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The influence of Gender roles and Identity in Transformational Leadership

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Master in Human Resources Management and Organizational Consultancy

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Resumo

Há vários anos que se estuda como o género impacta as organizações e, particularmente, a liderança (Ely & Padavic, 2007). No entanto, a maioria dos estudos tem assumido o sexo biológico como variável crítica, enquanto ignora formas alternativas de identificação de género (e.g. androgenia) (Bem, 1974; Unger, 1979). Embora os papéis de género tenham contribuído para construir uma imagem predominantemente masculina de liderança, estudos sugerem que certos estilos estão mais ligados à feminilidade, como a liderança transformacional. Este estudo tem como objetivo preencher a lacuna existente na literatura, ao tentar prever comportamentos de liderança transformacional em líderes, com base na sua identificação com papéis de género, tendo em conta o seu nível de conformidade com esses mesmos papéis (i.e., tradicionalismo). 116 pessoas (31 líderes e 85 subordinados) participaram neste estudo. Os resultados não suportaram o facto de que o nível de feminilidade e androginia dos líderes fará com que os subordinados os avaliem como sendo mais transformacionais. Além disso, não houve evidência de que o tradicionalismo do líder modere essa relação. Ainda assim, a análise é intrigante. Todos os líderes se identificaram como andrógenos, o que sugere uma evolução nos papéis de género e, ao mesmo tempo, revelaram altos níveis de tradicionalismo, o que pode ser um sintoma de conflito entre as suas identidades pessoais e laborais. Foi aconselhado que as instituições devem ter em conta a economia de género, revendo as suas políticas e práticas internas para fazer da diversidade uma palavra-chave nas suas culturas.

Classificações JEL: J16; M14

Palavras-chave: género, sexo biológico, liderança transformacional, tradicionalismo

Abstract

Over the years, questions have been raised on how gender affects organizations and, particularly, leadership (Ely & Padavic, 2007). However, a major part of the efforts to study gender-leadership connections take biological sex as the critical variable while neglecting alternative forms of gender identification (e.g., androgyny) (Bem, 1974; Unger, 1979). Although gender roles contributed to build a predominantly masculine image of leadership, evidence suggest that the role is starting to be seen as less masculine and more androgynous and that there are even certain styles that are efficiently associated with femininity, such as transformational leadership. This study sets the goal of filling the existing gap and uses gender-role identification to predict transformational leadership behaviors in leaders, accounting for their level of conformity with these roles (i.e., traditionalism). A total of 116 participants (31 leaders and 85 subordinates) filled a survey. Findings show no support on how subordinates perceive leaders as being more transformational based on their level of femininity and androgyny. Also, there was no evidence that leader's traditionalism moderates this relationship. However, results are still intriguing- All leaders identified as androgynous, what suggests an evolution in gender roles, and yet they also revealed high levels of traditionalism, which can be a symptom of conflict between their personal and work identities. It was further advised that institutions should have in count the economics of gender, reviewing their internal policies and practices to turn diversity as a key word in their cultures.

JEL classifications: J16; M14

Keywords: gender, biological sex, transformational leadership, traditionalism

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List of Abbreviations

A- Androgyny

AM- Providing an appropriate model

AV- Identifying and articulating a vision

F- Femininity

IndSup- Providing individualized support

IndStim- Intellectual Stimulation

M- Masculinity

OCB- Organizational citizenship behavior

SFI- Stereotyping on feminine items

SMI- Stereotyping on masculine items

TL- Transformational Leadership

TSI- Total stereotyping index

Introduction

In the past decades, the pioneering work of feminist scholars has made us more and more aware on how gender is one of the central bases in shaping social life (Kimmel, 2000). It has been argued that the presence of gender disparities and roles in the spheres of organizations and that most of the studies have been using mainly biological sex (male and female) as the critical variable, may be the cause of many divergent conclusions and of “the too inclusive use of the term sex” (Unger, 1979, p.1085). Findings in the field have been showing that not only there is an independence between biological sex and the psychological components of gender identity (Bem, 1974), but also that gender identity, currently seen as not biological and different from sexual behavior or sexual preferences, appears as a potential better predictor of behaviors of individuals. This way, the consequences of adopting biological sex as appropriate to study gender, are not only overlooking all literature related to gender studies based on psychosocial identification, but also the possibility of potential bias that masks true gender-behaviours links.

Ely and Padavic (2007) define gender identity as an individual attribute and highlight the relevance of examining the diverse contexts (e.g., family, organizations) that can affect it.

Some studies have been paying attention to the role of sex in organizations and, particularly, to certain leadership styles (e.g., transformational leadership). Nonetheless, the role that leader’s gender identity can have in their behaviours has often been neglected. (Saint-Michel, 2018).

When it comes to the organizations’ world, there is no doubt that women remain underrepresented in both business and politics and absent from senior leadership positions even though men and women show no significant difference in terms of leadership effectiveness (Morgenroth, Ryan, Rink, & Begeny, 2020). One explanation for this is, among others, that when the same behaviours exhibited by a male leader are adopted by a woman, the behaviour is perceived differently due to stereotyped sex roles (McLaughlin et al., 2017). In fact, over the years, masculine traits (e.g., assertive, dominance) were predominant in being significantly associated with leaders. However, evidence suggests that the leadership role is starting to be seen as less masculine and more androgynous, including a mixture of both masculine and feminine (e.g., sensitive, warm) traditional traits (Koenig, Eagly, Mitchell, & Ristikari, 2011; Schein, 2001).

Despite these recent findings, the overall institutions (e.g. organizations) are gendered in a way that individuals, independently of their gender identity, are taught from the moment

they enter in an organization to conform with certain organizational rules, shaping their behaviours and the way they evaluate other's in an unconscious manner (Kimmel, 2000; Waylen & Weldon, 2013). This way, it's important to start looking not only to gender identity instead of biological sex, but also to the individuals' stereotyping when trying to study and to predict certain patterns (Waylen & Weldon, 2013).

Therefore, the goal of this study is to contribute to fill this gap in terms of predicting leadership behaviours according to gender-role identification (Bem, 1981) and the level of conformity of individuals with these roles, understanding to what extent can gender identity impact certain predisposition of individuals for adopting a transformational leadership approach, associated with observable behaviours (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). In this sense, to enrich the study, the impact of the level of traditionalism (i.e., conformity of each individual with established sex roles) in the magnitude of the relationship between gender identity and transformational leadership behaviours will be analysed.

To conclude, we aim to understand how the leadership approach can be impacted by the gender identity of each person, accounting for the impact of external expectations from society for men and women, and the level of conformity each individual has with this set of roles. Therefore, the research question of my study will be: How can gender identity influence leaders to adopt a Transformational Leadership Style, accounting for the level of traditionalism of each leader?

1. Gender Identity

1.1. From biological sex to gender identity

For a long period of time, observations on how men and women behaved were explained by their inherent biological differences (Ellemers, 2018). It's a fact that, for example, the higher physical strength of men and the maternal instincts of women to bear children and hormonal differences (in testosterone and oxytocin, respectively) can lead to a predisposition to engage in different types of activities and display different behaviours. However, looking only at these assumptions is no longer reliable with the current scientific insights. For instance, a review of a huge number of studies on cognitive performance, as math ability (Hyde, Lindberg, Linn, Ellis, & Williams, 2008), and personality and social behaviors, as leadership (Eagly, Karau, & Makhijani, 1995), revealed more similarities than differences between men and women, indicating that knowing only the biological sex of individuals is insufficient to make reliable predictions about capacities and behaviors (Hyde, 2014). More, it has been found that gender roles, meaning the general set of expected behaviors and traits by men and women in a certain culture, can also impact hormonal regulation, self and social regulation, which can lead to differences in feelings and behaviors of individuals, showing that behaviours are not only influenced by pre-determined factors, as genes, but also by external stimulus and contexts (Eagly & Wood, 2013).

Unger (1979) pioneered the differentiation between biological sex and gender identity. He started to distinguish two types of people: Those who consider sex as a biological variable (built by genes and hormones) and those who see sex as a social phenomenon (being the result of different experiences). This lack of consensus in treating the variable sex in the academic research field, came with less and less sex differences unequivocally demonstrated and a pertinent problem that is, by the same author words, "the too inclusive use of the term sex". (p.1085)

In the same article, the author starts to define gender as a stimulus variable of sex, meaning, nonphysiologically components of sex that are culturally seen as appropriate to males and females. He goes even further, adding the term gender identity to the discussion. Gender identity combines, then, both culturally made attributions regarding males and females and the individual's own assumptions about their own self. Gender identity can reduce assumed parallels between biological and psychological sex, turning out as a better predictor of behavior than biological sex.

Over the years, other studies were developed in this field, which led to increasing its complexity and expanding our idea of gender identity. Ely and Padavic (2007) did a literature review over a twenty-year period and established gender identity as a person's characteristic and an individual attribute. This way, gender identity can be defined as those characteristics an individual develops and adopts in response to the stimulus functions of biological sex and external roles. For a woman, this identity is developed from the stories she tells herself about what it means to be female and how being female influences who she is. For a man the process works in the same way.

As a matter of fact, according to the authors, gender identity can take multiple forms, because it is the result of the association of a large number of sources (e.g., organizations, society, family) that are usually contradictory and complex. This identity is a social construction under constant changes, where social structures, norms and the own individual have a great impact.

A large body of research has studied the relationship between gender and leadership, especially on the impact that the leader's sex has on the leadership style. However, the influence of the leader's gender role identity has often been neglected (Saint-Michel, 2018). Further, a closer look will be given at leadership traits and behaviors and how can they be affected at the hand of gender identity.

In parallel with the study of gender identity, a personal attribute of individuals that changes continually with the interactions with the environment, is the study of external roles, culturally built to specify female and male traits. Sex role theories state that gender is the most stable aspect of who individuals are, being the result of socializations and reinforcement of certain features since childhood, incorporated as a true identity, which then leads to a predisposition to behave and develop specific traits until adulthood (Correll, Thébaud, & Benard, 2007).

With this in mind, after exploring what the literature says regarding the concepts of biological sex, gender and the gender identification with certain gender roles, it's possible to notice that we are in front of a complex subject, with a lot of relatable but different definitions, and misunderstandings that still persist to these days. Therefore, in the next chapters we will scan what the theory says about these concepts and how can they relate to each other.

1.2. Gender Roles (Masculinity and Femininity)

Over the years, there was a generalized belief that sex differences exist, and this phenomenon has been extensively studied under the topic of sex role stereotyping. Institutions themselves are gendered in a way that individuals, regardless of their gender identity, are pressed to conform with certain organizational rules and policies that produce gender relations (Kimmel, 2000). Gender ideology is a coercive force that shapes both our intentional decisions and our unconscious, seemingly “natural” behaviors (Waylen & Weldon, 2013). For example, executive women can be pressed to dress up in a more “feminine” and formal way (e.g., using high heels), even though they are not comfortable with that.

The importance of gender-role conformity is taught from an early age, both from parents and peers, that treat children differently only in regard to gender-role-socialization. This means that children, at each development stage, learn the attitudes, values and behaviors that their society specifies as appropriate for their gender, try to conform to these norms and tend to evaluate other’s behaviors according to its gender appropriateness (Unger, 2001). For example, boys are taught that they should play with trucks or practice sports while girls should play with dolls and be caring. This way, gender roles can be defined as the set of specific expectations of a particular society about people’s behaviors, attitudes, traits and feelings, that are usually normative for either men or women (Lipińska-Grobelny & Wasiak, 2010; Stewart & Lykes, 1985).

When it comes to gender-roles it’s important to include the concepts of masculinity and femininity, as they are essential components in how society associates with men and women with certain “feminine” and “masculine” images. In fact, one of the six cultural dimensions, studied by Geert Hofstede (Hofstede Insights, 2021) that define the collective programming that distinguishes members of one group from others, is precisely the “Masculinity Versus Femininity”. The masculinity side of the dimension exhibits the preference in society for achievement, assertiveness and heroism, translating into a more competitive society, whereas the femininity side represents a preference for cooperation, caring for the weak and quality of life, translating into a more consensus-oriented society.

For a long time period in history, it was assumed that structural differences in the brains of women and men implied differences in their intelligence and temperament. Men were seen as a competence cluster intellectual, being more independent and confident, for example, and women, on the other side, would have a unique natural trait such as the maternal instinct and sexual passivity, which led them to be associated with being kinder and more concerned with

others. These associations have been replicated across cultures and resulted in implications for building different educational and social structures (Unger, 1979).

Sandra Bem (1974), the author of what is still one of the most popular instruments to measure gender identity with traditional roles for women and men, states that “In general, masculinity has been associated with an instrumental orientation, a cognitive focus on "getting the job done"; and femininity has been associated with an expressive orientation, an affective concern for the welfare of others.” (p. 156)

As a matter of fact, the descriptions of each gender, from study to study, did not vary much for a long period of time. Masculine is seen as powerful, strong, self-confident and athletic. Feminine is sensitive, compassionate, preferring to sedentary activities and warm (Eagly, Nater, Miller, Kaufmann, & Sczesny, 2020; Stewart & Lykes, 1985)

Given the fact that some personal dispositions and social behaviors inevitably are affected by the cultural context, it's important to analyze the changes in social roles of women and men over time. In recent years, it has been argued that gender roles are changing, and over time, our gender-associated beliefs have become less traditional. By doing a research that aimed to analyze the perceptions of the characteristics possessed by individuals in the past, present and future, the authors Spence and Hahn (1997) found that, over a time period of 100 years there was an increasing role equality and convergence in the perceived traits of women and men. These findings were primarily accounted for the greatest change in women's roles by entering into traditionally male occupations, because people believe that women of these days are more masculine than the women of the past. Moreover, the general trend on men's participation in core domestic work such as cooking and daily childcare (Gershuny, 2003; Sayer, 2005) is also a fact.

