research around the effects of single, isolated styling elements. Therefore, this study aims to build upon Klatt, Eimler & Kramer's research regarding the influence of styling elements and the evaluations on a woman's competence, warmth and likelihood of getting hired for a leadership position. In a 2x2x2x2 between-subject design, the effects of the styling elements pants/skirt, hair up/hair down, flats/heels, visible tattoo/no tattoo on leadership perceptions were tested.

One hundred thirty-nine first-year psychology students completed an online survey evaluating a woman in a photograph. Participants were presented with one of the 16 possible photographs that exhibited the different styling combinations. Participants were asked to rate the woman in the picture with regards to their perceptions of that person's competence, warmth and likelihood they would hire them for a leadership position. Perceptions of masculinity and femininity were also recorded.

A multivariate analysis revealed that women who wear their hair down or have a visible tattoo were rated the highest in warmth. While the combinations of wearing pants and having

hair tied up increased the perceiver's ratings of competence. None of the styling elements influenced the person's likelihood of getting hired for a leadership position. Unexpectedly, photographs of the stimuli wearing pants were rated more feminine, and skirts were rated more masculine. These results contradict findings from previous research. A possible cause of these peculiar results could be due to the lack of diversity and the young age of participants within the sample population.

This research highlights the need for further exploration to clarify the impacts that individual styling elements can have on women's perceived leadership ability. Outcomes from further research could provide a more definitive guideline for women to refer to when they are looking to attain a leadership role.

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## Chapter One: Introduction

Throughout the last decade, women's representation in the workforce has increased substantially and women are now outperforming men in higher education. Businesses around the world with women in senior management are slowing rising, 24 percent in 2018 and 29 percent in 2019 (Grant Thornton, 2018, 2020). Though, globally women are still underrepresented at higher levels within organisations (European Commission, 2014; Grant Thornton, 2020). Statistics New Zealand in 2013 discovered that women are more likely to gain qualifications. The percentage of women in each qualification category was higher than men in all but two: level 4 certificates and doctorate degrees (Statistics New Zealand, 2013). Women dominated the following qualification categories; postgraduate and honours degree (60.2%), level 5 and level 6 diploma (58.5%), and bachelor's degree and level 7 (masters and honours, 57.8%) (Statistics New Zealand, 2013). The level 4 certificate was overtly dominated by men, at 71.2 percent, this certificate is what trade apprenticeships gain upon completion. The trades industry predominately consists of males which explains why there is such a higher percentage of men achieving level 4 qualifications (Statistics New Zealand, 2013). Despite the fact that there are more women with qualifications, women still had a lower median income than men with the same level of qualification (Statistics New Zealand, 2013). Women are still being paid and promoted less than their male colleagues, even though women make up almost half of the workforce, 48 per cent (Statistics New Zealand, 2019).

If women are missing out on leadership opportunities and it is not an educational or qualification problem, what could it be? Research from Pacheco, Li, & Cochrane in 2017 found that the typical drivers such as work industry, family commitments, education, and age no longer explained the bulk of the gender pay gap. They found that 80 per cent of the gender pay disparity resulted in 'unexplainable' factors (Pacheco, Li, & Cochrane, 2017). The Ministry of Women predominantly believes that these factors are a result of unconscious bias in the form of attitudes

and expectations about women in the workplace (Pacheco, Li, & Cochrane, 2017). While women are continuing to increase their education and gain qualifications, there should be a reduction in the gender pay gap; however, this has not been reflected. Since 2002 the gender pay gap has stalled at approximately 12 per cent, despite the considerable effort to close this gap. Over the past 14 years women continue to receive unfair returns for their work (Pacheco, Li, & Cochrane, 2017). There is now an abundance of educated and competent women in the New Zealand market, yet the gender pay gap continues to be stubbornly high, especially in leadership positions. Statistics of the New Zealand workforce show that females are still underpaid and undervalued (National Council of Women New Zealand, 2015). Some industries have seen slow progress, while other areas have experienced no progress at all and even regressed (National Council of Women New Zealand, 2015). The percentage of women directors on New Zealand's top listed companies was only 14.75 per cent in 2012 while in 2015 this dropped to 14.4 per cent (National Council of Women of New Zealand, 2015; New Zealand Human Rights Commission, 2012).

New Zealand likes to believe that they have represented women well in leadership, but the statistics say otherwise. Women make up only 38 per cent of the Members in Parliament while women comprise 61 per cent of public servants. They only obtain 42 percent of chief executive roles in public service departments and only 48 percent of the top three tiers of senior management (New Zealand Human Rights Commission, 2018). The private sector is worse, women hold only 18 percent of senior roles and 56 percent of businesses in New Zealand have no women in senior positions at all (New Zealand Human Rights Commission, 2018). New Zealand's government has "aspirations" for 45 per cent of women in the public sector to participate on boards (New Zealand Human Rights Commission, 2018). However, it is hugely disappointing to find out that these are in fact, only "aspirations." New Zealand has no plans or implementation projects to address the disparities. New Zealand has shown reluctance to

implement and enforce strategies to combat factors limiting equality such as gender quotas (Deloitte, 2015), and mandatory gender equality policies. Even within organisations that do have gender or diversity policies, most employees aren't unaware that these policies are in place (Houkamau & Boxall, 2011). The absence of strategies and urgency to address the disproportionate female representation in leadership indicates deficiency within the government and aids in exposing why the gender pay gap has been stagnant for the last 18 years.

New Zealand used to be ranked in the top 10 for gender diversity in leadership, now it is ranked 33 out of 35 countries (Grant Thornton, 2018). People and societies seem to take one step forward and two steps back. On a global scale, only 6.6 per cent of the CEO's on the 2019 Fortune 500 list were women, a mere 33 out of 500 and this is a new record.

Norway has taken a big jump forward for equality in the workplace. In 2006 they implemented a 40 per cent quota for women on boards, complemented with an aggressive and short 2-year implementation phase (ILO - Bureau for Employers' Activities, 2015). Enforced gender quotas are still a very controversial topic that is strongly disputed by both men and women. The benefit of quotas is that by promoting a small number of women into senior positions in male-dominated organisations, will inevitably improve opportunities for junior women and help eradicate gender inequality that has built up over time (Duguid, 2011; Mavin, 2008). Quotas aim to support women's career advancement, and Norway found that their progressive approach had no positive or negative impact on short- and long-term corporate performance (Eckbo, Nygaard, & Thorburn, 2016, 2019).

Other research has found significant positive impacts have been observed in relation to female leadership such as increased productivity, enhanced collaboration, inspirational dedication and decreased employee burnout (McKinsey & Company, 2019). Research has found that companies with female leaders and directors actually outperform firms with low diversity among their management teams. Although this discovery contradicts findings from Norway, this

could be due to the fact that because now all companies in Norway have more leadership diversity it creates a more even playing field for comparisons. Companies in countries that don't have quotas, with more women in the leadership space offer more diversity. More diversity leads to increased creativity, better problem solving, more resilience and ultimately increased profitability (Lorenzo, Voigt, Tsusaka, Krentz, & Abouzahr, 2018). Positive relationships have been observed between a company's return on equity (Low, Roberts, & Whiting, 2015; Lückcrath-Rovers, 2013), return on assets (Carter, Simkins, & Simpson, 2003; Green & Homroy, 2018), return on sales and invested capital and overall financial performance as measured by operating results and budget overrun (Opstrup & Villadsen, 2015).

Interestingly, companies have seen a positive link between female leaders and the company's image of sustainability (Glass, Cook, & Ingersoll, 2016; Nadeem, Zaman, & Saleem, 2017). Several of the benefits listed above were dependent on the support of managing peers and board members (Cook & Glass, 2015). If women feel their responsibilities are truly theirs and their decisions are trusted, they are likely to excel at a level that is equal to or above the capabilities of a man. There is definitive evidence that shows women are more than capable of the same success as their male counterparts in leadership positions.

Jacinda Ardern is a current example of a woman excelling in a male-dominated industry. During the recent Coronavirus 2020 pandemic Jacinda has been globally recognized and praised for her response and leadership throughout the foreign and uncharted era. Previously in 2019 she was similarly globally acknowledged and commended for her actions after the devastating terrorist attack in Christchurch. Not to mention she was one of the world's youngest female heads of government and was the world's second-ever elected head of government to give birth while in office. Jacinda Ardern has made history for New Zealand and for female leaders.