Considering this, it's expected that gender roles will continue to change and that differences between the sexes will decrease over time (Unger, 2001). In Diekmann and Eagly's (2000) opinion, accepting these changes can only broaden opportunities for both men and women. Bem (1974) was the pioneer in encouraging investigators in the areas of sex roles to question traditional assumptions and to focus on the behavioral and societal consequences of more flexible sex-role ideas.

1.3. Androgyny

Despite the fact that leading gender ideology encourages ideal forms of femininity and masculinity as natural and needed (Bem, 1974), it neglects some other alternative forms, mostly those that come to challenge the established binary gender order. This is where the same author uses the concept of androgyny, to include individuals that combine simultaneously an equivalent number of characteristics recognized as strongly masculine and strongly feminine. She noted that this kind of gender identity facilitates effective behavior in a variety of social situations rather than causing deficits in behavior due to confusion about sex role identity. The author defends that people should no longer be socialized to conform to outdated standards of masculinity and femininity, but that they should be encouraged to be androgynous. That is, they should be encouraged to display both traditionally feminine and traditionally masculine traits, according to the situational appropriateness of these various behaviors (Bem & Lewis, 1975).

More recently, Woodhill and Samuels (2004), defined androgyny as a gender identity that is not biological and does not represent sexual matters. Androgyny has been seen as a gender identity that can balance the positive of masculine and feminine genders, combining the virtuous aspects and traits of both. This is because a non-androgynous sex role can highly restrict the range of behaviors available or accepted to an individual from situation to situation, given the high motivation to act in conformity with an internalized sex role standard, where the individual tries to maintain a self-image as masculine or feminine while suppressing any behavior considered inappropriate for his or her sex. On the other side, androgynous individuals, whose sex role adaptability enables them to engage with both masculine and feminine features, become more effective in different situations.

These findings (Bem, 1974; Bem & Lewis, 1975) also come to support the idea of independence between biological sex and the psychological components of sexual identity (gender) and reinforces, once again, the higher relevance in predicting behaviors of the last one.

In the first half of the 1980s, in the face of less and less research support for the existence of reliable sex differences in many domains, a growing number of psychologists got surprised on how gender stereotypes could still persisted among the general public (Eagly, 1987). According to the author, because of the different gender roles that women and men fill (e.g., women perform more domestic work and spend fewer hours in paid employment), gender stereotypes have emerged and are sustained across cultures and generations. For him, it's not reasonable to ignore the beliefs held by the majority of the people in a society when studying individuals' relations and behaviors, since they still have a relevant influence in guiding men

and women to act in certain ways in society. Gender stereotypes stem from individual's direct and indirect observations of men and women in their social roles (Koenig & Eagly, 2014). In fact, a recent meta-analysis (Eagly et al., 2020) on gender stereotypes, from 1946 to 2018, found out that, in terms of qualities of personality, women remain as the more communal sex and men as the more agentic. The study emphasizes, once again, the origin of gender stereotypes in the social roles of women and men.

In the present work, a particular look will be given to the subject of gender stereotypes and how can they impact individual's lives and actions.

1.4. Gender Stereotypes and Individual Stereotyping

Lippmann (1921) started to define gender stereotypes distinguishing “the world outside and the pictures in our heads” (p. 1). The author argues that stereotypes are an oversimplified picture of the world, that satisfies a need to see the world as more understandable and simpler than it really is. Despite being a complex concept without a universal definition, recent researchers argue that gender stereotypes reflect generalized preconceptions about traits or the roles that should be possessed by women and men and are, therefore, influenced by the strength of an observational link among a gender (women or men) and a certain trait (e.g., warmth), over time (Le Pelley et al., 2010).

Once stereotypic beliefs are developed, starting around the age of 9 in a common child, they have a significant staying power (Unger, 2001). Moreover, new findings have showed how gender roles and stereotypes can be disseminated these days. For example, according to Eisend (2010), the continuous growth of internet-based content, with the use of search engines (through lexical, semantic and neural models), and the way that brands still promote their products based on stereotyped gender roles contributes to the continuous exposure of individuals to direct and indirect information about gender during their lives, and the reinforcement of these processes over generations. This stereotyping can take place in advertising as a set of role behaviors (e.g., women taking care of children), physical characteristics (e.g., beauty ideals for women), among others. In turn, even when outspokenly rejected, gender stereotypes influence the lives of women and men, shaping their characteristics, qualities and expected roles. For example, a woman can say that she rejects to play the role of “housewife” and, at the same time, not let her male partner help in domestic matters because he “doesn't know how”.

However, when talking about stereotypes, it's important to differentiate cultural stereotypes, meaning the set of beliefs about the sexes shared by members of a society or a

group of people, from the individual differences in the degree of stereotyping. By noticing a disproportionate growth in studies regarding cultural stereotypes comparing to the individual stereotyping, Ashmore and Del Boca (1979), started to clarify that stereotypes that are consensual and those held by individuals are conceptually distinct, with both types worthy of further study. By analyzing the existing literature, the authors even added that despite the existence of a widespread consensus about the perceived characteristics of men and women, these traits have not been clearly established.

When analyzing individuals' stereotyping, it's important to measure the level of acceptance that an individual carries regarding shared stereotypes. In the case of gender stereotypes, personal acceptance of the cultural stereotypes can be indexed by the degree of overlap between the individual's beliefs regarding characteristics of women and men with the consensual beliefs of society (Ashmore & Del Boca, 1979). Emergent approaches defend that the degree to which an individual is gender stereotyped varies greatly since infancy. For example, some girls are more feminine and choose to use dresses, whereas other girls refuse to do so and prefer playing ball with boys (Martin & Ruble, 2010). In this sense, evaluations of the sexes, as well as behaving in conformity with certain sex roles, can be influenced by the level of traditionalism (level of overlap between the individual's beliefs about women and men with cultural beliefs) of an individual (Waylen & Weldon, 2013).

More recently, Ely and Padavic (2007) reinforced the idea of how institutions (e.g., organizations) can shape and contribute to disrupt sex role traditionalism and, thus, provide a potential point for change. The authors also highlighted the fact that studies of sex differences (e.g., leadership style, negotiation skills) have been neglecting organizational features, underlining the importance of looking at the relationship between organizational components and practices and gender identity. This way, studying the link between gender and individual behavior in the organizational context, namely in leadership, instead of putting all the attention on sex inequality, might bring enriching findings when studying gender in the workplace.

1.5. Gender Stereotypes at work

When it comes to the role of gender stereotypes and individual identification with certain roles, it's known that organizations play an important part to perpetuate and influence employees to act in certain ways. The personality of a person outside of work can highly vary from the associated stereotypes with one's workplace identity (McLaughlin et al., 2017). For example, a person can be more introvert and less smiley in her or his personal life but, because he or she really wants to be promoted at work and be socially accepted, they have to play a role of extrovert and more "smiley". The more the two identities are incompatible, the more inner conflict it causes, reducing individual's work-life balance, work engagement and resulting in a set of feelings of uncertainty and anxiety (Ahlqvist, London, & Rosenthal, 2013; Hirsh & Kang, 2013). Also, the gender and the workplace identities tend to be less compatible for women than for men, particularly at more senior levels of the organizational hierarchy, since stereotypes of men remain similar to those associated with the ideal leader (e.g., independent, ambitious) (Morgenroth et al., 2020). In fact, as mentioned in Northouse (2013), specially throughout the 20th century, theories about the set of traits that a leader should possess were known as "great man" theories, because they focused on studying the innate qualities of great political, social and military leaders (industries mainly occupied by men). Over the years, these images have not changed substantially and remained mainly masculine, being the major leadership traits found by the same authors: intelligence, integrity, self-confidence, sociability and determination.

With this, Morgenroth et al. (2020), also defend that organizations should make active choices to create work-related identities, that are more compatible with the range of identities of their employees. In this sense, leaders hold a unique role that grant them the possibility of shaping and defining a group in a variety of ways (Bartel, Haslam, Reicher, & Platow, 2010), since the leader is usually seen as a role model and his or her characteristics can define the group as a whole. A particular look to leadership traits and behaviors will be given in further chapters as well as the gender relevance when diving in into the subject.

2. Leadership

2.1. From a trait to a behavioural approach

Over the years, leadership has gained the attention of researchers worldwide. With more than one century in studying leadership, there is still no consensus if its origin remains in a set of traits or in behaviors.

In the 20th century, the trait approach was one of the first attempts to study leadership. In that time, researchers argued that certain inner traits could determine what makes some people successful leaders (Jago, 1982).

However, in the middle of the 20th century, the trait approach started to be challenged. Stogdill (1948) suggested, in his first study, that no consistent set of traits differentiated leaders from nonleaders across a variety of situations. This was the beginning of the process (behavioral) viewpoint, that suggested that leadership is a phenomenon that resides in the context of the interactions between leaders and followers and makes leadership available to everyone. As a process, leadership can be observed in leader behaviors (Jago, 1982) and can therefore be learned, trained and improved.

This way, there might be certain specific traits that might provide an individual a higher potential to become a leader but it's always important to look at leadership as a process and, therefore, to look at behaviors that are able to adapt in different contexts. Kirkpatrick and Locke (1991), indeed argued that some leadership traits make some people different from others and this difference should be recognized as an important part of the leadership process. DeRue, Nahrgang, Wellman, & Humphrey (2011) designed in their study a trait-behavioral model of leadership effectiveness, concluding that the model was supported by the results. This means that an integrative model where leader behaviors (e.g., transformational, transactional) mediates certain traits (e.g., gender, intelligence), and leader effectiveness (e.g., satisfaction with leader, group performance) is reliable. It's important to clarify that the authors divided traits per categories: Demographics (e.g., gender, ethnicity), Task Competence (e.g., intelligence, emotional stability) and Interpersonal Attributes (e.g., extraversion, political skills) and that these traits, from the author's perspective, can impact outcomes (leadership effectiveness) through behaviors (e.g., task-oriented, transformational). Another finding of the study was that transformational leadership behaviors were the most consistent predictors of leader effectiveness across the criteria, and the trait gender (meaning male or female- sex) was found to have the lower direct effect on leadership effectiveness.

From all the existing traits, sex (usually wrongly mentioned as gender) has been receiving a lot of attention. The study of Eagly, Johannesen-Schmidt & van Engen (2003), provided a meta-analytic estimate on how this trait affects leadership outcomes through certain leadership approaches (behaviors) and it was argued that knowing only that a particular individual is female or male would not be a reliable predictor of that person's leadership style. However, it was found that female leaders showed a higher link with certain leadership approaches (e.g., transformational leadership) and behaviors (e.g., focuses on development and mentoring of followers and attends to their individual needs, i.e., Individualized Consideration), being more associated with effectiveness than male leaders. One of the causes pointed by the author to this sex differences lies in the fact that the internalization of gender-specific roles (and not sex per se) can, indeed, influence leadership behaviors.

From the theory, gender roles lead to the fact that men are usually stereotyped with agentic/masculine characteristics such as forceful, independence and decisiveness, whereas women are stereotyped with communal/feminine characteristics such as concern for others, sympathetic and helpfulness (Heilman, 2001). In fact, over the years, masculine traits (assertive, dominance) were predominant in being significantly associated with leaders. However, evidence suggests that the leadership role is starting to be seen as less masculine and more androgynous, including a mixture of both masculine and feminine traits. (Koenig et al., 2011; Schein, 2001).

Adding these finding with what we already saw in previous theoretical frameworks regarding gender, it can be relevant to start to include the identification of individuals with certain gender roles in substitution or, at least, as a complement to sex when predicting leadership behaviors.

Therefore, the aim of this study will focus on understanding the impact of gender identity in certain behaviors associated with the transformational leadership approach. Firstly, it's important to have an overview of what the theory says about this leadership style.

2.2. Transformational Leadership

One of the most popular approaches in leadership is transformational leadership. Its emergence began with the work of James MacGregor Burns (as cited in Northhouse, 2013). In his work, Burns attempted to link the roles of leadership and followership. He wrote of leaders as people who influence the motives of followers in order to better reach the goals of both.

Burns starts to distinguish two types of leadership: Transactional and Transformational. Transactional leadership refers to the set of leadership approaches that focus on the exchanges that occur among leaders and their followers. Transformational leadership is the process whereby a leader engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. It raises the consciousness in individuals and gets them to overstep their own personal interests for the sake of the team or organization. Lowe, Kroeck and Sivasubramaniam (1996), found that transactional leadership results in expected outcomes, whereas transformational leadership results in performance that goes well beyond what is expected, being the transformational leaders perceived as more effective than those who exhibited only transactional leadership.

Since the 1980s, transformational leadership has been assuming a dominant position as being positively related to a variety of outcomes in both individual and team level, including, innovative behaviors and performance (e.g., Avolio, Eden, Taly, & Boas, 2002; Pieterse, Van Knippenberg, Schippers, & Stam, 2010). Furthermore, transformational leadership has been highlighted as particularly effective during organizational change (Herold, Fedor, Caldwell, & Liu, 2008; Nemanich & Keller, 2007).

Bass and Riggio suggested (as cited in Northhouse, 2013) that transformational leadership's popularity might be due to its emphasis on intrinsic motivation and follower learning experience, which fits the needs of today's individuals at work, who want to be inspired and empowered to succeed in uncertain times.