## **Theoretical Barriers for Women in Leadership**

### **Female leaders and gender stereotyping.**

Numerous studies have identified gender stereotypes and unconscious bias as obstacles for women aspiring to leadership and these stereotypes lead into why there is an unequal representation of women in leadership (Duguid, 2011; Nwoye, 2011; Pacheco, Li, & Cochrane, 2017). Gender stereotypes are widespread preconceptions about characteristics or roles that are or should be possessed and/or performed by women and men (Munday & Chandler, 2020). Unconscious biases also known as implicit bias which occurs when social or learned stereotypes automatically or unintentionally affect our behaviour (Madsen & Andrade, 2018). Gender in today's day and age is a little bit more challenging to define, however people may refer to their identity as male or female depending on the characteristics and traits, they portray that are socially constructed and aligned to men and women. While sex refers to the biological differences between men and women. Traditional gender stereotypes/roles typically describe masculine traits to be aligned with leadership. At the same time, women are considered less suited for leadership as their general traits mismatch the traits considered to be necessary for leadership (Schein & Feishman, 1973). This can create expectations about the performance of male and female leaders, creating an inherent bias that men will execute leadership positions better than women. Reinforcing the "think-manager-think-male" phenomenon, even though women are likely to be just as effective as men in leadership, they cannot beat the fact that society has this ingrained perception that men are better suited to the characteristics of leadership. Thus, unconscious bias increase men's likelihood of getting promoted into a managerial position over a woman (Heilman, 1983; Schein & Feishman, 1973; Schein, 2013). Decision-makers are predisposed to this clichéd way of thinking and are more likely to 'think manager' and then 'think male' (Heilman, 1983; Ryan, Haslam, Hersby, & Bongiorno, 2011; Schein & Feishman, 1973; Schein, 2013). This phenomenon still seems to be present in today's

day and age and is supported by the lack of women in leadership, especially in female-dominated industries like teaching and nursing.

Teaching has been a female-dominated profession for a long time. Women make up approximately 85 per cent of all teachers; however, men still dominate head positions in schools (Education Counts, 2017). Naturally, there should be enough female teachers in the pool to go on and become leaders. It wasn't until 2012 that women began to surpass men as school principals at primary and intermediate school levels, however most high school principals are still men (Education Counts, 2017). In 2017 only 33 percent of high school principals were females (Education Counts, 2017). It would be expected that as a female dominated industry, females should dominate all aspects of it including leadership, sadly this is not the case and the battle for women's equality in work environments continues.

Not only are women perceived to be less suited as leaders, gender stereotypes dictate the way that women should and shouldn't behave (Heilman, 2001; Schein & Feishman, 1973). These social prescribed attributes of men and women are widespread and commonly shared across many cultures (Heilman, 200). Heilman (2001, p. 658, as cited in Baken, 1966) summarized that, "men and women are thought to differ in both achievement-orientated traits, often labeled as "agentic," and in terms of social- and service- orientated traits, often labeled as "communal"". Men are depicted by these "agentic" traits while women are pigeonholed by the "communal" traits (Bosak, J., & Sczesny, S., 2011; Hawkes, Senn, & Thorn, 2004; Heilman, 2001). The stereotypes of men and women are not only different but also oppositional (Heilman, 2001; Schein & Davidson, 1993; Schein & Feishman, 1973). It is believed that each sex lack what is assumed to be the most prevalent traits of the opposite members sex (Heilman, 2001). Deviations from the accepted gender stereotypes often result in negative repercussions. Gender norms dictate that women are warm and caring, while men are aggressive and decisive (Fiske, Cuddy, & Glick, 2007; Heilman, 2001). Women who exhibit the agentic characteristics are also often

subject to backlash and defamation for violating the stereotypical gender norms. Thus, women leaders must consider how best to demonstrate the agentic characteristics “deemed” essential for leadership without disrupting the gender stereotypes (Gipson, Pfaff, Mendelsohn, Catenacci, & Burke, 2017, Heilman, 2001).

Male dominated industries are constructed mostly of men and facilitate a more aggressive and competitive work culture (Ramaswami, Dreher, Bretz, & Wiethoff, 2010). In male dictated industries more importance is placed on agentic leadership behaviours such as dominance and assertiveness than in non-male dominated industries, and unsurprisingly men are perceived to be more effective (Cejka & Eagly, 1999). Women within these industries are an untapped resource that could provide a competitive edge; however, this is yet to be recognised. In 2011 the Harvard Business Review surveyed 7,280 leaders using 360-degree evaluations from peers, bosses and direct reports rating the leaders on 16 different competencies. The data set revealed that the majority of leaders were still men however, women had higher ratings in 12 of the 16 competencies. Women significantly out-scored men in taking initiative and driving for results, these traits are typically associated with men. Men only significantly out-scored women in one of the management competency rating and that was the ability to develop a strategic perspective (Zenger & Folkman, 2012). Zenger and Folkman (2012) stated that the best leaders will often score significantly better in the ability to develop a strategic perspective competency and since there are more men in upper leadership roles, men’s scores were collectively higher. Interestingly, when measuring men and women leaders on strategic perspectives, their scores were relatively the same (Zenger & Folkman, 2012), subsequently revealing that it was just the opinions of the raters that perceived men as having better strategic thinking. It is clear that gender stereotypes and unconscious bias still have a strong presence and are highly problematic for women.

### **Social role theory.**

Building upon the previous sections it is clear that gender stereotypes are likely to dictate the surfacing of male and female leaders. A meta-analysis conducted by Eagly and Karau (1991) looked at leaderless groups to find out which gender was more emergent as a leader. The research found that men were more likely to emerge as leaders in a leaderless group. Men had the strongest emergence in laboratory settings compared to non-laboratory settings (Eagly and Karau 1991). This could have been because the lab groups usually had tasks that were for a short duration or required an early choice of a leader. The nature of the task and time pressure support gender role expectations to coerce the groups choice. Social Role Theory (Eagly A., 2013) suggests that because of the commonly accepted and normalisation of gender roles, men and women's behaviours will generally support and maintain the division of labour in society (Eagly & Steffen, 1984).

Biological differences between men and women are magnified by culture. Eagly (1987, 2013) cites the natural differences between men and women are contributing factors in the development of gender roles. Men's physical abilities and women's reproductive abilities is what would have initially led to the division of labour, however socialization and gender role beliefs is what seems to be continuing those perceptions of the 'normal' gender roles. Male leaders are more common than female leaders likely due to the social tendency for men to undertake leadership positions and for society to be more supportive of that social structure. Followers perceptions of their leaders may also be influenced by social role information (Eagly, Makhijani, & Klonsky, 1992; Zenger & Folkman, 2012). Research has shown support for the impression that people are bias in the way that they evaluate men and women leaders (Eagly, Makhijani, & Klonsky, 1992; Pacheco, Li, & Cochrane, 2017; Zenger & Folkman, 2012). Women in leadership were belittled and undervalued compared to their male equivalents, this was especially worse when female leaders occupied what is deemed to be a male-dominated role and also when they

were appraised by males (Eagly, Makhijani, & Klonsky, 1992; Zenger & Folkman, 2012). These findings imply that gender can likely influence the evaluation of female leaders and generally diminish women's managerial contribution (Eagly, Makhijani, & Klonsky, 1992; Zenger & Folkman, 2012; Eagly & Karau, 2002).

The Social Role Model denotes that the two genders complement each other rather than being seen as equals (Lorenzi-Cioldi & Kulich, 2015). Men are attributed to higher status, influence, and power. Men receive respect, higher status and more influencing power due to their alignment with the agentic qualities (Lorenzi-Cioldi & Kulich, 2015). This marks them to be suitable candidates for managerial roles and other esteemed social roles (Lorenzi-Cioldi & Kulich, 2015). While women, in contrast, are commended for their interpersonal capabilities, warmth and positivity. However, the lack of perceived agency and competency results in disregard and pigeonholes them to be better suited for lower status roles (domestic work and health care activities) and in turn dismisses them from upper level and decision-making roles (Lorenzi-Cioldi & Kulich, 2015). "In sum, the positive connotation of the warmth dimension fuels ambivalence in a context where competence is relevant and leads to the actual devaluation of women" (Lorenzi-Cioldi & Kulich, 2015, p. 695).

### **Role congruity.**

According to Role congruity theory people will either be positively or negatively evaluated depending on how much they align with the corresponding and accepted characteristics that are congruent with the individual and their assigned groups typical social roles (Eagly & Diekmann, 2005; Eagly & Karau, 2002). In 2002 Eagly & Karau specifically explored role congruity theory focusing on discrimination towards women in leadership. Researchers proposed that due to the female gender role expectations and leadership roles perceived incongruity would indicate either 2 forms of bigotry: (a) women would be perceived as

less favorable than men for potential leadership position holders and (b) leadership behaviour when enacted by a women is evaluated less favorably (Eagly & Karau, 2002). These prejudices against women in leadership results in deterrents for aspiring female leaders. When people fuse the descriptive aspects of gender and leadership traits it creates a disadvantage for women (Bosak & Sczesny, 2011; Eagly & Karau, 2002; Heilman, 2001). The blending assembles a perception that women are less capable leaders as their possession of agency is less than men's (Eagly & Karau, 2002). The research found that the consequences of prejudice towards female leaders resulted in: (a) more negative attitudes towards female leaders compared to male leaders, (b) increased challenges for women trying to gain leadership roles and (c) increased difficulty for women to be acknowledged as effective in leadership or senior positions (Eagly & Karau, 2002).

The power of gender roles influences men's behaviour towards women and female social identity often reflecting the gender stereotype especially in organisations with small percentages of female leaders (Ely, 1994, 1995). If women want to be liked in a male dominated organisation it is much easier for them to stay within their gender role. The line that female leaders must stick to, to avoid negative evaluations from their peers, colleagues and leaders is very fine (Banchefsky, Westfall, Park, & Judd, 2016; Fischbach, Lichtenthaler, & Horstmann, 2015; Heilman, 2001). This narrow band of 'acceptable' behaviour are those that are slightly feminine but not too feminine and those that are slightly masculine but not too masculine (Eagly & Karau, 2002). Women have to try hard to achieve a perfect balance of, providing businesslike, professional behaviour that align with the agentic traits of leaders while still maintaining a feminine image that does not challenge the prevailing assumptions about gender. Trying to balance one's image so precariously still may compromise a women's potential for advancement to senior level positions because their behaviour still may present as less powerful and assertive than their male counterparts (Sheppard, 1992). Ultimately, women striving for leadership face a gendered double bind. Role congruity theory is grounded from social role theory, penalised in

work settings for acting outside their gender roles in an effort to be perceived as a more competent leader.