Nevertheless, in the last decade, some other forms of leadership have been appearing and challenging all the attention given to transformational leadership. Some findings are showing that these emergent styles might overcome transformational leadership in predicting certain outcomes. For example, a recent meta-analysis of 185 independent studies since 1988 (Legood, van der Werff, Lee, & Den Hartog, 2020), compared the incremental validity of eight leadership styles (transformational, transactional, authentic, ethical, servant, abusive, paternalistic and empowering) in predicting dimensions of leader-follower trust, as an important mediator in the relationship between leadership and performance outcomes (ex. task

performance). The finding suggested that ethical, servant, authentic, and empowering leadership offer incremental effects on trust in the leader compared to the transformational approach. However, the lack of consensus around the measurement of trust in the field and, therefore, the low ability to demonstrate causality in the relationship among leadership styles, trust and performance outcomes are the core limitations mentioned by the same author of the study. More, it's even argued that trust is already part of certain dimensions of transformational leadership. Meaning that, instead of being a mediator of transformational leadership (independent variable) to achieve performance, trust is part of the independent variable itself. This way, the author even concludes "if organizations are purely interested in influencing performance or OCB, our analysis suggests that transformational and servant leadership have the largest overall effects on these variables respectively." (Legood et al., 2020, p. 17).

When studying these emergent leadership styles, some also defend that there is a certain redundancy between them and transformational leadership, and question if putting too much attention on it brings utility and relevant outcomes to the field. The study of Derue et al. (2011) aimed to explore the relationship between certain traits and behaviors in leadership effectiveness. One of the main final warnings of the author was concerning the need of the "new" leadership theorists to contrast their theories with the existing ones and to demonstrate that they are explaining incremental distinctiveness and usefulness compared to the others. Moreover, a recent meta-analysis study (Hoch, Bommer, Dulebohn, & Wu, 2018) found out that, for example, authentic and ethical leadership showed a significant redundancy with transformational leadership and that the last one, by itself, is a powerful predictor of most of the nine outcomes examined in this study (e.g., job performance, engagement, etc.).

This way, given the overall dominance of transformational leadership in the field when predicting a variety of outcomes in organizations, and the lack of consensus that still exists when comparing it with promising emergent forms of leading, the study of the dimensions and respective behaviors of this leadership style will be included in this research.

Different authors suggest different dimensions for transformational leadership. According to Podsakoff et al. (1990), transformational leadership is composed by the main following six dimensions:

1. Identifying and articulating a vision- All the behaviors from the leader that aim to develop, articulate and inspire their followers with their vision of the future. Sharing a vision is an important way to inspire employees, increasing their confidence, expectations about the organization and their future there and a long-term goal engagement.

2. Providing an appropriate model- Leaders can set a role model to their followers, by behaving as an example that exposes their own values. Transformational leaders can foster employees' loyalty and respect through desired behaviors. If leaders provide a suitable role model for followers, they will respect and build trust with their leader.
3. Fostering the acceptance of group goals- Promoting cooperation among followers and getting them to work together to a common objective.
4. High performance expectations- Behaviors that work to demonstrate what the leader expects as quality and high performance from the follower's side.
5. Providing individualized support- All the behaviors from the leader that show respect and concern about the individual follower's needs.
6. Intellectual Stimulation- Reflecting the behaviors of the leader that challenge followers to rethink about their own beliefs and values and create new ways of performing their job. A very powerful feature of these leaders that stimulates followers to be innovative and to challenge their own beliefs.

Bass and Avolio (as cited in Northouse, 2013) established what are the main four factors of transformational leadership:

Factor 1- Idealized Influence, describing leaders who behave as strong role models for followers, have a strong ethical conduct and provide followers with a vision and a mission;

Factor 2- Inspirational Motivation, where the leader inspires others and communicates high expectations to followers, in a way that they become committed and part of the shared vision in the organization;

Factor 3- Intellectual Stimulation, including practices that stimulate followers to be innovative and to challenge their own and organizational beliefs. Also, leaders support followers to develop new ideas and solve problems in an innovative way;

Factor 4- Individualized Consideration, where leaders create a supportive climate, listening carefully to the individual needs of followers. Leaders act similar to coaches, helping followers grow with challenges and treating each of them in a caring and unique way.

Based on these works and the overlapping of some definitions, only behaviors from four of the total six dimensions suggested by Podsakoff et al. (1990) were selected, which are: Identifying and articulating a vision, similar to Factor 2- Inspirational Motivation; Providing an appropriate model, associated with Factor 1- Idealized Influence; Providing individualized support, coinciding with Factor 4- Individualized Consideration; and Intellectual stimulation, associated with Factor 3.

2.3. Transformational Leadership behaviors and Gender Identity

Since the launching of the gender schema theory (Bem, 1981) to assess individual role orientation, more research has been developed in the leadership field, supporting that sex-role and not biological sex can predict certain leadership patterns. Bem (1974) and Bem & Lewis (1975) were the first studies that attempted to show that many individuals do not fit the traditional distinction, meaning that they have stereotypic ‘masculine’ characteristics despite being categorized as women or stereotypic ‘feminine’ traits despite being categorized as men.

Moreover, the dominance of the transformational leadership style, its demonstrated effectiveness, and the growing numbers of women in top positions of organizations has drawn attention to the question of whether biological sex could predict certain tendencies to use transformational leadership behaviors, and also, if gender-role identity is related to this leadership approach. (Kark, Waismel-Manor, & Shamir, 2012). It was already stated that sex was not found as a very reliable predictor of leadership behaviors (Eagly et al., 2003), but the question now remains on whether the dimensions of gender identity are reliable ones.

Since it is still not clear how the fact that individuals exhibit certain feminine or masculine qualities, or a combination of both, can affect their leadership approach, it is relevant to evaluate the relationship between the perceived ‘masculinity’ and ‘femininity’ of leaders and transformational leadership style (Kark et al., 2012).

In what transformational leaders are concerned, as we have seen, these are leaders that usually behave and engage with their followers in a supportive and collaborative way, providing them a clear vision of goals, stimulating followers to experiment new ways of doing their work and behaving as a role model, which motivates and inspires subordinates to exceed expectations in results. According to the work of Podsakoff et al. (1990) and Bass and Avolio (as cited in Northouse, 2013), identifying and articulating a vision, providing an appropriate model, providing individualized support and intellectual stimulation are the main four dimensions of transformational leadership used in this study.

Despite still being considered an unexplored matter in the field, some studies have already provided some clues considering the relationship between the predisposition of leaders to behave as more or less transformational with certain gender roles. For example, Hackman, Furniss, Hills and Paterson (1992) investigated the relationship among gender-role characteristics and transformational leadership and understood that there is a significant relationship between both feminine and masculine features and transformational leadership and, on the other hand, a low relationship with undifferentiated features in their gender-role identity

individuals. Moreover, the strongest correlations between transformational leadership and femininity were with the dimensions of individual consideration and charisma (similar to the dimension identifying and articulating a vision). Therefore, the results suggest that transformational leadership requires a gender balance instead of the traditional leadership stereotype of masculinity (assertive, dominance).

More recently, some literature argues that specific forms of leadership (e.g., transformational leadership) are becoming more feminine (Fletcher, 2004). In fact, it has been found that there is a strong connection between communal (feminine) orientation and transformational leadership (Eagly & Karau, 2002; Kark et al., 2012). According to this view, leaders who score higher on feminine roles identification tend to display more transformational behaviors than the ones that score higher on masculine roles, because they are more willing to enhance behaviors of cooperation, are more considerate on followers' individual needs and highlight the importance of collective goals, which is in line with the dimensions of transformational leaders.

In addition, Kark et al. (2012) states that communal leader's behaviors can fortify the connection between the leader and followers, increasing the level of emotional attachment with their followers and the identification of subordinates with the leader. This, in turn, can help the leaders to create loyalty and respect from the followers, to follow the "role model".

This way, we suggest that leaders who self-identify more with communal/feminine characteristics (e.g., sensitive, caring), despite their biological sex (male or female), will be perceived as more transformational by their followers. Contrarily, leaders who mainly self-identify as agentic/masculine (e.g., dominant, assertive), whether female or male, will be perceived as less transformational by their followers. To enrich our knowledge in the subject, we will set up our first hypothesis for this study:

H1: The stronger the feminine orientation of leaders, the more their followers will perceive them as being transformational

H1a: The stronger the feminine orientation of leaders, the more they will behave in direction to identify and articulate a vision

H1b: The stronger the feminine orientation of leaders, the more they will provide an appropriate model

H1c: The stronger the feminine orientation of leaders, the more they will provide more individualized support to followers

H1d: The stronger the feminine orientation of leaders, the more they will stimulate intellectually their followers

The previous theory and hypotheses were developed considering undifferentiated individuals (low identification with masculine and feminine roles), the feminine ones (ranking higher in the feminine roles and lower in the masculine) and the masculine individuals (ranking higher in the masculine roles and lower in the feminine). Nevertheless, individuals can also identify themselves as androgynous (i.e., high identification both with masculine and feminine roles).

As seen before, androgyny is a gender identity that can join the positive aspects of feminine and masculine features (Woodhill & Samuels, 2004). This usually means that androgynous individuals are more adaptable to challenging and different situations, being able to display a wider range of behaviors, depending on the context, when comparing to the non-androgynous (feminine, masculine, undifferentiated) individuals.

Despite being true that a feminine advantage may exist as a result of the growing relevance of communal characteristics of leadership we should not deny that, in certain circumstances, masculine/agentive traits can be more efficient. For example, the authors Gartzia and Baniandrés (2019) highlight in their study that agentive behaviors and leading styles might be more effective during stressful situations as in other contexts, stating that “(...) thus establishing that communion necessarily results in effectiveness in all contexts may be too simplistic”. (p.13). In fact, the authors Kark et al. (2012) suggested in their findings that men and women who want to be evaluated as effective leaders should be advised to display feminine and masculine behaviors, especially when they are in situations of non-congruency (e.g., women leading in cross-sex relationships)

In a meta-analysis study (Koenig et al. 2011), the findings also reinforced that despite that the stereotypes of leaders continue to be mainly masculine (e.g., dominance, strength), leadership now appears to include more feminine characteristics (e.g., warmth, understanding), especially due to the changes in both women and leader stereotypes, reporting evidence of an increasing androgyny in leader stereotypes.

Another finding of Kark et al. (2012) was that among all gender identities, the one with the strongest relationship with transformational leadership was androgyny, due to the fact that people tend to perceive some aspects of transformational leadership as more masculine, and other aspects as more feminine, meaning that leaders who are capable of display both feminine and masculine behaviors are more likely to be viewed as more transformational by their followers. As so, we are able to include our second hypothesis:

H2: Androgynous individuals tend to be perceived as more transformational leaders by their followers than the non-androgynous ones

2.4. The moderating role of Gender Stereotyping (Traditionalism)

Although gender identity appears as a plausible predictor of leadership behaviors, we should not neglect the importance that gender stereotypes still have nowadays. Gender stereotypes are general conducts, that appear from the different gender roles that women and men fill, and are sustained over cultures and generations with the continuous direct and indirect observations of the sex (women or men) behaviors relationship over time (Le Pelley et al., 2010). Gender stereotypes can be distinguished as cultural stereotypes (set of beliefs about the sexes held by members of a group) and individual stereotyping (level of conformity an individual has about shared stereotypes) (Ashmore & Del Boca, 1979). The level of traditionalism (individual stereotyping) can have a strong impact on the way people evaluate others and behave more or less in conformity with certain sex roles (Waylen & Weldon, 2013).

As we saw before, organizations play an important role on this subject, and usually spread these gender roles, inducing people to display a workplace identity that might be more or less in conformity with their own personality. In this sense, despite their gender identity, individuals are confronted with certain invisible forces, that shape both their intentions and behaviors in (Kimmel, 2000; Morgenroth et al., 2020). The more traditional an individual is, the more his or her predisposition is to follow social norms, even when that is against his or her own identity.

Therefore, despite the fact that a person identifies as more masculine, feminine or androgynous, the set of behaviors that they will use might be influenced by their level of traditionalism.

In fact, in a meta-analysis (Eagly et al., 2003), when the authors find that females are still the sex more associated with feminine characteristics (e.g., being sensitive) and, therefore, with a transformational leadership approach, and males are still the more agentic (e.g., being assertive) and, therefore, less transformational, they highlighted that these sex differences might come from the internalization and conformity of gender roles, and not sex per se, and that, indeed, these can affect leadership behaviors. In a similar study, the conclusion was that, despite their gender identity, the higher the leader's personal acceptance of the norms, the more they tend to contradict their inner predispositions to behave in ways that are often seen as adequate for the opposite sex (Eagly et al., 2003).

This means that the level of traditionalism might impact the magnitude of the relationships between gender identity and transformational leadership behaviors. This can have a particular impact in androgynous individuals, being a factor that can restrict the set of features they will display. The more traditional the leader, the more in conformity with gender roles he or she will behave (i.e., traditional women will behave as more communal and traditional men as more agentic), even though they highly identify with traits of both genders. Even when a leader has an inner predisposition to display both masculine and feminine behaviors, if he or she has a high level of traditionalism (conformity with gender roles), then the leader will probably display the traits that are in conformity with his or her biological sex more regularly and suppress the ones that are not in conformity, which weakens the predisposition to display transformational leadership behaviors. For example, a male that identifies himself as androgynous will supposedly be more transformational. However, if he has a high level of conformity with gender roles, he might engage in a more masculine way (in conformity with his biological sex) and contradict his predisposition for feminine traits (e.g., sensitive) and, therefore, be perceived as less transformational than what he could be. Following the same logic, the same happens to a female that identifies as androgynous but has a high level of traditionalism. She will call on feminine behaviors more often than the masculine ones, in name of what are the assumed roles to her assigned sex.

On the other hand, the less an androgynous male or female is traditional, the higher the frequency that they will allow themselves to display characteristics of both genders, turning out as being perceived as more transformational, (e.g., adapting to situations and individual needs of followers, being more flexible to different contexts).