### **Lack of fit model.**

Very similar to the previous models mentioned above the lack of fit model claims that discriminatory behaviour towards women stems from the mismatched attributes between women and leadership (Heilman M. E., 1983, Heilman & Caleo, 2018). Women are lacking the agentic traits that are required to be a leader (Bosak & Sczesny, 2011; Eagly & Karau, 2002; Heilman M. E., 1983, Heilman & Caleo, 2018). Thus, the lack of fit model refers to the gendered stereotypes that women's characteristics are incompatible with the perceived requirements to be successful in male-dominated industry and positions (Heilman & Caleo, 2018). Given the persistence and reinforcing notion among all of the theories discussed, gender stereotypes negatively impact women's opportunities for higher positions in the workplace.

For women trying to navigate their career towards leadership the journey will not be without hurdles and contradictions of the best way to get there. Gendered stereotypes, think-manager-think-male phenomenon, social role theory, role congruity theory and the lack of fit model are just a few of the psychological theories that highlight the restrictive and biased ideologies that persist despite continuous efforts to change mindsets within society.

### **Styling in the Context of Gendered Stereotypes**

Physical appearance and styling form part of these stereotypes. If women dress too masculine it can cause negative reactions as role congruity theory suggests. However, appearing feminine will only reinforce the gender stereotypes perceptions discussed in think-manager-think-male phenomenon, social role theory and the lack of fit model. Klatt, Eimler, & Kramer (2016) discusses that there are two types of physical attributes: features of the body that cannot

be altered; these are biological features like height and race, versus interchangeable elements such as clothes and hairstyles, these are styling elements. Women who style themselves more femininely run the risk of being perceived as less competent but more warm, while masculine styling suggests the opposite (Banchefsky, Westfall, Park, & Judd, 2016; Klatt, Eimler, & Kramer, 2016). Women in male dominated industries such as the STEM field have reported that they don't feel comfortable presenting themselves in a feminine manner such as wearing a dress or showing emotions at work (Hewlett, et al., 2008; Purdie-Vaughns, Steele, Davies, Dittmann, & Crosby, 2008) as it may cause a negative connotation to their professional image within the field. Women felt that drawing more attention to their gender would be unsuitable for their career. Working in a male dominated industry and presenting one's self as feminine may cause peers and coworkers to make inferences on their ability due to their gender (Banchefsky, Westfall, Park, & Judd, 2016). The lack of fit model could be present as females' traits do not align with these roles in male dominated industries. People often conform to the unspoken rules of what is assumed to be the social norm which is motivated by one's desire to be socially accepted (Banchefsky, Westfall, Park, & Judd, 2016; Deaux & Lewis, 1984; Diaz-Morales, 2017).

Research investigating changeable elements of styling has also proven to influence perceptions of person. Bellezza, Gino, & Keinan (2013) examined how nonconforming dress style impacts peoples reactions and perceptions. In a professional setting nonconformity and casual dress are often viewed as costly behaviours that may damage ones promotional prospects, their reputations or even their employment. Professors at Harvard University would normally wear a formal work attire (e.g. suit and tie, clean shaven), thus researchs had a male professor wear a T-shirt and have facial hair to represent a nonconformity style. The results revealed that students of the nonconorming professor percieved him be more prestigious and be more competent than a professor dressed in a suit and tie (Bellezza, Gino, & Keinan, 2013).

Researchers replicated this theory in a real world manipulation by looking at the reactions of executives attending a formal conference at a prestigious business school while the professor presenting wore red sneakers. Results revealed that people who like to feel like they are unique are more likely to attribute higher status and competency to nonconforming individuals. The observers infer more importance and competency to the nonconforming individual because they believed that the individual had the needed level of autonomy to display their individuality and endure the cost of deviating from the norm, researchers called it the “Red Sneakers Effect” (Bellezza, Gino, & Keinan, 2013).

A study in 2016 by Fleischmann, Sieverding, Hespeneide, Weiß, & Koch looked at a common stereotype that women’s computer abilities are less than men’s. The IT-industry is male dominated, only 25 percent of working women hold a computing role. The amount of women working in tech has been on a steady decline and the turnover rate for women in the tech industry is twice as high for women than it is for men in the industry (Fleischmann et al., 2016).

Researchers decided to examine if a woman’s outfit will prompt the judgement of women’s computer skills. Participants were presented with one photo of women, the woman was either styled to be neutral (jeans, no make up) or feminine (dress, make up). The results revealed that the feminine styling resulted in high rating of femininity and low rankings of computer skills (Fleischmann et al., 2016). The feminine styling also led to lower ratings of intelligence, competency and were less likeable. The study found that feminine styling can activate gender stereotypes within the IT industry.

Von Rennenmpff, Kuhnen & Sczesny (2003) studied biological and self-choice attributes of physical appearance and their impact on perceptions of leadership. They found that both impacted perceptions of leadership. Biologically masculine-looking people and people that styled themselves to appear more masculine were evaluated as better leaders compared to the feminine versions (Klatt, Eimler, & Kramer, 2016; Von Rennenmpff, Kuhnen & Sczesny, 2013).

However, if the leadership position required more person-orientated traits a feminine-looking person was found to be more advantageous. Klatt, Eimler, & Kramer (2016) built upon Von Rennenmpff et al. (2003) research and decided to look into the specific styling elements for women. The elements that they examined were hairstyle, dress, makeup and jewelry researchers wanted to find out which elements were the most influential. Participants were presented with one photograph and they were asked to rate the person on a series of traits. Items were taken from the BEM Sex Role Inventory (BSRI) (BEM, 1974) and the Stereotype Content model (SCM) (Fiske et al., 2002). The BSRI items measures society's desired traits for men (agentic) and women (communal). Role Congruity theory discusses the link between agentic traits and leadership. Women's socially expected behaviour does not align with the agentic traits that are attributed to men which results in prejudice towards female leaders and societies perceptions of their abilities (Eagly & Karau, 2002). Thus, if participants perceive the woman in the picture to be linked with the more masculine, agentic traits perceptions of her competency would be expected to increase.

The Stereotype Content Model (2002) is social psychological theory that suggests that there are two dimensions of group stereotypes: warmth and competence. Warmth-competence categorization of a person influences the way one behaves towards those individuals. All items were measured on a 5-point Likert Scale (from 1 = Strongly Agree to 5 = Strongly Disagree). Their results surprisingly did not support the assumptions that masculine styling would be overly beneficial in perceptions of competency and the likelihood of getting hired for a leadership position (Klatt, Eimler, & Kramer, 2016).

First impressions can really make or break the ability to form a good relationship. Grooming and self-care is quite important as it indicates that you are hygienic, take pride in presentation and that you have good attention to detail. It is also important not to give people a

reason not to like you, having bad body odor or unruly hair will instantly make you memorable but not in a good way.

In summary, previous research has demonstrated the significant impact that styling can have on the perceptions of women in general and especially when working in male dominated industries and/or leadership positions. The mixed results from previous research highlights the need for further research regarding the concept that masculine styling can improve evaluations of a female candidate. Therefore, this study aims to gain a deeper insight on this research gap within a New Zealand context by replicating Klatt, Eimler, & Kramer research from 2016.

## **Research Questions**

It has been made quite evident that women are not perceived to have the same capabilities or skills that men do, especially those abilities that are associated and considered essential for leadership. The think-manager-think-male phenomenon (Schein & Davidson, 1993), social role theory (Eagly & Steffen, 1984), role congruity model (Eagly & Karau, 2002), the lack of fit model (Heilman M. E., 1983) seem to be still true today and are empirically well-supported blockades that women encounter on their journey to leadership. The handicaps start when the panel reads the name on a job application.

As stated previously this study plans to replicate Klatt, Eimler, & Kramer (2016) experiment, which is described above. This replication will have updated styling elements which are current for the time being to uncover if opinions of a woman's competency, warmth and the likelihood of being hired for a leadership position will be impacted by the particular styling elements. The same hypotheses from Klatt, Eimler, & Kramer's 2016 study will be examined in this research:

*Hypothesis 1a (H1a):* Compared to women with their hair up, women with their hair down will be rated more feminine.

*Hypothesis 1b (H1b):* Compared to women with their hair up, women with their hair down will be rated more masculine.

*Hypothesis 2a (H2a):* Compared to women with their hair up, women with their hair down will be rated less competent.

*Hypothesis 2b (H2b):* Compared to women with their hair up, women with their hair down will be rated as warmer.

*Hypothesis 2c (H2c):* Compared to women with their hair up, women with their hair down will be less likely to get hired.

*Research Questions (RQ1a):* Which styling elements influence a woman's perceived competence?

*Research Questions (RQ1b):* Which styling elements influence a woman's perceived warmth?

*Research Questions (RQ1c):* Which styling elements influence a woman's likelihood of her getting hired for a leadership position?

## **Chapter Two: Method**

### **Procedure.**

The School of Psychology Research and Ethics Committee of the Faculty of Arts and Social Sciences at the University of Waikato granted approval for this research. First-year psychology students must participate in University research for course credit. Thus, participants received course credit for their participation but were able to self-select from numerous projects which research they would like to take part in. Those interested in taking part of this study were directed to a web page that provided a detailed summary of the study and the estimated time their participation would take. If they wished to continue participants had to complete a declaration confirming they would like to take part. After informed consent had been given, they were led to the start of the study where they received instructions to complete the online questionnaire (Appendix A and B). The survey platform Qualtrics was used to distribute and collect the responses.

### **Design.**

In a 2 x 2 x 2 x 2 between-subject design, each participant was presented with one photograph, and answered questions about the woman depicted. The four styling elements examined were skirt vs. pants, hair up vs. hair down, flats vs. heels, and tattoos vs. no tattoo which resulted in 16 possible combinations. Each participant was assigned only one of the 16 possible combinations. Participants were asked to look at their assigned photograph thoroughly and then rate it accordingly to the dependent variables. The photograph appeared at the top page for all the sections that asked questions with reference to the photograph.

Once the questions referring to the picture were complete socio-demographics information was collected. Next, participants were thanked for their time and participation. On the same page as the thank you message students were provided with a link to complete their

course credit questions. The link provided participants with the debriefing information (Appendix C) and the relevant questions to receive their credit. Finally, once they completed the course credit information they were thanked again.

### **Participants.**

The total number of responses surveys received was 158. Initially when designing the research, the study aimed to include a comparison group of MBA students. MBA students could have provided a different insight into how women are perceived in the workplace depending on what they wear. Having a group that had more professional and current experience would have been interesting to see how and if the perceptions differed. Unfortunately, there were insufficient responses to be able to compare the two groups. As a result, the 13-response received from MBA students could not be included. Thus, only the 145 responses received from first year psychology students could be used. After cleaning the data received from the first-year psychology students four responses were not included because they were incomplete, two responses were removed because the survey answers did not vary (participant selected the same answer for every question), and those two surveys were completed in less than five minutes. It was estimated that to complete the survey reliably it would take approximately 10-15 minutes.

The sample used for analysis consisted of 139 students enrolled in a first-year psychology paper. Participants' ages ranged from 18 – 49 years old. The majority of the sample consisted of 18 - 24-year-olds (81.29%), 101 (72.66%) of the participants were female, 26 (18.71%) of the participants were male and 2 (1.44%) participants identified their gender as other. Majority of the participants (71.71%) identified as European ethnicity, 26.97% of the participants identified as Pakeha and only 1.32% of the participants identified as Māori. Most participants (69.74%) had been employed for five years or less and 89.21% of the participants earned less than \$25,000 annually.

### **Measures and materials.**

The woman photographed was slender, Caucasian and had long black hair (so that it could be tied up). In the photographs the woman portrayed a neutral facial expression and stood in a similar position for every photo, similar to Klatt, Eimler, & Kramer photographs in their 2016 study. The styling the woman for the photographs had a leadership position within a corporate company in mind. The same lighting and camera setting were used in every photograph. The subject wore minimal make-up for a natural look, some rings were worn on her hands along with painted fingernails, however these details are very difficult to notice. See *Figure 1*. No additional information was provided when the photograph was presented to prevent confounding bias, that may be induced by a specific role, job title or industry of work. Throughout the questionnaire the woman in the photograph was referred to as a “person” or “person in the photograph/photo”. The same woman was styled and photographed wearing each of the 16 possible combinations. The woman photographed gave informed consent to use her pictures for the scientific study (see Appendix D).

### **Warmth.**

Items were selected from the BEM Sex Role Inventory (BSRI) (BEM, 1974) and the Stereotype Content Model (SCM) (Fiske et al., 2002), these are the same scales that Klatt, Eimler, & Kramer used in their 2016 study. Items from the two different measures were combined to create a broader warmth measure due to the similarity of items and high correlations of the scales (Klatt, Eimler, & Kramer, 2016). 17 items were selected from the BSRI personality subscale that captures communal behaviors as well as typically feminine associated traits (e.g. Does the person in the photograph appear compassionate?). While 15 items were selected from SCM warmth subscale that captures person orientated traits (e.g. Based on the person in the

photograph do you think they will be fair?). Thus, a total of 32 items were used to measure warmth perceptions.

All items were measured on a 5-point Likert Scale (from 1 = Strongly Agree to 5 = Strongly Disagree). For the analysis sum scores were calculated.





*Figure 1.* shows all 16 styling combinations on the woman photographed.

### **Competence.**

Similarly, items were selected from the BEM Sex Role Inventory (BSRI) (BEM, 1974) and the Stereotype Content Model (SCM) (Fiske et al., 2002) to measure competence. Again, items were combined from the two measures to create a broader competence measure because of the similarity between the items on each scale as well as the high correlations between the scales. 17 items were selected from the BSRI personality subscale that captures agentic behaviors as well as typically masculine associated traits (e.g. Does the person in the photograph appear assertive?). While 15 items were selected from SCM competence subscale that captures task orientated traits (e.g. Based on the person's appearance in the photograph would you assume they are an innovative thinker?). Thus, a total of 32 items were used to measure perceptions of competence.

All items were measured on a 5-point Likert Scale (from 1 = Strongly Agree to 5 = Strongly Disagree). For the analysis sum scores were calculated.

### **Masculinity and femininity of the styling.**

One item was used to assess the masculinity of the person in the photograph ("The person in the photograph come across more masculine than feminine") and one item to assess femininity ("The person in the photograph comes across more feminine than masculine"). These questions were rated on a 5-point Likert scale (from 1 = Strongly Agree to 5 = Strongly Disagree).

### **Likelihood of getting hired.**

To evaluate the likelihood of getting hired, the item that Klatt, Eimler, & Kramer used in 2016 was also used in this study. "Based on the presentation and appearance of the person you saw in the photograph for a leadership position in a company?" this was measured on a 5-point Likert scale (from 1 = Under no circumstances to 5 = Most certainly).

**Demographics.**

Eight demographic questions were included. The information collected was age, gender, ethnicity, employment status, income, total time spent in employment, education and marital status.

## Chapter Three: Results

### Reliability Analysis

A reliability analysis was conducted on each of the scales to determine internal reliability, the Cronbach's alpha ( $\alpha$ ) was calculated. Scales with a Cronbach's alpha value that is more than 0.7 are considered to have acceptable internal reliability (Field, 2013). All of the scales used in this research had adequate Cronbach's alpha values and met the cutoff for internal reliability. These values can be found in Table 1.

Table 1

#### *Internal Reliability*

	Cronbach's Alpha
Masculine	.87
Feminine	.85
Warmth	.91
Competence	.89

### Descriptive Statistics and Correlational Analysis

The descriptive statistics of the mean and standard deviation for the dependent variables are presented in Table 2. Spearman's correlational analysis was conducted to explore the relationship between the dependent variables in this study, and the values are also presented in Table 2.

Table 2.

*Descriptive Statistics and Spearman's correlations for dependent variables*

Variable	Mean	SD	1	2	3	4	5
1. Warmth	2.61	.459	-				
2. Competence	2.43	.443	.152	-			
3. Masculinity	3.7	2.65	-.04	.041	-		
4. Femininity	6.07	2.43	-.209*	.001	-.679**	-	
5. Likelihood hired	3.71	.864	-.165	-.544**	.112	.029	-

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

## Analysis of the Data

A MANOVA was used to find the main effects and interactions of the fixed factors on the dependent variables and post-hoc ANOVA's were used to examine the hypothesis and the research questions. The four styling elements clothing, hairstyle, shoes and tattoos, were used as fixed factors and the dependent variables were perceived masculinity and femininity, competency, warmth and the likelihood of being hired for a leadership position. Using Pillai's trace there was a significant effect for skirt ( $V = 0.526$ ,  $F(4,119) = 33.13$ ,  $p < .001$ ), Tattoos ( $V = 0.59$ ,  $F(4, 119) = 43.67$ ,  $p < .001$ ), the interaction of skirt and tattoos ( $V = 0.564$ ,  $F(4,119) = 38.42$ ,  $p < .001$ ) and for the interaction between skirt and hair ( $V = 0.098$ ,  $F(4, 119) = 3.215$ ,  $p < .038$ ). The other elements and interactions were not significant. Each hypothesis will now be examined in detail.

## General Evaluation of the Styling

### Masculinity and femininity.

H1 specified that having one's hair down should lead to increased femininity (a), and decreased masculinity (b) compared to women with their hair up. When looking at femininity scores were slightly higher for hair up ( $M = 6.12$ ,  $SD = 2.65$ ) than hair down ( $M = 6.03$ ,  $SD = 2.19$ ), but this difference was not significant ( $F(1,137) = 0.045$ ,  $p = 0.833$ ,  $\eta^2 = 0.00$ , Cohen's  $d = 0.04$ ). Causing *H1a* not to be supported.