To our knowledge, so far there is no study that analyses the influence of individual's level of stereotyping in the relationship between androgyny and transformational leadership. Because of that, we intend to test the hypothesis that individual's stereotyping is a reliable moderator variable of the relationship between androgyny and transformational leadership behaviors.

H3: The level of traditionalism of individuals moderates the relationship between their androgyny and transformational leadership, in such a way that when traditionalism is high, the relationship is weaker

3. Research Model

Considering the established hypotheses, the following research model was proposed and tested-
Figure 3.1

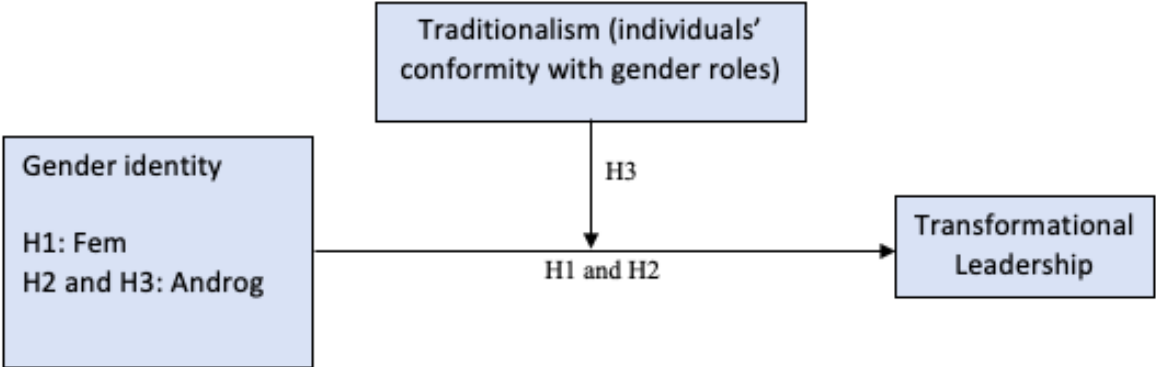


Figure 3.1- Research Model

4. Methodology

4.1. Participants and Procedure

The sample of the present study is non-probabilistic by a snowball sampling method. A certain criterion to select participants was defined, covering only leaders of any industry with more than 2 subordinates, currently working in Portugal and the respective subordinates that were selected to answer by their leaders. All the individuals that do not fit in the referred conditions were excluded.

For the data collections we used two individual self-completion questionnaires, created in the *Qualtrics* platform. In November, I started the divulgation of the questionnaire across diverse groups of networking, friends and family. An email was sent to the participants (leaders) with the internet address where they could find the survey and full anonymity and confidentiality was guaranteed.

In the first questionnaire, the goal was to collect data on gender identity and level of traditionalism with gender roles of each leader. It's not specified the level of leadership (director, middle-level or supervisor) nor the industry of the company to select leaders and all the subordinates only have to be currently managed by the leader.

For the second questionnaire, considering that one of the goals of this study is also to evaluate the transformational leadership behaviors of leaders perceived by their followers, it was asked to each leader, in the end of the questionnaire, to provide at least four e-mail addresses of their current subordinates and that he or she created a pairing code (composed by the first letter of the name of the company, followed by the first letter of the leader's name and these, followed by the current age of the leader). This way, it was possible to send the second questionnaire to the selected subordinates by email, where it was also informed what would be the pairing code, created by their leader. Once each subordinate answered the survey, they were asked to insert the same code, provided by email.

The sample is composed by a total of 116 participants (31 leaders and 85 subordinates), corresponding to an average of 2,74 subordinates per leader. Teams, constituted by leaders and respective subordinates, are predominantly situated in the sectors of activity of Management (29%), Consulting and Auditing (13%), followed by the sectors of Banking and Insurance, Health, and Catering, each with a representation of 10%. The idea of collecting data from different sources, leaders and subordinates, was to avoid the common method bias and to get

the evaluations of subordinates in transformational leadership instead of a self-evaluation (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

In what concerns the 31 leaders, 45% (n=14) are men and 55% (n=17) are women. The age range with the highest participation varied between 31 and 40 years old (38,7%), followed by the interval between 41 and 50 years old with a percentage of 35,5%. Answers regarding the level of education, varied from 4 (High School Graduate) to 6 (Master's Degree), having a major part of leaders a Bachelor's degree (29%) or a Master's Degree (45%).

Leaders were also questioned about their job position. On average, they have assumed the current position of leadership for 4,88 years (sd= 4.01). In terms of level of leadership, 42% of leaders have a Director position (organizational and strategic decisions), 39% the position of Manager (intermediate level) and only 19% are Supervisors (only responsible to supervise the work of a group of people).

From the 85 subordinates, 36,5% (n=31) are men and 63,5% (n=54) are women. These are mainly positioned in the age ranges between 20 and 30 years old (50,6%) and between 31 and 40 years old (30,6%). 52,9% of subordinates have a Bachelor's degree and 25,9% a Master's degree. On average, they have been working with the current teams for 2,18 years (sd= 1.24).

Finally, regarding the question that aimed to understand if participants have already received training in diversity/gender stereotypes in personal and/or professional context, the answer from leaders and subordinates didn't vary much. For leaders, the percentages were 68% that never received any training versus 32% that have already received training in personal and/or professional context. For subordinates, the percentages were 66% that never received any training against 34% that have already received training in personal and/or professional context. Also, over their professional path, 67,7% of leaders answered that they had more men as leaders than women, and only 32,3% answered the opposite (more women than men).

4.2. Measures

In the first section of the questionnaires, the introduction, it's clarified what are the goals of the study and the relevance of being honest and paying attention when answering to it. Moreover, it's highlighted that there were no right or wrong answers and all the data collected was anonymous and confidential (Podsakoff et al., 2003). It's predicted an approximate duration of 13 minutes for both the leader's and subordinate's survey. In the end of both questionnaires,

there is a thankful note for the time spent and contact emails are provided in case of additional clarifications about the study are needed.

In the first questionnaire, for leaders, two scales were used: Gender Identity and Gender Stereotypes. In the last part, it was requested to the respondent some socio-demographic questions such as: Sex, Age, Academic qualifications, Industry of the company and other leadership specific questions such as: Level of leadership; Years in the current leadership position, among others.

In the second questionnaire, for subordinates, only one scale was used: Transformational Leadership. Also, the same demographic questions were applied in the end, except for the leadership related questions.

All of the scales administrated in the questionnaire were originally applied for people who had English as their first language. Therefore, a translation process was carried out, since both the surveys were applied in the Portuguese population. These translations were reviewed by me and my supervisor and retranslated in a way that the items of each scale would lose the minimum possible of the original meaning.

4.2.1. Femininity, Masculinity and Androgyny

To measure the level of femininity, masculinity and androgyny we used the Bem Sex-Role Inventory (BSRI), created by Bem (1974) to measure how people identify themselves gender wise. In its origins, it includes three scales in a 7-point Likert scale, each with 20 personality traits: Masculine, Feminine and Neutral. All of the personality features were indicated as feminine or masculine on the basis of sex-typed social desirability.

The BSRI describes an individual as masculine when the score difference is high, meaning simultaneously a high score in masculine attributes and the rejection of feminine characteristics. On the other side, feminine individuals also have a high score difference but with a high score in feminine characteristics and an absence of the masculine ones (Bem, 1974).

Besides the masculine and feminine types, the scale suggests two more forms of classifying individuals: undifferentiated and androgynous. An undifferentiated result refers to those who score low in masculine and feminine features and the androgynous refers to those who score high in both masculinity and femininity traits, reflecting the high characterizations of these individuals with both feminine and masculine traits (Bem, 1979).

For this study, the short form of the BSRI (Bem, 1981) was applied. In the short-version half of the items from the original scale were removed to create a 30-item inventory (10 instead

of 20 traits per scale), where all of the poor item-total correlations with the scales of femininity and masculinity were excluded, leading to a higher internal consistency of the short-form than the original.

This way, in the questionnaire, 10 feminine characteristics (e.g. compassionate, gentle) and 10 masculine characteristics (e.g. independent, dominant) were used. However, the 10 neutral items were not included, as the present study has foreseen a formula to compute its equivalent by means of androgyny. The original Likert scale, with a range from never (1) to always (7), was used for leaders to self-evaluate themselves.

Finally, to measure androgyny, we used the continuum scoring equation created by Bobko and Schwartz (1984).

$$\text{Androgyny} = [6 - |M - F|] \times [(M + F) / 2] \quad (1)$$

Where: M = Masculine raw score and F = Feminine raw score.

4.2.2. Gender Stereotypes and Traditionalism

In the present study, we used the ratio measure created by Martin (1987) to assess consensual/cultural gender stereotypes as well as individual differences in gender stereotyping (traditionalism), meaning the differences in the magnitude of consensual gender stereotypes in individuals.

Originally, this method is based on estimates that respondents make for percentages of men and women that possess certain gender stereotypical personality traits (the 30 traits from the short form of BSRI, 10 masculine, 10 feminine and 10 neutral). In a first question, the respondent has to estimate the percentage of adult men in their country with each trait. Then, there is a second question but this time to make the estimations for adult women.

Diagnostic ratios are calculated by dividing $p(\text{trait}/\text{men})$ by the $p(\text{trait}/\text{women})$. Originally, ratios greater than 1.0 indicate that more men than women are seen to have the trait and, on the opposite side, ratios lower than 1.0 show that more women than men are perceived to have the trait. Diagnostic ratios equal to 1 emerge with non-stereotypic items. Cultural stereotypes were assessed by averaging scores across subjects for each item.

In our study, the value 0 instead of 1 was used as the reference number. This way, ratios greater than 0 indicate a men's trait, according to our sample, and ratios lower than 0 indicate a women's trait.

To analyze individual stereotyping more calculations are needed. Firstly, it's calculated the stereotyping on feminine items of each individual (SFI) by an individual's mean diagnostic ratio across feminine traits, and the stereotyping on masculine items (SMI) indexed by an individual's mean diagnostic ratio across the masculine items. A low SFI and a high SMI indicates more traditional stereotypic responses for feminine and masculine traits, respectively.

Secondly, it's computed the total stereotyping index (TSI) of an individual, by subtracting an individual's SFI score from his or her SMI score. The higher the TSI score the more the subject is stereotyping men and women in a traditional way.

With this, each respondent is asked to estimate the percentage of adult women and men, in Portugal, that show each of the 10 masculine (e.g. assertive) and the 10 feminine (e.g. gentle) traits. The neutral items were removed from this study, given the fact that those are not used in the calculations of both cultural stereotypes and individual stereotyping.

4.2.3. Transformational Leadership

The transformational leadership behaviors were evaluated by the leader's subordinates, using the scale of Podsakoff et al., (1990), namely the dimensions; Providing an appropriate model; Providing individualized support, Identifying and articulating a vision; and Intellectual stimulation. For each one, three behavioral examples are given to the follower to evaluate the magnitude in which their leader behaves accordingly, in a range of totally disagree (1) to totally agree (5).

An example behavior for the dimension identifying and articulating a vision is "*Is always seeking new opportunities for the organization*", for the dimension providing an appropriate model an example is "*Leads by example*", for the dimension providing individualized support an example is "*Shows respect for my personal feelings*" and, finally, for the dimension intellectual stimulation, an example used is "*Challenges me to think about old problems in new ways*".

The Cronbach's alpha for this scale was 0.829. The sub-dimensions Identifying and Articulating a Vision, Providing an Appropriate Model, Providing Individualized Support and Intellectual Stimulation presented an internal consistency of 0.85, 0.89, 0.65 and 0.82, respectively.

4.3. Data aggregation

After collecting all the answers, data was exported to the *IBM SPSS Statistics 27* software, used to do the statistical analysis.

Three different datasets were built, one with the individual answers of leaders, other with individual answers of subordinates and a third one, with answers at the team level. The last one was computed by aggregating team members' answers in the scale of transformational leadership (N= 31 teams) and then, by adding the leaders' answers to the respective variable scales (femininity, masculinity, androgyny, traditionalism). To evaluate if the member's responses could be aggregated, Rwg(j)'s and ICC indexes were calculated, as is presented in table 4.1. Results show that we could proceed with the process.

Table 4.1- Rwg(j)'s and ICC results

	Rwg(j) Mean	ICC (1)	ICC (2)
Transformational Leadership	.84	.10	.23
Identifying and articulating a vision	.81	.24	.46
Providing an appropriate model	.72	.14	.32
Providing individualized Support	.73	.12	.28
Intellectual Stimulation	.86	.11	.26

4.4. Data Analysis

Further, in this chapter, it's presented the results for the hypotheses formulated before, using the aggregated dataset.

Hypotheses testing was conducted with 5 simple regression analysis for H1 (femininity as predictor of each subdimension of transformational leadership).

Regarding H2, the independent variable, androgyny, was measured by means of Bobko and Schwartz (1984) androgyny index (calculations are in appendix C) before the execution of the simple regression analysis, having transformational leadership, in all its dimensions, as the dependent variable.

For the last hypothesis, we ran a moderation analysis of the relationship between androgyny and transformational leadership. Sex and training were used as the control variables for each analysis.

Once again, the moderator, traditionalism, is calculated (appendix C) based on the work of Martin (1987). Also, for the moderation analysis, we used the macro-PROCESS, from Hayes (2013).

5. Results

5.1. Correlations between variables

Table 5.1 shows the correlations, means and standard deviations of the variables used in the present study.