Results for masculinity were similar. Results seemed to neither favor having one's hair up ( $M = 3.80$ ,  $SD = 2.59$ ) or down ( $M = 3.61$ ,  $SD = 2.72$ ). Photos of the woman with her hair down were not rated less masculine ( $F(1,136) = .17$ ,  $p = 0.68$ ,  $\eta^2 = 0.001$ , Cohen's  $d = 0.07$ ). Therefore, *H1b* was also not supported.

Hairstyle had no significant impact on whether or not the women in the photograph was perceived as more feminine or masculine.

However, dress attire did impact the woman's perception of masculinity and femininity. The mean scores and standard deviations for pants and skirt regarding perceived femininity are pants  $M = 6.82$ ,  $SD = 1.99$  and skirt  $M = 5.29$ ,  $SD = 2.59$ . Pants were seen as more feminine than masculine ( $F(1,137) = 15.1$ ,  $p < .001$ , partial  $\eta^2 = 0.099$ ). Unexpectedly, skirts ( $M = 5.07$ ,  $SD = 3.13$ ) were seen as more masculine than feminine ( $F(1,136) = 46.7$ ,  $p < .001$ , partial  $\eta^2 = 0.256$ ). The mean and standard deviation for pants with perceptions of masculinity are  $M = 2.41$ ,  $SD = 0.98$ . Though, adding the styling factor of a visible tattoo in combination with dress attire altered the perceptions of masculinity and femininity. The interaction of skirts and tattoos ( $V = 0.564$ ,  $F(4,119) = 38.42$ ,  $p < .001$ ) influenced the women's perceived masculinity ( $F(1,135) = 137$ ,  $p < .001$ , partial  $\eta^2 = .50$ ) and femininity ( $F(1,135) = 47.7$ ,  $p < .001$ , partial  $\eta^2 = 0.25$ ). Intriguingly, the photograph of the woman wearing a skirt with no visible tattoos was perceived as the most masculine combination, while wearing a skirt and having a visible tattoo was seen as the most feminine (see *Figure 2.* for means). Pants were still rated higher for femininity than masculinity, which is consistent with the findings above, but the interactions were not significant.

## Evaluations of Leadership Abilities

### Competency.

*RQ1a* and *H2a* explore the topic of whether the styling elements cause differences in the evaluation of the perceived competency of the woman photographed. *H2a* stated that women who wear their hair up will be rated as more competent than women who wear their hair down. The mean scores for hairstyle and perceived competency were quite similar, photos with the woman's hair up ( $M = 2.48$ ,  $SD = 0.48$ ) did not differ significantly

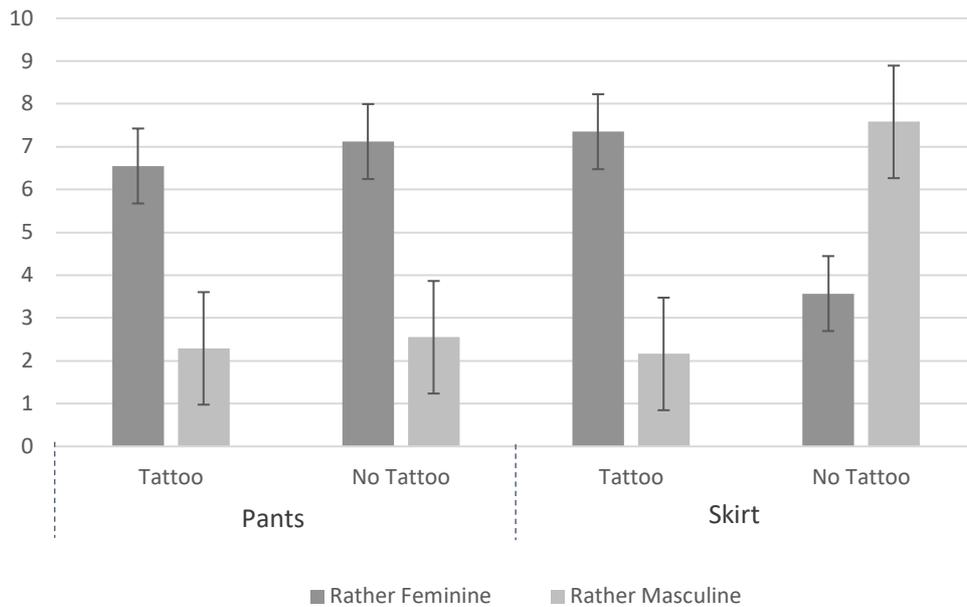


Figure 2. Illustration of the interaction effect of dress attire and tattoos on perceived femininity and masculinity.

compared to photos of the woman with her hair down ( $M = 2.39, SD = 0.40$ ). Analysis of  $H2a$  showed that there was no significant effect between hairstyle and perceived competency ( $F(1,137) = 1.38, p = .242, \eta^2 = .01, \text{Cohen's } d = 0.2$ ).  $H2a$  was not supported.

$RQ1a$  asked the question, which styling elements influence a woman's perceived competency? Although hairstyle on its own had no significant effect on a woman's perceived competency when combined with the style factor, dress attire, the grouping produced a more substantial result. The interaction between dress attire and hairstyle on perceived competency had a small but still significant effect ( $F(1, 135) = 3.94, p < .05, \eta^2 = 0.028$ ). The look that was perceived most competent was the combination of wearing pants and hair up ( $M = 2.56, SD = 0.45$ ), followed by skirt and hair down ( $M = 2.45, SD = 0.41$ ), then skirt and hair up ( $M = 2.39, SD = 0.49$ ) and lastly the least competent look was the combination of pants and hair down ( $M = 2.32, SD = 0.39$ ). See Figure 3. for visual of means.

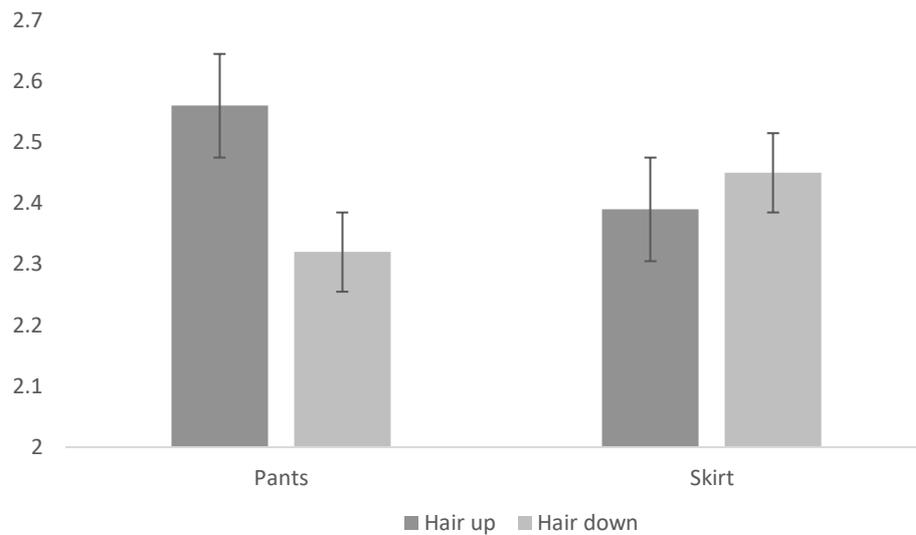


Figure 3. Descriptive statistics of the interaction effect between hairstyle and dress attire regarding perceived competency.

### Warmth.

*RQ1b* and *H2b* looked at warmth, more specifically to uncover if certain styling factors influence differences in the perception of a woman's warmth. *H2b* assumed that women with their hair down would be rated more warmly compared to women with their hair up. This hypothesis was supported, the woman photographed with her hair down ( $M = 2.69, SD = 0.46$ ) was perceived as warmer than the photographs of the woman with her hair up ( $M = 2.53, SD = 0.44$ ). The photographs of the woman with her hair down were rated more warmly than the photographs with her hair up ( $F(1,137) = 4.985, p < .05, \eta^2 = 0.035, \text{Cohen's } d = 0.37$ ). Overall, hypothesis *H2b* is supported, though with a small effect size.

*RQ1b* asks the question of which styling elements influence a woman's perceived warmth. Surprisingly having a tattoo impacted a woman's perceived warmth rating. The woman photographed with a visible tattoo ( $M = 2.69, SD = 0.46$ ) was perceived as warmer than without a visible tattoo ( $M = 2.53, SD = 0.45$ ). This suggests that women with tattoos are perceived to be warmer ( $F(1,137) = 4.44, p < .05, \eta^2 = 0.031$ ) than women without tattoos.

### **Likelihood of getting hired for a leadership position.**

*RQ1c* asked if any styling elements influenced a woman's likelihood of getting hired for a leadership position. *H2c* assumed that women with their hair down will be less likely to be hired than women who wear their hair up. Results showed no preference for hair up ( $M = 3.71$ ,  $SD = 0.88$ ) or hair down ( $M = 3.71$ ,  $SD = 0.86$ ). Hairstyle had no effect on a woman's likelihood of getting hired ( $F(1,137) = 0.005$ ,  $p = .945$ ) therefore, *H2c* was not supported. Analysis of *RQ1c* produced no significant results. The styling elements had neither a positive nor negative influence on the likelihood of the woman being hired for a leadership position.

## Chapter Four: Discussion

*H1* stated hairstyle would impact a woman's perceived masculinity/femininity. Though, the results revealed that hairstyle did not affect the ratings of femininity or masculinity. These findings were consistent with the results that were reported by Klatt, Eimler, & Kramer in 2016. Klatt, Eimler, & Kramer (2016) found that hairstyle by itself had no impact on the perceptions of femininity and masculinity. A study done by Robinson (2011) examined more specifically implicit and explicit attitudes related to African American women's hairstyle. What the study revealed was that a 'pixie' hairstyle was considered the most professional hairstyle regardless of race, with smooth, long curled hair coming in second. It also revealed that women felt a social pressure to keep one's hair maintained and smooth for a more professional look (Robinson, 2011). This supports the social norm and etiquettes that being well groomed equals a more professional appearance (National Association of Colleges and Employers, 2006; Ruetzler, Taylor, Reynolds, Baker, & Killen, 2012) and that a more masculine hairstyle is perceived by women as more professional (Brewer, n.d; Herbert, 2011). Professionalism has been linked to masculinity as generations of gender and identity expectations assume women to be caregivers rather than breadwinners (Klatt, Eimler, & Kramer, 2016; Schein & Feishman, 1973; Schein, Mueller, Lituchy, & Liu, 1996). These social perceptions of hairstyle align with the think-manager-think-male phenomenon however result from this study did not support that notion.

*H2* more specifically looks at the link of hairstyle and perceived leadership abilities. The think-manager-think-male phenomenon (Schein & Davidson, 1993; Schein & Feishman, 1973; Schein, Mueller, Lituchy, & Liu, 1996) was applied to the styling with a leadership role in mind. Masculine styling (hair-up) would lead to higher perceived competence (*H2a*) of the woman. While feminine styling (hair-down) would result in the woman being rated higher in warmth (*H2b*) and be less likely to get hired for a leadership position (*H2c*). Contrary to predictions, masculine hairstyling had no significant impact on whether or not the woman in the photograph

was seen as more competent. Thus, *H2a* was not supported. A possible explanation of this may be that the think-manager-think-male phenomenon cannot truly be applied to the styling context. There are still minimal empirical studies specifically on styling elements that may impact perceived leadership abilities. Most of the research looks more into leadership styles and masculine and feminine personality traits not clothing/personal styling elements (Bem, 1974; Fischbach, Lichtenthaler, & Horstmann; 2015; Schein, 2013).

*H2b*, assumed that women with their hair down would be rated warmer, this hypothesis was supported. This finding is consistent with previous research and aligns with the psychological theories of social role theory (Eagly & Steffen, 1984) and the role congruity model (Eagly & Karau, 2002) that a more feminine appearance will lead to increased perceptions of a woman's warmth because they match society's expectations (Heilman, 1997; Klatt, Eimler, & Kramer, 2016; Sczesny & Kühnen, 2004). Social constructs such as the think-manager-think-male phenomenon (Schein & Davidson, 1993), social role theory (Eagly & Steffen, 1984), role congruity model (Eagly & Karau, 2002) and the lack of fit model (Heilman M. E., 1983) all emphasize women's roles within society expect them to portray communal traits (warmth) over agentic (competence) ones (Eagly & Karau, 2002; Eagly & Steffen, 1984; Fiske, Cuddy, & Glick, 2007; Heilman M. E., 1983; Schein & Davidson, 1993).

Another explanation of why the results showed significance for warmth but not for competence is that warmth is a preconceived emotion and therefore holds primary over perceptions of competence (Fiske, Cuddy, & Glick, 2007). Perceivers take note of information that disconfirms warmth rather than confirms it, they interpret warm behaviour as controllable and socially cued (Fiske, Cuddy, & Glick, 2007). While competent behaviour might not be under direct personal control the behaviour is more diagnostic to their personal abilities not their social demands (Fiske, Cuddy, & Glick, 2007). Without any background information and due to the

participants having little professional work experience they may have felt they did not have enough information about the woman photographed to infer her agentic traits.

However, a recent study done in 2020 by Fetscherin, Tantleff-Dunn, & Klumb has also replicated Klatt, Eimler, & Kramer (2016) study but looking at men's styling/appearance elements. The 2x2x2x2 styling elements they used were beard/no beard, acne/no acne, glasses/no glasses and tie/no tie. Participants also rated photographs of male subjects on scopes of competency, warmth and hirability. Researchers found that acne has a negative effect on both competence and warmth, while eyeglasses had a positive effect on competency and warmth. Men who wore a necktie has were perceived as more competent but less warm and beards decreased a mans perceived warmth. Results also revealed that competency had a greater effect on hirability than warmth did. Although this study doesn't specifically support the research presented in this paper it provides support that perceptions of competency are strongly linked to hirability.

*H2c* presumed that women with their hair down would be less likely to get hired. The results showed no effect. It was assumed that hairstyle would have a larger effect on perceptions than it did. Hairstyle has been shown to affect one's perceptions of physical femininity, youth, health and attractiveness (Berezkei & Meskó, 2004; Robinson, 2011). Upon meeting another person their hair is one of the first thing people will notice (Berezkei & Meskó, 2004). The findings of this study struggled to find support for links between hairstyles and attitudes towards women. This could be due to the rather small population size.

Similarly, *RQ1c* asked the question of which styling elements would influence a woman's likelihood of getting hired and found that there were no significant styling elements that would help or hinder a woman's likelihood of getting hired. Although Klatt, Eimler, & Kramer's study in 2016 found no support for the assumption that masculine styling would be advantageous to a woman's likelihood of getting hired for a leadership position, it was still assumed because of studies such as Banchefsky, Westfall, Park, & Judd (2016) and Fischbach, Lichtenthaler, &

Horstmann (2015) as they both found that feminine appearance and behaviours had a negative impact on perceptions of women's abilities and opportunities. Klatt, Eimler, & Kramer (2016) found that women with their hair down were more likely to get hired than women with their hair up. Hair down is a feminine styling and directly contradicts the masculine styling predictions. Similarly, they also found that there were no emergent interactions between styling elements and likelihood of getting hired. Assuming that there would be an affiliation between masculine styling and the perceived leadership abilities based on previous research such as the think-manager-think-male phenomenon (Schein, 1973, 1975) and the lack of fit model (Heilman, 1983) has found not to be the case here.

This could be a result of the double bind from social role theory and the role congruity model, suggesting that women will be negatively judged when their behaviours are seen as incongruent with their typical gender stereotyped roles. Thus, even though masculinity is often associated with more positive ratings of leadership and competency, more importance could have been placed on fitting the expectations of gendered stereotypes. Fitting into one's gendered stereotypes has also been linked to increased likeability which is advantageous for first impressions and when interviewing. Women who conform more to gender stereotypes are perceived more positively and supportive of the traditional social structure.

Age of participants could also be a potentially large factor of the results. Many of these theories and social norms that reinforce gender stereotypes are quite old and institutionalized. The large majority of participants are made up of Generation Z, their generation has grown up quite different from all the previous generations. Gen Z grew up in a world with technology and having access and exposure to a plethora of knowledge. They grew up in a society where gay marriage was acceptable, and countries had minorities in leadership during their formative years. Gen Z may very well see people just for who they are.

Finally, when looking at the research questions *RQ1a-b*, it was assumed that specific styling elements would influence the perceptions of a woman regarding their competency and warmth.

*RQ1a*, regarding competency, the photograph of the woman wearing pants and her hair up was rated the most competent look. This result is interesting though because participants saw pants to be rather feminine. Pants being perceived as feminine contradicts all previous research, but this finding of pants and hair up being seen as the most competent look aligns with the assumptions, previous research and the psychological theory of think-manager-think-male because those styling elements are associated with masculinity. So how can it be that pants were rated the highest on femininity? This baffling result may again be due to the demographics of participants.

The Gen Z population are currently changing the fashion industry marketing and retailers are seeing that teens and young adults of this generation value comfort and function over all else (Piper Jaffray Companies , 2016; J. Walter Thompson Innovation Group, 2020). Results found that the most emergent fashion trends were athleisure and gender-neutral outfits (Piper Jaffray Companies , 2016; J. Walter Thompson Innovation Group, 2020). Athleisure wear is tech-infused clothing that is diverse, appropriate for both the office and the gym. These are comfy and functional outfits that look good but also suit the new fast-paced lifestyle. Gender-neutral outfits are garments that are neither overtly masculine or feminine and can be worn by anyone as nowadays gender doesn't just equate to just male or female. Thus, the results and contradictions that have emerged from this study like pants being seen as highly feminine but also highly competent could quite likely be a result of Generation Z seeing pants as comfortable, practical and heteronormative.

*RQ1b* asked what styling elements impacted warmth. Warmth was the only perception that found results in both the hypothesis and the research question. The styling element that had

the most significant impact on warmth was having a tattoo. Tattoos used to be considered nonconformative to society leading to social disapproval and rejection (Anderson, Cameron, Ames, & Gosling, 2008). Individuals with tattoos are associated with possessing negative character attributes and even more so for women violating traditional gender norms (Broussard & Harton, 2018; Hawkes, Senn, & Thorn, 2004). Tattoos have also been linked to perceptions of strength and independence, which are also strongly associated with masculine characteristics (Broussard & Harton, 2018). Thus, the result of tattoo increasing perceptions of warmth was an interesting find. It was presumed that tattoos would be more likely to moderate competency perceptions rather than perceptions of warmth. Tattoos were also thought to be perceived as a more masculine than feminine styling element, so it was expected that photographs of the women with a tattoo would have been perceived more negatively on the warmth scale. Concepts like social role theory (Eagly & Steffen, 1984) and role congruity model (Eagly & Karau, 2002) suggest that women who present themselves with characteristics that are incongruent to their prescribed gender roles will be rated negatively. However, these results seem to contradict these notions.