Table 5.1- Correlations, means and standard deviations

	M	SD	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
1. AV	4.00	.50	-												
2. AM	4.06	.51	.58**	-											
3. IndSup	4.06	.49	.32	.70**	-										
4. IntStim	4.03	.42	.63**	.45*	.23	-									
5. TL	4.03	.38	.81**	.88**	.73**	.71**	-								
6. M	5.45	.63	-.10	-.11	-.06	.18	-.04	-							
7. F	5.86	.62	-.10	-.17	.14	.10	-.01	.49**	-						
8. A	30.41	3.90	-.07	-.10	-.01	.14	-.02	.90**	.44**	-					
9. TSI	.92	1.08	.07	-.08	-.21	.09	-.05	.35	.19	.15	-				
10. SFI	-.72	.91	-.05	.03	.17	-.13	.01	-.36*	-.26	-.18	-.93**	-			
11. SMI	.08	.50	.10	.00	-.20	.06	-.01	.05	.02	-.16	.51**	-.31	-		
12. Sex	.55	.51	.04	-.06	-.00	.03	.00	-.09	-.03	.02	.23	-.24	-.12	-	
13. Training	.68	.48	-.21	-.26	-.21	-.33	-.32	-.10	-.18	.04	-.29	.28	-.23	.07	-

As it is possible to see, in general, there are no significant correlations between the dependent and independent variables of the present hypotheses. Only some of the subdimensions of transformational leadership are significantly correlated with each other. With an average of 4, articulating a vision increases as showing an appropriate model ($r=.58$; $p < .001$) and Intellectual Stimulation ($r=.63$, $p < .001$) grow. Providing an appropriate model ($M=4.06$) shows also significant positive correlations with other subdimensions: individual support ($r=.695$, $p < .00$) and intellectual stimulation ($r=.45$, $p < .005$). The last two subdimensions, individual support ($M=4.06$) and intellectual stimulation ($M=4.03$) didn't show a significant correlation.

Concerning the gender identity variables, masculinity ($M=5.45$) showed a significant correlation with androgyny ($r=.90$; $p < .001$). Likewise, femininity ($M=5.86$) showed also a significant correlation with androgyny ($r=.44$; $p < .005$). Androgyny had an average of 30.41. This means that the level of androgyny grows as the level of masculinity and femininity grow.

Unexpectedly, it's interesting to notice that all of the dimensions of gender identity (femininity, masculinity and androgyny) were, although not significantly, negatively correlated with the overall score of transformational leadership. This means that the more an individual identifies as more masculine, more feminine or both (being more androgynous) the less it was perceived as being transformational.

Regarding the cultural/consensual stereotypes, in annex, as expected, in general diagnostic ratios associated with items that are part of stereotypes of men were larger than 0, with a mean of 0.08, and those associated with items that are part of the stereotypes of women, were smaller than 0, with a mean of -0.72. When it comes to men's stereotypes, "Forceful" (M=-.08), "Has leadership abilities" (M=-.42) and "Willing to take a stand" (M=-.25) are the only 3 of 10 that were seen as more feminine, with means lower than 0, than masculine. Concerning women's stereotypes, 10 of the 10 original feminine items are still being perceived as more associated with women. These results come hand in hand with the ones obtained by Martin (1987) and shows that, after almost 40 years, the associations that individuals do regarding the roles of men and women haven't vary much.

When it comes to the level of stereotyping (traditionalism) variables, there are no significant correlations between the stereotyping on feminine items and the stereotyping on the masculine items. Moreover, it's interesting to notice that our sample showed, on average, significantly higher levels of traditionalism concerning the feminine items, with a mean of -0.72, than the masculine items, with a mean of 0.08, very close to the neutral point (zero). This means that, on average, our sample is still seeing the roles attributed to women in a significant more conservative way than the ones attributed to men.

Finally, it's curious to highlight that the variable stereotyping on feminine items showed also a significant and negative correlation with masculinity ($r=-.36$; $p < .005$), which indicates that the more an individual identifies as masculine, the more traditional he or she is when perceiving women roles.

5.2. Hypotheses Testing

For the hypothesis testing, all of the statistical procedures and calculations executed are displayed in appendix B. In order to rule out other possible explanations for our results, sex and training in inclusion & diversity were controlled in the analysis at all times. None of our controlling variables showed statistical significance in the analyzed models (Appendix B).

5.2.1. Regressions

To test our first hypothesis, we used a simple regression analysis to analyze the impact of femininity in each subdimension of transformational leadership. Table 5.2 contains the results for each subdimension.

Table 5.2- Regression analysis' results for Hypothesis 1.

Independent Variable		Dependent Variable	R ²	F	Sig.
H1	Femininity (Leader)	Transformational Leadership	.011	1.062	.381
H1a		Identifying and articulating a vision	.084	.831	.489
H1b		Providing an appropriate model	.176	1.918	.150
H1c		Individual Support	.078	.759	.527
H1d		Intellectual Stimulation	.065	.623	.607

Considering these results, it's not possible to support our hypothesis 1. This is the level of femininity in leaders is not positively associated to any of the transformational leadership dimensions.

Finally, a last ANOVA should be conducted to evaluate hypothesis 2, to understand if androgynous leaders are evaluated as more transformational than the non-androgynous ones (feminine, masculine and undifferentiated). Based on the work of Bobko and Schwartz (1984), it's possible to calculate the androgyny index and classify individuals as being androgynous, masculine, feminine or undifferentiated, as it is illustrated in figure 5.1.

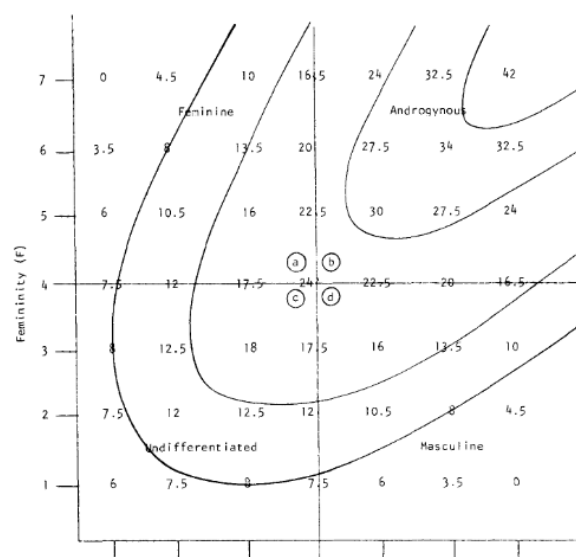


Figure 5.1- Values of Bobko and Schwartz's Androgyny Index

Accordingly, in our sample, all the leaders are classified as androgynous, with the values varying between 23.80 and 38.80. This way, we used a simple regression analysis to understand the impact of the level of androgyny in follower's perception of transformational leadership in leaders.

Results show that the linear model is non-significant ($F= 1.001$; $p= .408$). This way, we cannot argue that androgyny impacts more transformational leadership than other gender identity forms (e.g., masculinity) and, therefore, we don't have statistical evidence that supports our second hypothesis.

5.2.2. Moderation

The goal was to understand if the relationship between androgyny and transformational leadership is moderated by leader's level of traditionalism, controlling the sex and training of individuals (H3). As it's possible to see in table 5.3, the controlling variables don't show any statistical significance. Moreover, hypothesis 3 is not supported, meaning that we cannot affirm the moderation effect of the variable traditionalism in the relationship between androgyny and transformational leadership, as the interval between the lower CI and the upper CI contains the value zero.

Table 5.3- Moderation analysis' results for Hypothesis 3.

Variable	Moderator	Interaction Effect	Lower CI	Upper CI
Androgyny		.007	-.032	.046
Sex	Traditionalism	.066	-.231	.363
Training		-.277	-.600	.045
N=31				

6. Discussion and Conclusion

The main goals of the present study were to investigate whether femininity in leaders increased follower's perception regarding transformational leadership behaviors in each of its sub-dimensions (e.g., intellectual stimulation, individual support) and to analyze if androgynous individuals tend to be evaluated as more transformational than the non-androgynous ones. Furthermore, we tried to ascertain the moderator role of leader's traditionalism in weakening the relationship between their level of androgyny and transformational leadership behaviors.

Firstly, it was not possible to support the hypothesis that the more a leader is feminine the more he/she will be perceived as more transformational. In fact, it's also curious and unexpected that none of the gender identity dimensions (masculinity, femininity and androgyny) were significantly correlated with transformational leadership. These results show that despite the suggestion of past literature that gender identity would have an influence on individual's expression as transformational leaders, this is still an unclear subject, with the need of further studies and explanations.

A possible reason for this outcome might lay in the fact that gender identity, and specifically femininity, can indeed impact leadership as a whole but not particularly transformational leadership nor its dimensions. It might also happen that gender identity can indeed have an influence on transformational leadership, but this doesn't necessarily translate into visible behaviors. This means that gender identity can directly affect an individual's set of traits, but that does not mean that these traits will always translate into observable actions or be perceived by followers in the right way. Recently, the authors Shen and Joseph (2021) argued that the most part of assessments on leadership behaviors have been rooted on evaluations by peers or subordinates, which usually require raters to make evaluations about behaviors in an unclear time period. This has been raising questions regarding the result's reliability, due to the fact that the relationship between leaders and followers is dynamic and socially constructed, and that the perceptions of both leaders and followers influence each other. In this sense, followers' perceptions regarding leader's behaviors are influenced by their own cognitive and emotional processes and can change over time, which can directly impact the outcomes of a study.

Other explanations might lay in the culture of the country, Portugal in our case, and the companies' norms and values, that contribute to the suppression of certain predispositions and the reinforcement of others, resulting in leading behaviors that do not always fit the leader's gender identity, in response to the social stimulus and pressures. A culture is composed by a set

of shared symbols, rituals, values and assumptions that are shared by a group of people and can be an important tool to make predictions and analyze the behaviors of its members, given the high influence it has on individuals (Hofstede Insights, 2020). Even though individuals from the same culture vary from each other and it's important to manage and look to internal characteristics, as gender identity, we should not neglect that people live in a dynamic world composed by internal and external stimulus that are continually influencing each other. The companies' culture and environment (e.g., level of openness, level of hierarchy, dress code), the individual's set of predispositions and experiences (e.g., gender identity, traditionalism) and a particular context (e.g., pandemics) should be all analyzed when trying to set patterns and predict behaviors.

Regarding our second hypothesis, based on the work of Bobko & Schwartz (1984), we were able to qualify each leader's gender identity. Surprisingly, in our sample, all the 31 leaders were classified as androgynous, meaning that it was not possible to evaluate and compare androgynous individuals with non-androgynous ones (e.g., masculine) in terms of transformational leadership. Moreover, results showed a non-significant relationship between androgyny and transformational leadership, not being possible to support hypothesis 2. However, this is still an interesting result, finding that all the leaders highly identify themselves with what has been seen as masculine and feminine attributes simultaneously, and can be an indicator of an evolution in the way that people are dealing with gender roles these days. The social evolution of gender roles (Gershuny, 2003; Sayer, 2005; Spence & Hahn, 1997), and the increase in the number of women in leadership positions in the last years, resulting in changes in leader prototypes- that is becoming less masculine and more androgynous over time (Powell & Anthony Butterfield, 2015) can be valid explanations for this findings. Also, the high levels of academic qualifications found in our sample (almost all leaders have at least a bachelor's degree), can also have contributed to the deconstruction of traditional views regarding gender roles in our leaders, changing the way they allow themselves to openly express more masculine and feminine attributes.

In addition, concerning the outcome of our first hypotheses, a plausible perspective that can justify the insignificant and negative correlation between the gender identity dimensions (femininity and androgyny) and the perspective of followers on transformational leadership behaviors, is the distinction of positive and negative traits that constitute femininity, masculinity and, therefore, androgyny, being that not only the positive ones will enter into action. When predicting that femininity and androgyny would have a positive relationship with transformational leadership, we mainly focused on the advantages of displaying more feminine

and/or masculine attributes, depending on the context, and the impact that these would have on leadership. However, Woodhill and Samuels (2004) started to differentiate the positive androgyny, composed by a set of desirable traits of both genders, from the negative androgyny, composed by the undesirable ones. According to the authors, desirable traits can be assumed as, for example, compassion and ambition, for femininity and masculinity, respectively, and the undesirable ones can be, for example, submissiveness for femininity and aggressiveness for masculinity. Nonetheless, it's important to highlight that the goal of this work is not to declare a fixed list of desirable and undesirable traits for both men and women, instead, it's to set the idea that there are certain traits beneficial for a specific situation or context and others that are preferable for other situations.

This is interesting because we should not neglect the fact that despite the high level of androgyny demonstrated by an individual, it doesn't tell whether this individual combines the virtuous or the failing traits of each gender and in which proportion. A person can be classified as androgynous by displaying many feminine traits considered undesired to a situation and many undesired masculine traits. On the other hand, another person can be classified as androgynous by displaying desirable masculine and feminine traits. Two individuals can have the same level of androgyny, but it might be too broad and hasty to make predictions on his or her tendency to be perceived as more or less transformational. Also, the same authors argue that if an androgynous individual has too many desirable feminine and masculine traits, it can lead to a point of inconsistency and unpredictable personalities, which doesn't seem to fit in the picture of safety and role models that usually transformational leaders provide to followers.

In our case, it's possible that our leaders, all classified as androgynous, could be displaying undesirable traits in a higher proportion than the desirable ones, lacking in the traits that would fit more in their current managerial context, or even that these high values on androgyny are resulting in inconsistent and uncertain perceived leadership behaviors more often than transformational behaviors (well adapted and efficient to each situation).

With our third hypothesis, we expected that the level of traditionalism of a leader, this is, the extent to which a leader sees gender roles in a more traditional perspective, would produce an impact in terms of behaving more in conformity with the assigned roles for his or her biological sex. Therefore, we expected that traditionalism would moderate the relationship between his or her personal identification with both masculine and feminine attributes (level of androgyny) with transformational leadership, specially because it would diminish the set of behaviors and potentialities that do not conform with the attributed sex. However, the effect of this moderation was not significant. We also saw that, even though almost 40 years have passed

since Martin's (1987) findings, our sample is still highly traditional in the way it's perceiving gender roles these days, specially when it comes to feminine items and that the more an individual identifies as masculine the more conservative results he shows regarding women roles.