Within New Zealand and particularly Māori culture tattooing was (and for some still is) a rite of passage. Tattoos are considered to be a ritual and an expression of one's identity and more often than not will include one's family heritage. Within the last ten years tattoos went from a subculture to pop culture. Social media has largely normalized and influenced the perceptions around tattoos in today's day and age. The habituation to tattoos and the significant historical meaning of tattoos in Māori culture may be reasons why they were seen to increase a woman's perceived warmth. Within New Zealand it is important to be culturally aware of the significance that indigenous tattoos have, and workplaces must be sure not to appear discriminatory towards people with them. Thus, the acceptance of visible tattoos in the workplaces is increasing and is being applied equally to all New Zealanders not just Māori.

Interestingly, professions like teaching and medical physicians are finding more opportunity for personal expression too. Society is realising that appearance has no impact on capabilities or professionalism. Amy Burkman's study in 2018 looked at school stakeholders and their perceptions regarding visible tattoos on educators. Results found that 71 percent of respondents expressed that teachers shouldn't have to cover or hide their visible tattoos at the workplace or at school sponsored events (Burkman, 2018). As long as the content and placement of tattoos were screened beforehand to guarantee that the tattoos were suitable to be seen by the students, while taking their age and maturity levels into consideration (Burkman, 2018). Even stakeholder who don't have tattoos voiced that the prevalence of tattoos nowadays means that students and caretakers were not shocked or surprised by their appearance in the classroom (Burkman, 2018). Results also indicated that the students and parents may actually find educators more approachable if their tattoos are visible as it humanizes them a bit more. In fact, parents found it offensive that educators were required to hide body art because essentially it appears as though the school sending the message that tattoos are seen as inappropriate and unprofessional, which creates an unaccepting and exclusive school environment (Burkman, 2018).

Similar results of perceptions were found for doctors working in the emergency department. A study done in 2018 by Cohen, et al. found that visible body modifications had no impact on patients' perception of a nurse's or doctor's ability to appear professional, approachable and/or competent.

Previous research has also examined the relationship between tattooed individuals and the Big Five Personality dimensions. Research has found that people with tattoo's scored higher on extraversion, experience seeking and need for uniqueness (Roggenkamp, Nicholls, & Pierre, 2017). According to the NEO Personality Inventory (Haas, et al., 2015) warmth is a facet of extraversion explaining why people with tattoo's scored highest on the extraversion dimension of

the Big Five Personality scale and could be an explanation for why they were rated warmer in this study.

The normalisation and humanisation of tattoos may explain why they were rated the warmest styling element. Most people know someone with a tattoo or have one themselves this can provide a sense of instant connection between people, a sense of fellowship and a decreased fear of judgement. The age of the surveyed population is continuing to be a possible reason for the unsuspecting outcomes. The prevalence of tattoos within New Zealand culture, the increasing worldwide acceptance of them and desensitized demographic of participants are all possible explanations why tattoos increased the ratings of a women's perceived warmth.

### **Limitations**

This study has several limitations that need to be discussed. The first one is that no information was collected from participants about their practical experience as a leader within a work environment. Originally the study had intended to gain more responses from students and another group of students that were in the process of completing or had already completed a Master of Business Analysis from the University of Waikato. This group would have been asked about their experience with leadership. Thus, a sample with actual leaders would have made it possible to see if there were difference in the perceptions of actual leaders and prospective university graduates. Unfortunately, due too few responses this group was not able to be included in the research and as a result the comparison group was lost. Having respondents with more relevant and current professional workplace experience would have provided a more accurate representation for women currently trying to gain a management position and could have produced a deeper insight to which styling elements may influence the likelihood of getting hired.

Though, it was unlikely that many of the first-year psychology students would have any leadership experience, it would have also been valuable to ask participants if they had contact with a female leader previously. This information may have been influential in their perceptions of leadership. The demographic of the population plays a limiting factor and results do not reflect a diverse range of participants. Further to that, the sample size also played a limiting factor and the results should be interpreted with caution. This is especially true for the null hypothesis, although five out of the eight predictions/research questions found no results, it should not be concluded that there is definitely a non-existing connection.

Also, the sample consisted predominately of female respondents which could have impacted or skewed the results to reflect no significant findings. Female participants may be less likely to perceive the style elements as either masculine or feminine because all items are something they would wear. This could have made them more likely to provide neutral answers that did not positively or negatively impact perceptions of females regardless of how they were styled.

Background information regarding the women in the photograph was intentionally left out in attempts to prevent linkage with male or female dominated fields, this information was also left out in Klatt, Eimler, & Kramer (2016) study. Thus, this research was aiming to replicate their experiment as closely as possible, within reason. Industrial context may determine the desirable skills for the position but the lack of background information regarding the person in the picture could have also contributed to the lack of significant results. Participants may have not had a leader in mind when they were thinking about the person pictured or felt like they did not have enough information to make an informed judgement. It is possible that participants may have affiliated particular styling elements with a more male or female industry regardless of the vague position detail (Klatt, Eimler, & Kramer, 2016). Thus, future research could include some details about the position and vary them systematically to explore this question.

Overall, future research should aim to get a more comprehensive sample of diverse participants, which may result in better effect sizes and more reliable outcomes. Also providing more diversity in the photographs presented would increase the generalizability. Since only a white, slender woman with long hair was used results would only be generalizable to women with similar characteristics. It may have been better to present the photograph to participants in black and white instead of colour to avoid other types of unconscious bias.

## **Conclusion**

The overall aim of the study was to find out which styling elements had the biggest impact on the perceptions of a woman's competency, warmth and likelihood of being hired for a leadership position. Researcher's predicted that a masculine styling approach would be advantageous in regards to perceptions of women's competency and likelihood of getting hired for a leadership position, while feminine styling would be likely to increase the perceptions of warmth (Klatt, Eimler, & Kramer, 2016; Von Rennenmpff, Kuhnen & Sczesny, 2003). Psychological theories such as the think-manager-think-male phenomenon (Schein & Davidson, 1993), social role theory (Eagly & Steffen, 1984), role congruity model (Eagly & Karau, 2002), the lack of fit model (Heilman M. E., 1983) have provided empirical evidence for the unconscious bias and barriers that woman face today. The results revealed that wearing one's hair down or having a visible tattoo enhanced the effect of perceived warmth. Previous studies suggested that tattoos were considered nonconforming behavior, however tattoos have now evolved into a mainstream phenomenon and the perceptions of tattoo's have grown to be seen as self-expression and a token of identity. The results also suggest that this "perceived warmth" of tattoos may be viewed differently in New Zealand society due to the cultural relevance that they represent. Women wearing their hair down aligns with the social role theory and role congruity

model as this hairstyle is deemed feminine and portrays women remaining within their prescribed gendered stereotype and having more communal traits.

The combination of wearing pants and wearing one's hair up boost the perception of competency. This is a more masculine styling combination that aligns with psychological theories of the think-manager-think-male (Schein & Davidson, 1993) and the lack of fit model (Heilman M. E., 1983). Masculinity is still strongly linked to leadership today and this notion is supported by the lack of women in leadership positions despite women being qualified and present in the work force.

Overall, women may ask themselves what they need to bear in mind when dressing for a job interview for a leadership position. According to this study women can play it safe by wearing pants and their hair up to portray competency. Or alternatively if the job is more person-orientated they could wear their hair down to increase perceptions of warmth and approachability, while also not having to worry about covering up a visible tattoo, as long as it was not offensive and appropriately placed.



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## Appendix A

### **Participant Information Sheet: Individuality vs Perceptions: What New Zealand Work Culture Values in a Leader**

#### **Overview**

My name is Marika Watt, and as part of completing my Master's Degree, I am required to conduct a research project. My research project is called: Individuality vs Perceptions: What New Zealand Work Culture Values in a Leader.

The research project aims to investigate the qualities and attributes that New Zealand's work culture associates with those in leadership roles, and how citizens typically imagine a leader to present themselves in a work environment. First impressions can be a key factor in this process and can play an essential part in how relationships between juniors, colleagues, and leaders in a workplace are developed. By understanding what qualities and attributes are valued by New Zealand's workforce, researchers can gain insights into public perceptions of leadership in New Zealand's workplace culture, and enable them to address issues and trends surrounding leadership in the workplace.

#### **What will you have to do and how long will it take?**

If you wish to participate you will be assigned a photograph of a person and then you will be asked to complete a web-based questionnaire about the person in the photograph. We estimate the activity will take you approximately 20-30 minutes.

The survey will stay open for one month once you have reached the first stage of the survey. This will allow participants time to think and give you an opportunity to ask any questions before deciding if you want to take part or not.