These last findings don't seem to follow the same direction of what we verified regarding the level of qualifications of our leaders and the fact that they all identify as androgynous. In a certain way, the fact that our sample of leaders has high levels of qualifications and identify both with feminine and masculine traits gave us the perception of less traditional points of view regarding gender. However, when we look at the levels of traditionalism, results are not in accordance. This makes us consider that education and training regarding topics of gender stereotypes, diversity and inclusion, should not stop after school graduation and that companies are probably lacking in providing appropriate training on the subject to their employees. On this topic, our sample results can be alarming: 68% of leaders have never received any training on diversity/gender stereotypes.

A possible interpretation for this outcome might lay in the social identity (e.g., workplace identity) vs identity confrontation (Morgenroth et al., 2020). This means that, the same individual can construct a workplace identity, acting in a way that is more in conformity with the organizational culture, expectations and context than with her or his gender identity (e.g., feminine, androgynous) or traditionalism.

Our non-significant and apparently contradictory results (high levels of traditionalism and high levels of androgyny) might come from different sources of roles. In fact, we aimed at evaluating gender identity and level of traditionalism in a personal/general context and transformational leadership in a professional context. Nevertheless, it's hard to control if leader's answers regarding their views about genders roles and their self-identification with them were somehow biased by their workplace identity instead of being 100% in accordance with their personal self. In this sense, instead of only looking to gender identity and traditionalism, it would be relevant to evaluate the dimensions of social identity (e.g., workplace identity) and the level of conflict it has with other identity categories of individuals (e.g., gender identity) when trying to make predictions on behaviors at professional life (e.g., transformational leadership behaviors). Once again, this can explain the possibility that we are in the presence of invisible manifestations, where leaders, despite being traditional, might adjust their actions to the culture and level of openness in the company.

6.1. Limitations and Future Research

As with every empirical investigation, this work also comes with some limitations that should be mentioned. For each mentioned limitation we will try to make critical suggestions that can be relevant for future research.

Firstly, outcomes should be weighed carefully considering the nature of the sample. Despite the 116 responses, the results and the level of significance could be different with a superior number of participants. Although our sample benefits from its heterogeneity, being composed by respondents from diverse types of organizations and positions, with a significant tenure in the same position, this can also lower chances of finding clear results, ending up with non-significant results for our theoretically supported hypotheses. Future research can replicate these findings using a larger sample and a more controlled context (e.g., single organization, single industry).

Furthermore, the timing of the sample collection might as well play an important role in terms of results. The fact that the data collection was made in the same moment and, particularly, in a controversial timing for companies due to the Covid-19 pandemic, could have influenced the leader's efficiency and also the follower's perceptions of their leaders' behaviors (e.g., with the increase of virtual work). This way, it would be relevant to study the same parameters in two different times (e.g., in the beginning and in the end of a year) and, even if that's not the case, collect data in a post pandemic context to see if the results would follow the same tendency.

Another limitation of this study can be the fact that leaders chose followers randomly to participate in our study, which can bring sampling bias and range restriction (an average of 2,74 subordinates per leader).

Moreover, the use of a self-reported metrics when collecting answers could also have impacted the results, being more susceptible to social desirability bias (Podsakoff et al., 2003). We tried to overcome that issue by collecting anonymous answers from different sources (leaders and followers), asking followers to evaluate their leader's predisposition for being more transformational instead of asking leaders itself. However, specially in times of the pandemic, it might be the case that the followers are sub-evaluating or mis understanding their leaders. Past studies mainly analyzed transformational leadership before the pandemic started and there is no relevant research yet on how leadership is changing these days and what should be adapted in traditional scales to measure leadership styles, as transformational leadership.

When it comes to gender identity, a self-reported metric was used, what might have influenced leader's to be biased in their self-evaluations, due to more socially desirable or more work identity related responses. This way, it would be interesting to compare the leader's self-evaluation as transformational leader with the followers' perceptions and understand if there was a significant difference. It would also be interesting to analyze the work identity of individuals, that can be different and somehow opposite to the gender identity. Further studies and companies should investigate this, not only because it might lead to more reliable predictions of behaviors at work, but also because of the conflict it can cause to an individual to separate too much its non-work identity from work identities, affecting the work-life balance and the individual's well-being in the workplace (Ahlqvist et al., 2013; Hirsh & Kang, 2016).

Furthermore, to overcome these bias limitations in future studies, we recommend the usage of technology (e.g., record communication patterns, sensors that measure movement and speech) when evaluating behaviors. This way it's possible to make more objective evaluations of behaviors, avoiding the subjective patterns of human raters (Turban, Freeman, & Waber, 2017) and bringing important and disruptive findings to the subject.

Also, future research is needed with more emergent types of leadership (e.g., e-leadership) when analyzing the relationship with gender identity, or, at least, some adjustments, should be accounted on scales, to overcome the context of pandemics and scales limitations.

Concerning the short version of the Bem's (1981) Sex-Role model when measuring leader's gender identity, despite being a popular metric in the field, it's relatively old and it might be the case that it's starting to become outdated, using attributes that do not currently fit the masculine and feminine images, or even that it's not suitable for the Portuguese culture, being originally created for the American context. For future applications of the Bem inventory for the Portuguese population, it would be beneficial for gender identity studies an intervention and revision of this scale. Also, when it comes to androgyny, we highly suggest that future studies should use positive and negative attributes of femininity and masculinity in the same proportion and that a distinction from desirable androgyny and undesirable androgyny is made, applied to a context/culture. Woodhill and Samuels (2004) recommend other gender measures, like the EPAQ (Extended Personal Attributes Questionnaire), that are capable of capturing positive and negative femininity, masculinity and, with simple adaptations, also positive and negative androgyny.

Therefore, it's possible to understand that gender is still a very complex subject, composed by a set of social patterns and reinforced across a series of social practices that occur both outside and inside of an organization. Despite the attention we gave when analyzing

individual levels of gender identity and traditionalism, we understood the strength that traditionalism and cultural stereotypes still have these days and, this way, future studies should also take into account social and organizational systems.

6.2. Practical and Theoretical Implications

To finalize this work, we would like to set some practical implications to the real world, from the outcome of this study.

Firstly, we reinforce the idea that companies need to invest in Training in Diversity & Inclusion and gender stereotypes (e.g., sharing of knowledge, case studies, exercises) for their employees. Aligned with the training comes a communication strategy, capable of making available tools, results of the case studies, experiences of other members of the company or community. This can raise the levels of awareness and sensitivity to the subject in individuals, promote a more open, safe and flexible environment for leaders, subordinates and peers to express themselves in a more truthful way, causing less internal conflict of inside and outside of work identities and, therefore, promote work life balance and well-being. In fact, organizations that aim to improve work-life balance, instead of only focusing in balancing the time of individuals, should make active choices that allow employees' diverse set of identities to fit in the created work identities (Morgenroth et al., 2020). We also suggest training to followers about bias of perception of their leader to avoid prejudice against leaders. This can lead androgynous and non-androgynous leaders to know themselves better and to better allocate their set of predispositions to specific contexts, without the fear of judgments.

We believe that the image of femininity and masculinity, as other cultural components, are socially constructed and vary over time. In a long-term perspective, these trainings can contribute to a more inclusive culture in the company and in the country, where companies play important roles.

Furthermore, to effectively manage individuals in a company and, particularly, teams, it's important to access each employee personality patterns, needs, potentialities and goals, and well-being. With the outcomes of this study, we highly recommend that companies, more than managing the sex, start to pay attention to the gender identity of individuals and, as importantly, to their work identities, and how comfortable they feel in displaying both identities. Recruitment processes might also benefit from work identities assessments aligned with personality tests, to better understand if candidates have the required characteristics and behavioral predispositions for a particular position.

Investments in diversity & inclusion should also integrate other relevant subjects besides gender, like cultural management, specially in a world that is becoming more connected than ever. Training aligned with the contact with different perspectives and cultures (e.g., working in a multicultural environment) can increase the levels of diversity & inclusion, which can work as an important competitive advantage for companies these days.

To finalize, we recommend companies to start using emergent technologies (e.g., record communication patterns, measure movement and speech) to continually measure certain key indicators of behaviors, the presence of gender stereotypes and prejudice in decision making, among others (Turban et al., 2017). These tools can help companies access potential issues and bias and develop better internal policies to protect their employees. To avoid potential biases in decision making it's important to focus on promotions and recruitment processes that allow more equalitarian and less gendered decision making. Moreover, it's relevant to refer that every time a company implements a new solution, it should measure the outcomes of behaviors and progress in the office and then make possible adjustments.

Thereby, organizations and leaders can set specific needs of training and educating of their employees, manage possible undesirable behaviors, and recognize and reinforce good examples to, step by step, build a more inclusive environment and be positive and active actors in their communities (Turban et al., 2017).

6.3. Conclusion

When observing the analyzed relationships between gender identity and transformational leadership and the moderation role of leader's traditionalism, we can conclude that despite the fact that it was not possible to support none of our hypothesis, results are still alarming and relevant to better understand what can be interfering with leader's behaviors nowadays and what can companies do to prevent and to overcome certain challenges. On one hand, all leaders identified as androgynous, what might be representative of gender roles evolution and suggests that companies should redesign internal policies and culture, to follow the same direction. On the other hand, in general, leaders also showed high levels of traditionalism in the way they are still perceiving gender roles, specially the feminine ones. These apparently contradictory results can be a symptom of an existing conflict between individuals' personal identity (e.g., personality) with their work identity- created to accomplish social and professional expectations. In this sense, organizations should create new ways of tracking their employee's behaviors and traits (e.g., new technologies), to both find training needs and prevent possible

issues (e.g., prejudice against women leaders, biases in recruitment) and to increase individuals' work life balance in the workplace and the diversity and inclusion in the company.

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Appendixes

Appendix A- Questionnaire

Questionnaire 1 (Leader)

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Caro participante,

Gostaríamos desde já, agradecer pelo tempo disponibilizado na participação deste questionário, que será parte fundamental na nossa dissertação de mestrado sobre o papel do género na recuperação após um dia de trabalho e na liderança, bem como, o papel do líder no work engagement (estado psicológico positivo relacionado com o trabalho, sendo caracterizado pelo vigor, dedicação e absorção) dos colaboradores num contexto virtual.

O tempo de resposta ao questionário não será superior a 15 minutos.

A sua participação é muito importante para nós, sendo crucial que leia todas as questões com muita atenção e que responda o mais genuinamente possível, tendo em conta que não existem respostas certas ou erradas.

De destacar que todas as respostas são anónimas e os dados serão usados exclusivamente para fins académicos.

**Para qualquer esclarecimento adicional acerca do estudo, por favor, contacte patricia_costa@iscte-iul.pt,
clss@iscte-iul.pt ou mslss1@iscte-iul.pt.**



Por favor, responda com a maior espontaneidade possível.

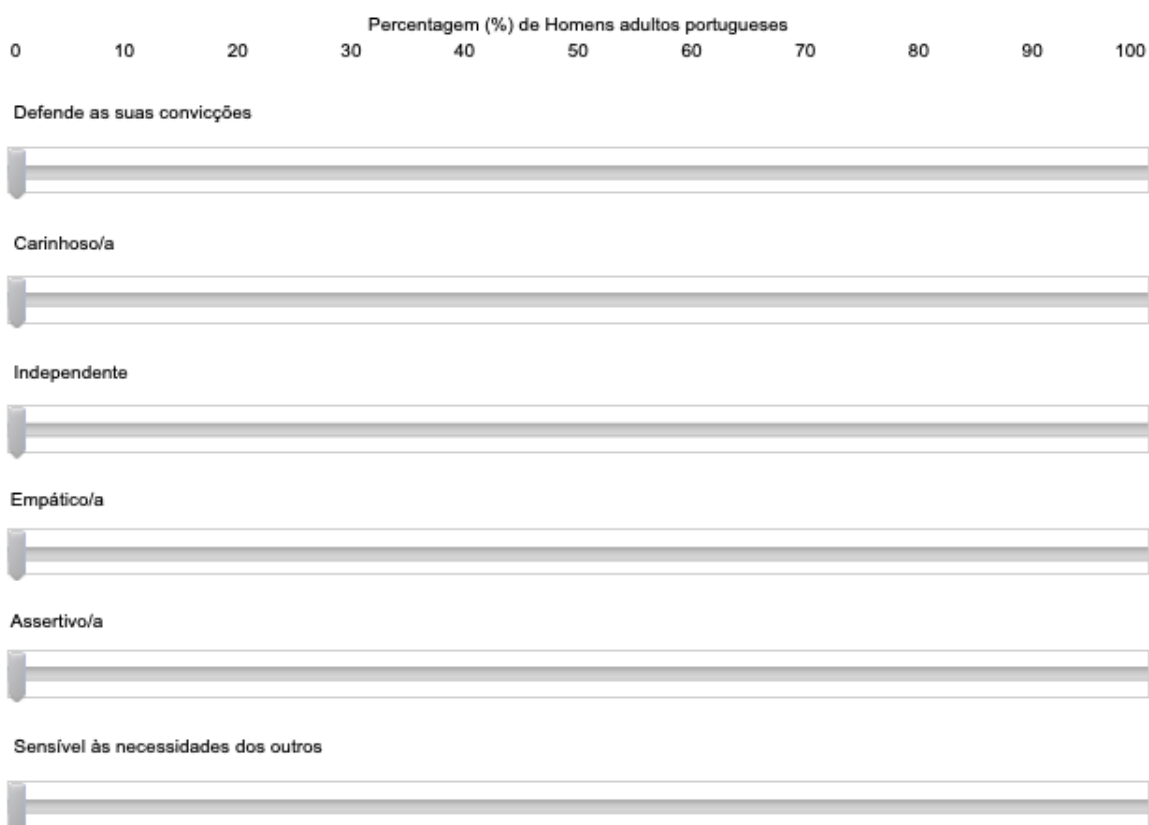
Indique até que ponto as seguintes características descrevem o seu comportamento como pessoa.