#### **What will happen to the information collected?**

Your responses will be used to write my student thesis dissertation. There may be a possibility that the study will be presented at a conference. Only my supervisors and I will have access to the information and data provided in the questionnaire, however, no identifiable information will be linked to the data you provide. You will be given complete confidentiality for your participation and will not be identifiable in any publication. All completed questionnaires will be saved in a password protected file that will be kept indefinitely but will be treated with the strictest confidentiality. Once finished my thesis will be made publicly available in the Research Commons at the University of Waikato.

#### **Declaration to participants**

If you take part in the study, you have the right to:

- Refuse to answer any particular question, and you can withdraw, at any time, up to the end of your session.
- You can ask any further questions about the study that occurs to you during your participation, by emailing [maw48@students.waikato.ac.nz](mailto:maw48@students.waikato.ac.nz)
- If you wish to be given a summary of the findings from this research, please send an email to; [maw48@students.waikato.ac.nz](mailto:maw48@students.waikato.ac.nz) to put you on our circulation list.
- If you have any questions about this research project you can contact me by emailing [maw48@students.waikato.ac.nz](mailto:maw48@students.waikato.ac.nz). My project is being supervised by Dr. Maree Roche and Dr. Anna Sutton, they can be contacted by email at [mroche@waikato.ac.nz](mailto:mroche@waikato.ac.nz) or, [anna.sutton@waikato.ac.nz](mailto:anna.sutton@waikato.ac.nz)

- I have read the information sheet and have no further questions.
- I have read the consent sheet; however, I still have some questions.
- I have read the information sheet but am not interested in participating in this study.

## Appendix B

Does the person in the photo appear...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance Driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Reliant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The person in the photograph looks like they can make decisions easily.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

The person in the photograph appears like they would defend their decisions if challenged.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

The person in the photograph looks like they have a strong personality.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Would you say the person in the photograph comes across as...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Loyal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gullible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to the needs of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gentle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affectionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soft Spoken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flatterable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The person in the photograph looks like they use harsh language.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

The person in the photograph comes across as more masculine than feminine.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

The person in the photograph probably loves children.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

If the person in the photograph saw someone upset they would be eager to soothe their hurt feelings.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

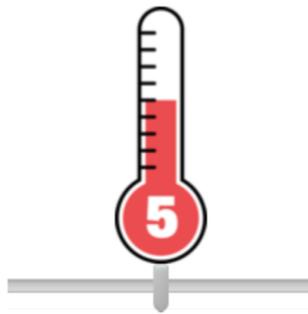
Based on the person's appearance in the photograph would you assume they are/have...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A capable negotiator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take risks to get ahead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to cope with stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong organisational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Striving for power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to delegate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career orientated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open and Approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-disciplined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think the person in the photograph has the ability to stay objective in difficult situations.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

The person in the photograph comes across as more feminine than masculine.  
(0=Very Masculine-10=Very Feminine)



Based on the person in the photograph, do you think they will...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Make good judgments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be flexible with time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with conflicts well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be empathetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be considerate of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be modest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admit one's own errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The person in the photographs appears trustworthy.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

The person in the photograph seems like they have a high level of tolerance.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Based on presentation and appearance, would you hire the person you saw in the photograph for a leadership position in a company?

- Under no circumstances
- Unlikely
- Not sure
- Likely
- Most likely

### End of Block: Questions About Photos

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### Start of Block: Demographic Questions

Please indicate your age:

- 18-24
- 25-34
- 35-39
- 40-49
- 50-64
- 65+

Please specify your gender:

- Male
- Female
- Other

Please indicate your ethnicity:

- Pakeha
- European
- Maori
- Pacific Islander
- Asian
- Latin American
- African Ethnic
- Middle Eastern
- Other

Are you currently employed?

- Yes, Full-Time
- Yes, Part-Time
- Yes, Self-Employed
- Yes, Freelance/Contractor
- No, I am not currently employed
- Retired

What is your annual income?

- Under \$24,999
- \$25,000 - \$40,000
- \$41,000 - \$55,000
- \$56,000 - \$75,000
- \$76,000+

What is the total amount of time you have spent in paid employment over your lifetime?

- Less than a year
- 1-5 Years
- 5-10 Years
- 10-15 Years
- 15-20 Years
- 20+ Years

What is your marital status?

- Never been married
- Married
- Widowed
- Divorced
- Separated
- De-facto

What is the highest level of education you have completed?

- Less than a high school degree
- High school certificate or university entrance
- Some university but no degree
- Diploma
- Bachelor Degree
- Graduate Degree

**End of Block: Demographic Questions**

## Appendix C

### **PARTICIPANT DEBRIEF- INDIVIDUALITY VS PERCEPTIONS: WHAT NEW ZEALAND WORK CULTURE VALUES IN A LEADER**

Thank you for participating in this research, your contribution is much appreciated!

You participated in a research study conducted for a Thesis Dissertation. You were told the purpose of the study was to explore what qualities and attributes New Zealanders associate with leaders and how we typically imagine a leader to present themselves in a work environment. Though this is true, the underlying purpose of the research was to give insight into the Think-Manager-Think-Male phenomenon and reveal if it is present in New Zealand work culture. The phenomenon has been used to explain the unequal distribution between men and women in leadership positions. All of us have a pre-existing expectation for leadership, and when asked to evaluate someone's leadership potential we subconsciously compare them to our expectations. The traits that we typically associate with leaders are also stereotypically associated with men- dominant, strong, competent, likable to name a few. As a result, society and organizations often fail to see women's leadership potential as the traits typically associated with women are- warm, caring, sensitive and compassionate. Research suggests that even when men and women behave very similarly in their leadership roles men routinely receive higher leadership ratings.

Thus, the research question this study investigates is whether masculine styling could be advantageous for women seeking leadership positions. To find out if the think-manager-think-male phenomenon is present in New Zealand culture participants were shown a photograph of a woman styled to appear either feminine or masculine. It is hypothesized that masculine styling

would lead to higher leadership and competency ratings compared to those with feminine styling. If the hypothesis is supported, then this would suggest that the think-manager-think-male phenomenon is present in New Zealand work culture, and needs to be addressed to reach better gender equality.

We kindly ask you to keep the methodology used in this experiment confidential by not telling your fellow students or potential participants. It is essential for our research that future participants should be naïve to our true research question and methodology. Research shows that people will respond in a socially desirable when the topic is of sensitive material (such as stereotyping or gender discrimination). I am interested in your honest and unbiased opinion so that an accurate representation can be obtained. So, please keep the true nature of this research to yourself following this session until all data has been collected (the end of the semester) so that your classmates who may also choose to participate in this study are going into with pure and original opinions.

If you have any further questions or concerns about the research or the methodology used in this study, please feel free to contact me through email at: [maw48@students.waikato.ac.nz](mailto:maw48@students.waikato.ac.nz).

**Thanks again for your participation, and please proceed to the next section for your Prep**

**Summary questions.**

## Appendix D

### CONSENT FORM FOR: Paige Lewis

#### Understanding the Importance of Work Attire: The impacts of different styling on perceived competency and warmth of females

#### RESEARCHER/S: Marika Watt

I have been given information about Understanding the Importance of Work Attire: The impacts of different styling on perceived competency and warmth of females and discussed the research project with Marika Watt who is conducting this research as part of a Master's Degree in Organisational Psychology supervised by Maree Roche and Anna Sutton in the department of psychology at the University of Waikato.

I have been advised of the potential risks and burdens associated with this research, and have had an opportunity to ask Marika any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary, I am free to refuse to participate and I am free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way /my relationship with the Department of psychology or my relationship with the University of Waikato.

If I have any enquiries about the research, I can contact Marika, Maree or Anna, if I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Ethics Officer Dr Rebecca Sargisson (rebeccas@waikato.ac.nz or Extn. 9580), Human Research Ethics Committee appointed Dean, Office of Research, University of Waikato email humanethics@waikato.ac.nz

By signing below I am indicating my consent to (please tick):

- |   | Yes                                 | No                       |
|---|-------------------------------------|--------------------------|
| I agree to have my photograph taken and release the rights to the researchers,  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I understand that my name will not be linked to the photograph(s),  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I understand that I will not be given credit for my appearance in photograph(s),  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I understand that my photos will be used only for the purpose of this research and my photos may be presented to other participants in the form of web link, printed material, and in presentations and seminars. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I understand that the data collected from my participation will be used for Understanding the impact of female styling effects on their perceived competency and warm in a work environment, and I consent for it to be used in that manner.

Signed Date



28/4/18 Name (please print)

## Appendix E

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The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Phone DDI +64-7-856 2889  
Facsimile 64-7-858 5132



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

15 June 2020

Marika Watt  
186a Gordonton Road  
Puketaha|  
Hamilton 3281

Dear Marika

**Ethics Approval Application – # 18:17**

**Title: The styling effects of female leaders on their perceived abilities and warmth**

Thank you for your ethics application submitted for approval which has been fully considered and approved by the Psychology Research and Ethics Committee.

Please note that approval is for three years.

If any modifications are required to your application, e.g., nature, content, location, procedures or personnel these will need to be submitted to the Convenor of the Committee.

I wish you success with your research.

Yours sincerely

A handwritten signature in black ink that reads 'Sargisson'.

Dr Rebecca Sargisson  
Convenor  
Psychology Research and Ethics Committee  
School of Psychology  
University of Waikato