	Nunca	Raramente	Neutro	Frequentemente	Sempre
Defende as suas convicções	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carinhoso/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empático/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertivo/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensível às necessidades dos outros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalidade forte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compreensivo/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tem compaixão	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tem competências de liderança	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Com vontade de cuidar dos sentimentos dos outros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposto/a a correr riscos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caloroso/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delicado/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposto/a a tomar uma posição	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adora crianças	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agressivo/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gentil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pense nas seguintes características apresentadas e faça a sua estimativa, em percentagem (%), sobre a quantidade de Homens adultos portugueses com cada uma.

Nota: Para cada traço de personalidade, o valor é atribuído em percentagem. Atribuindo 0% significa que considera que nenhum homem adulto português apresenta determinada característica e, por outro lado, uma percentagem de 100% significa que considera que todos os homens adultos portugueses possuem essa mesma característica.

Relembramos que não existem respostas certas ou erradas.



Personalidade forte

Compreensivo/a

Forte

Tem compaixão

Tem competências de liderança

Com vontade de cuidar dos sentimentos dos outros

Disposto/a a correr riscos

Caloroso/a

Dominante

Delicado/a

Disposto/a a tomar uma posição

Adora crianças

Agressivo/a

Gentil

Pense agora nas seguintes características apresentadas e faça a sua estimativa, em percentagem (%), sobre a quantidade de Mulheres adultas portuguesas com cada uma.

Nota: Para cada traço de personalidade, o valor é atribuído em percentagem. Atribuindo 0% significa que considera que nenhuma mulher adulta portuguesa apresenta determinada característica e, por outro lado, uma percentagem de 100% significa que considera que todas as mulheres adultas portuguesas possuem essa mesma característica.

Relembramos que não existem respostas certas ou erradas.

0 10 20 30 40 50 60 70 80 90 100
Percentagem (%) de Mulheres adultas portuguesas

Defende as suas convicções

Carinhoso/a

Independente

Empático/a

Assertivo/a

Sensível às necessidades dos outros

Personalidade forte

Compreensivo/a

Forte

Tem compaixão

Tem competências de liderança

Com vontade de cuidar dos sentimentos dos outros

Disposto/a a correr riscos

Caloroso/a

Dominante

Delicado/a

Disposto/a a tomar uma posição

Adora crianças

Agressivo/a

Gentil

ISCTE  Instituto Universitário de Lisboa

Sexo

- Masculino
- Feminino

Idade

- 20-30
- 31-40
- 41-50
- 51-60
- 61-71

Estado Civil

- Solteiro/a
- Casado/a ou a viver em união de facto (inclui coabitação sem vínculo legal ou contributivo)
- Viúvo/a
- Divorciado/a

Por favor, indique o número de filhos (No caso de não ter filhos, coloque 0)

Habilitações Académicas (Grau de escolaridade que efetivamente completou)

- 1º Ciclo (4º ano)
- 2º Ciclo (6º ano)
- 3º Ciclo (9º ano)
- Secundário (12º ano)
- Licenciatura
- Mestrado
- Doutoramento

Focando-se agora na sua situação laboral e função como líder desta equipa, responda às seguintes questões.

Setor de Atividade

- Saúde
- Educação
- Turismo
- Moda
- Serviços de alimentação
- Restauração
- Logística e Transporte
- Indústria de base tecnológica
- Banca e Seguros
- Ciência e Investigação
- Consultoria e Auditoria
- Gestão
- Outros

Tipo de contrato de trabalho e horas de trabalho por semana

- Full-Time (Tempo inteiro e cerca de 40h de trabalho por semana)
- Part-Time (Tempo parcial e cerca de 20h de trabalho por semana)
- Outro. Especifique

Qual a melhor opção para descrever o seu horário de trabalho?

- Horário fixo (As mesmas horas por dia)
- Horário rotativo (Por exemplo: trabalhar no turno da manhã uns dias e no turno da tarde outros dias)
- Horário irregular (Carga horária imprevisível dependendo das situações e da quantidade de trabalho)

Há quantos anos assume o atual cargo de liderança?

Nível de liderança que desempenha dentro da empresa/organização?

- Supervisor (Responsável por supervisionar o trabalho de um grupo de pessoas)
- Gestor (Nível intermédio)
- Diretor (Decisões estratégicas e a nível organizacional)
- Outro. Especifique

Número de pessoas que compõem a sua equipa

- 3-5
- 6-10
- 11-20
- Outro. Especifique

Há quanto tempo trabalha com a sua equipa?

- Menos de 1 ano
- 1-4 anos
- 4-6 anos
- 6-8 anos
- 9 anos ou mais

Por último, em relação a formações e líderes que tem tido ao longo da sua vida profissional, por favor responda.

Ao longo da sua vida profissional, já foi mais vezes liderado por:

- Homens
- Mulheres

Já recebeu ou participou em Formações/Workshops sobre Diversidade e/ou Estereótipos de Género?

- Sim (Em contexto profissional)
- Sim (Em contexto pessoal)
- Não

Já teve experiências positivas com mulheres líderes no passado?

- Sim
- Não
- Nunca fui liderado por uma mulher

Antes de terminar, de forma a conseguirmos emparelhar as respostas das equipas (líder e colaboradores) pedimos que insira no espaço abaixo os emails dos seus colaboradores (pelo menos 4). Uma vez que, para a conclusão deste estudo, iremos também enviar-lhes um questionário. Nota: Coloque os vários emails dentro da caixa de texto abaixo.

Escreva, por favor, no espaço abaixo um código anónimo criado por si. Este, deverá ser composto pela primeira letra do primeiro nome da sua empresa, seguido da primeira letra do seu nome e posteriormente, pela sua idade.

Por exemplo, se o primeiro nome da sua empresa for "Wonderlust", o seu primeiro nome for "Luís" e a sua idade atual for "45 anos", o código da sua equipa será portanto: WL45

Este código é de extrema importância para emparelhar os dados da equipa, sem descurar o anonimato.



Questionnaire 2 (Subordinates)

ISCTE  **Instituto Universitário de Lisboa**

Caro participante,

Gostaríamos desde já, agradecer pelo tempo disponibilizado na participação deste questionário, que será parte fundamental na nossa dissertação de mestrado sobre o papel do género na recuperação após um dia de trabalho e na liderança, bem como, o papel do líder no work engagement (estado psicológico positivo relacionado com o trabalho, sendo caracterizado pelo vigor, dedicação e absorção) dos colaboradores num contexto virtual.

O tempo de resposta ao questionário não será superior a 15 minutos.

A sua participação é muito importante para nós, sendo crucial que leia todas as questões com muita atenção e que responda o mais genuinamente possível, tendo em conta que não existem respostas certas ou erradas.

De destacar que todas as respostas são anónimas e os dados serão usados exclusivamente para fins académicos.

Para qualquer esclarecimento adicional acerca do estudo, por favor, contacte patricia_costa@iscte-iul.pt, clsss@iscte-iul.pt ou mslss1@iscte-iul.pt



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De forma a que posteriormente seja possível emparelhar as respostas das equipas (líder e colaboradores) pedimos que insira no espaço abaixo o código que lhe foi fornecido no email.

De seguida, tenha em consideração o/a líder da sua equipa (isto é, a pessoa responsável por liderar ou definir o departamento ou área da sua equipa) e as afirmações apresentadas, assinalando, por favor, o grau de concordância com as mesmas.

	Discordo totalmente	Discordo	Não concordo nem discordo	Concordo	Concordo totalmente
O/a líder está sempre à procura de novas oportunidades para a organização	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder inspira outras pessoas com os seus planos para o futuro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder é capaz de fazer com que os outros se comprometam com as suas aspirações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
É um/a líder que não só "diz", como também "faz"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder providencia um bom modelo para seguirmos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lidera pelo exemplo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder tem em consideração as nossas necessidades pessoais na maneira como se comporta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder não tem consideração pelos nossos sentimentos pessoais	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder mostra respeito pelos nossos sentimentos pessoais	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder desafia-nos a olhar de uma nova forma para problemas antigos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder estimula-nos a repensar em novas maneiras de fazer as coisas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O/a líder tem ideias que nos desafiam a reexaminar algumas suposições básicas acerca do nosso trabalho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sexo

- Masculino
 Feminino

Idade

- 20-30
 31-40
 41-50
 51-60
 61-71

Habilitações Acadêmicas (Grau de escolaridade que efetivamente completou)

- 1º Ciclo (4º ano)
- 2º Ciclo (6º ano)
- 3º Ciclo (9º ano)
- Secundário (12º ano)
- Licenciatura
- Mestrado
- Doutoramento

Setor de Atividade

- Saúde
- Educação
- Turismo
- Moda
- Serviços de alimentação
- Restauração
- Logística e transporte
- Indústria de base tecnológica
- Banca e Seguros
- Ciência e Investigação
- Consultoria e auditoria
- Gestão
- Outro. Especifique

Tipo de contrato de trabalho

- Full-Time (Tempo inteiro e cerca de 40h de trabalho por semana)
- Part-Time (Tempo Parcial e cerca de 20h de trabalho por semanal)
- Outro. Especifique

Qual a melhor opção para descrever o seu horário de trabalho?

- Horário fixo (As mesmas horas por dia)
- Horário rotativo (Por exemplo: trabalhar no turno da manhã uns dias e no turno da noite outros dias)
- Horário irregular (Carga horária imprevisível dependendo das situações e da quantidade de trabalho)

Número de pessoas que compõem a sua equipa

- 3-5
- 6-10
- 11-20
- Outro. Especifique

Há quanto tempo trabalha com a sua equipa

- menos de 1 ano
- 1-4 anos
- 4-6 anos
- 6-8 anos
- 9 anos ou mais

Appendix B- Statistical procedures for the testing of the hypotheses

Hypothesis 1- Transformational leadership differ according to level of femininity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.325 ^a	.106	.006	.37818

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.456	3	.152	1.062	.381 ^b
	Residual	3.861	27	.143		
	Total	4.317	30			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.476	.693		6.456	.000
	F	-.046	.113	-.076	-.410	.685
	Training	-.264	.148	-.331	-1.783	.086
	Sex Dummy Variable	.019	.137	.025	.138	.891

H1a: Identifying and articulating a vision differs according to level of femininity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.291 ^a	.084	-.017	.32983

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.271	3	.090	.831	.489 ^b
	Residual	2.937	27	.109		
	Total	3.208	30			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.225	.605		-.372	.713
	F	.111	.099	.211	1.125	.271
	Training	.048	.129	.070	.374	.711
	Sex Dummy Variable	.123	.119	.190	1.028	.313

H1b: Providing an appropriate model differs according to level of femininity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419 ^a	.176	.084	.49573

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.414	3	.471	1.918	.150 ^b
	Residual	6.635	27	.246		
	Total	8.049	30			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.112	.909		-.123	.903
	F	.073	.149	.087	.490	.628
	Training	-.014	.194	-.013	-.074	.942
	Sex Dummy Variable	.417	.180	.407	2.323	.028

H1c: Individual support differs according to level of femininity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.279 ^a	.078	-.025	.40165

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.367	3	.122	.759	.527 ^b
	Residual	4.356	27	.161		
	Total	4.723	30			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.175	.736		-.238	.814
	F	.110	.120	.172	.912	.370
	Training	.184	.157	.221	1.170	.252
	Sex Dummy Variable	.077	.145	.098	.526	.603

H1d: Intellectual stimulation differs according to level of femininity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.254 ^a	.065	-.039	.32460

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.197	3	.066	.623	.607 ^b
	Residual	2.845	27	.105		
	Total	3.042	30			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.372	.595		-.625	.537
	F	.129	.097	.252	1.329	.195
	Training	.048	.127	.072	.381	.706
	Sex Dummy Variable	.026	.118	.041	.218	.829

Hypothesis 2- Transformational leadership differ according to level of androgyny

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.316 ^a	.100	.000	.37934

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.432	3	.144	1.001	.408 ^b
	Residual	3.885	27	.144		
	Total	4.317	30			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.220	.553		7.634	.000
	Training	-.253	.146	-.317	-1.729	.095
	Sex Dummy Variable	.016	.137	.022	.120	.906
	A	-.001	.018	-.008	-.043	.966

Hypothesis 3- Traditionalism moderates the relationship between androgyny and transformational leadership

Model Summary							
	R	R-sq	MSE	F	df1	df2	p
	.3958	.1566	.1456	.9287	5.0000	25.0000	.4792

Model							
	coeff	se	t	p	LLCI	ULCI	
constant	4.1947	.1405	29.8615	.0000	3.9054	4.4840	
A	.0069	.0189	.3660	.7174	-.0319	.0457	
Trad	-.0574	.0711	-.8063	.4277	-.2039	.0892	
Int_1	-.0133	.0137	-.9663	.3432	-.0416	.0150	
Sex_	.0662	.1443	.4587	.6504	-.2310	.3634	
Training	-.2774	.1567	-1.7700	.0889	-.6002	.0454	

Appendix C- Auxiliar calculations

Calculating Masculinity, Femininity and Androgyny

Lider	Q3_1	Q3_2	Q3_3	Q3_4	Q3_5	Q3_6	Q3_7	Q3_8	Q3_9	Q3_10	Q3_11	Q3_12	Q3_13	Q3_14	Q3_15	Q3_16	Q3_17	Q3_18	Q3_19	Q3_20	Masculinity (M)	Femininity (F)	M-F	Androgyny
AJ34	5,5	7	5,5	7	5,5	7	7	7	7	7	7	7	7	7	7	7	7	7	2,5	7	6,1	7,0	0,9	33,4
AM41	7	7	7	7	7	7	7	7	7	7	7	7	7	7	5,5	7	7	4	4	7	6,6	6,7	0,2	38,8
AM42	7	7	7	7	7	7	7	7	5,5	7	5,5	7	7	7	1	5,5	7	7	1	7	5,5	6,9	1,4	28,7
DA37	5,5	4	5,5	5,5	5,5	7	7	7	7	5,5	5,5	5,5	5,5	5,5	5,5	7	7	7	2,5	5,5	5,7	5,8	0,1	33,5
EF30	7	4	5,5	4	5,5	5,5	5,5	5,5	5,5	5,5	5,5	4	5,5	4	4	5,5	7	7	4	5,5	5,5	5,1	0,5	29,3
FJ40	7	5,5	7	7	5,5	5,5	5,5	7	5,5	7	7	4	4	4	5,5	5,5	5,5	7	2,5	5,5	5,5	6,1	0,6	31,3
FV36	5,5	4	5,5	5,5	5,5	5,5	2,5	5,5	5,5	5,5	5,5	7	5,5	4	2,5	2,5	5,5	5,5	2,5	5,5	4,6	5,1	0,5	26,8
HH47	7	5,5	5,5	5,5	7	7	7	7	7	5,5	7	5,5	5,5	5,5	5,5	5,5	5,5	5,5	2,5	5,5	6,0	5,8	0,2	34,4
HP46	7	5,5	7	7	5,5	7	7	7	5,5	7	5,5	7	7	7	7	5,5	7	4	2,5	5,5	6,1	6,3	0,2	36,1
HT43	5,5	7	7	7	5,5	7	7	7	7	7	7	7	5,5	7	7	7	7	7	1	7	6,0	7,0	1,1	32,1
HT57	5,5	5,5	5,5	5,5	5,5	7	4	7	5,5	4	5,5	5,5	5,5	7	2,5	5,5	5,5	4	1	5,5	4,6	5,7	1,1	25,4
IA43	7	4	5,5	7	5,5	7	5,5	5,5	4	7	5,5	4	5,5	5,5	4	4	5,5	5,5	2,5	5,5	5,1	5,5	0,5	29,3
IHS0	5,5	5,5	5,5	5,5	5,5	7	7	5,5	7	5,5	7	5,5	7	5,5	5,5	5,5	5,5	7	2,5	7	5,8	6,0	0,2	34,4
IJ37	5,5	5,5	5,5	5,5	5,5	5,5	2,5	5,5	4	5,5	5,5	5,5	4	5,5	2,5	5,5	5,5	2,5	2,5	5,5	4,3	5,2	0,9	24,2
IS35	7	5,5	5,5	5,5	7	7	5,5	5,5	5,5	7	5,5	7	5,5	5,5	1	5,5	7	7	1	5,5	5,1	6,1	1,1	27,6
IV30	5,5	5,5	5,5	5,5	4	7	5,5	5,5	4	5,5	4	5,5	5,5	5,5	4	4	5,5	4	2,5	5,5	4,6	5,4	0,8	26,1
JA40	7	4	7	7	5,5	7	5,5	7	5,5	5,5	7	4	5,5	4	5,5	4	5,5	7	4	4	5,8	5,4	0,5	30,9
LM31	7	4	5,5	7	2,5	5,5	4	5,5	4	5,5	5,5	5,5	2,5	5,5	4	2,5	5,5	5,5	2,5	4	4,3	5,1	0,8	24,5
LP26	5,5	5,5	5,5	7	4	5,5	4	5,5	5,5	7	5,5	5,5	4	5,5	4	5,5	5,5	4	2,5	5,5	4,6	5,7	1,1	25,4
MF62	7	5,5	5,5	7	5,5	5,5	7	7	5,5	7	7	7	5,5	5,5	5,5	5,5	7	7	4	7	6,0	6,4	0,5	34,3
NT36	7	5,5	5,5	7	5,5	7	7	5,5	5,5	5,5	5,5	5,5	7	5,5	5,5	5,5	5,5	7	4	7	5,8	6,1	0,3	33,9
PA34	5,5	5,5	5,5	5,5	5,5	5,5	5,5	5,5	4	5,5	4	5,5	5,5	5,5	4	5,5	7	7	2,5	4	4,9	5,5	0,6	28,1
PP39	7	7	5,5	5,5	5,5	7	7	7	7	7	7	7	7	7	7	5,5	7	7	2,5	7	6,3	6,7	0,5	35,9
SF34	5,5	2,5	4	7	4	7	7	7	5,5	5,5	7	7	2,5	5,5	7	2,5	7	7	5,5	4	5,5	5,5	0,0	33,0
SL21	5,5	5,5	5,5	7	2,5	7	5,5	7	5,5	7	5,5	7	7	7	5,5	7	5,5	7	1	7	4,9	6,9	2,0	23,8
SM24	7	5,5	5,5	7	5,5	5,5	5,5	5,5	7	7	5,5	5,5	5,5	5,5	5,5	5,5	7	7	2,5	5,5	5,7	6,0	0,3	33,1
SS44	5,5	5,5	5,5	5,5	4	5,5	5,5	5,5	4	5,5	5,5	5,5	5,5	4	4	5,5	7	7	2,5	5,5	4,9	5,5	0,6	28,1
TJ27	7	5,5	7	5,5	7	5,5	7	5,5	5,5	5,5	5,5	4	4	4	7	5,5	5,5	7	1	5,5	5,7	5,4	0,3	31,4
Tr39	5,5	4	5,5	4	5,5	7	7	7	5,5	5,5	5,5	5,5	4	4	5,5	4	5,5	5,5	4	4	5,4	5,1	0,3	29,6
TR43	7	5,5	5,5	7	5,5	4	5,5	5,5	7	4	5,5	4	5,5	4	5,5	5,5	7	5,5	4	5,5	5,8	5,1	0,8	28,5
uj48	7	5,5	5,5	5,5	7	5,5	7	5,5	5,5	7	7	5,5	5,5	5,5	5,5	5,5	7	4	5,5	5,5	6,3	5,5	0,8	30,8

Calculating Diagnostic Ratios and Cultural Stereotypes

Leader	DiagRatio_Defen deConvicções	DiagRatio_Carinhos/ a	DiagRatio_Independen t	DiagRatio_Empático	DiagRatio_Assertivo	DiagRatio_SensívelN ecessidadesOutros	DiagRatio_Pers onalidadeForte	DiagRatio_Co mpreensivo	DiagRatio_Fort e	DiagRatio_Te mCompaixão	DiagRatio_TemCo mpetênciasLideran ça	DiagRatio_ComVontadeCu larSentimentosOutros	DiagRatio_Dispos toaCorrerRiscos	DiagRatio_Caloroso/a	DiagRatio_Dominante	DiagRatio_Delicado	DiagRatio_Disposto ATomarumaPosiã o	DiagRatio_A doraCrianças	DiagRatio_Agressiv o	DiagRatio_Gentil
AJ34	0,06	-0,55	-0,10	-0,54	-0,12	-0,04	-0,05	-0,59	-0,09	-0,33	-0,44	-0,73	0,13	-0,06	0,24	0,09	0,08	-0,86	0,57	-0,12
AM41	0,43	-0,67	5,00	-1,50	-1,50	-1,50	2,00	-1,50	0,00	-1,50	-2,50	-2,50	1,57	-1,50	1,57	-1,25	1,00	-8,00	1,57	-0,67
AM42	0,00	0,01	0,01	-0,37	-0,15	-0,45	0,43	-0,13	-0,15	0,13	0,00	-0,40	-0,20	-0,40	0,02	-0,42	-0,42	-0,84	0,00	-0,13
DA37	0,00	-0,33	0,21	-0,11	0,00	-0,28	0,41	-0,07	0,07	-0,17	0,02	-0,17	-0,25	-0,15	-0,01	-0,10	-0,02	-0,24	-0,39	-0,19
EF30	-0,25	-0,27	-0,25	0,33	0,14	-0,25	0,00	0,00	0,00	-0,64	0,00	-1,00	0,40	0,40	0,40	-1,50	-0,25	-0,02	0,50	-0,67
FJ40	0,67	0,15	0,00	-0,06	0,25	-0,37	0,05	-0,08	0,37	-0,09	-0,06	-0,83	0,31	0,37	0,64	-1,11	0,18	-0,04	-0,08	-0,33
FV36	0,05	-0,06	-0,21	-0,55	-0,59	-0,65	0,03	-0,05	-0,02	-0,35	-0,87	-0,92	-1,34	0,00	-0,13	-0,95	-0,95	0,14	0,03	-0,11
HH47	-0,14	-0,18	-1,04	-0,52	-1,73	-0,47	0,06	0,06	0,11	-0,64	0,01	-0,17	-2,04	-0,97	-0,95	-0,74	-1,48	0,17	-0,62	-0,33
HP46	-0,08	-0,88	0,15	-0,33	0,00	-1,13	0,14	-0,25	0,00	-0,45	-0,17	-1,14	1,67	0,33	0,17	-0,75	0,00	-0,33	0,44	-0,27
HT43	0,00	-0,50	-0,60	-0,40	-0,40	-0,50	0,00	-0,50	0,00	-0,25	0,08	-0,67	0,40	0,00	0,00	-0,20	0,33	-0,17	0,25	0,00
HT57	-0,30	-0,38	0,11	0,04	0,07	-0,42	-0,17	0,02	-0,11	0,00	-0,25	-0,46	0,13	0,10	0,34	0,14	0,33	-0,56	0,22	0,18
IA43	0,10	0,01	-0,01	-0,11	-0,05	-0,24	0,07	0,01	-0,07	-0,04	0,15	-0,42	0,48	-0,11	0,38	-0,20	0,34	-0,13	0,03	0,83
IHS0	-0,17	-0,20	0,37	-0,22	-0,35	0,00	0,20	-0,20	-0,17	0,17	-0,75	-0,33	-0,40	0,40	-0,50	0,00	-0,17	0,00	0,00	0,00
IB7	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	-0,33	0,00	0,00	0,33	0,00	0,00	0,00	0,00	-0,25	0,00	0,00
IS35	0,14	-0,33	0,31	-0,33	0,23	-0,33	0,33	-0,33	0,33	-0,60	0,07	-1,00	0,25	-0,60	1,75	-1,17	0,23	-0,42	1,33	-0,33
IV30	-0,02	-0,02	-0,28	0,00	0,00	0,00	-0,02	-0,22	-0,02	-0,22	-1,00	-0,68	-0,29	-0,29	0,00	-0,49	-0,25	-0,24	2,00	-0,02
JA40	-0,20	-2,00	-0,14	-0,14	-0,17	-0,60	-0,60	-1,25	-0,80	-3,45	0,00	-6,00	0,80	-5,00	0,20	-6,00	-0,20	-0,43	-0,36	-0,54
LM31	0,27	-0,45	0,15	-0,78	0,67	-0,70	0,18	-0,45	0,27	-0,17	0,00	-0,70	0,56	-0,17	0,67	-0,36	0,17	-0,53	0,18	-0,25
LP26	0,49	-0,46	-0,22	-0,67	0,40	-0,46	-0,06	-0,46	0,15	-0,79	-1,83	-0,68	0,69	0,44	1,03	0,10	-0,16	-0,53	1,67	0,08
MF62	0,00	0,00	-0,20	-0,50	-0,80	-0,38	-0,25	-0,33	-0,10	-0,20	0,00	-0,71	0,00	-0,18	0,25	-0,63	-0,29	-0,88	0,29	-0,53
NT36	0,33	0,40	-0,81	-0,67	-0,05	-0,44	-0,22	-0,45	0,59	0,05	-0,51	-1,03	-0,02	-0,27	-0,24	-0,33	-0,03	0,01	-0,38	-0,88
PA34	-0,14	-0,60	0,00	-0,20	0,00	-0,67	-0,67	-0,75	-1,33	-0,40	-0,50	-0,43	-1,50	0,00	-0,43	0,02	0,22	-0,60	0,00	0,00
PP39	-0,35	-0,61	-0,24	-0,90	-1,44	-1,75	-0,13	-21,25	-2,46	-1,63	-2,19	-1,55	0,95	-1,50	0,28	-4,25	0,50	-2,26	1,61	-2,85
SF34	-0,23	-1,00	-0,98	0,86	1,41	-0,28	-0,24	1,78	-0,58	-0,53	-0,29	-2,88	0,15	1,90	-0,88	0,48	-10,38	-0,33	0,02	-1,42
SL21	0,66	-1,87	0,52	-0,97	0,88	-1,00	0,13	-4,07	0,16	-1,96	-1,50	-0,78	0,61	-5,67	0,97	-7,29	0,13	-0,06	4,09	-2,65
SM24	-0,03	-1,37	-0,78	-0,18	0,13	-0,44	-0,07	-0,20	0,13	-0,13	-0,13	-0,22	-0,05	-0,52	0,10	-1,85	1,16	-0,26	0,63	-0,24
SS44	-0,16	-0,22	-0,19	-0,51	-0,29	-0,47	0,71	-0,13	-0,11	-0,15	-0,28	-0,34	0,03	-0,94	0,82	-0,78	0,13	-0,59	0,67	-0,40
TJ27	1,00	-0,55	1,23	-0,30	0,00	-0,40	-0,50	-0,70	0,52	-0,43	0,89	-0,56	0,40	-1,38	0,92	-1,38	0,90	-2,33	3,00	-1,63
Tr39	0,21	-0,50	0,31	-0,01	-0,08	-0,80	0,23	-0,29	0,17	-0,42	-0,25	-1,00	-0,75	-0,23	0,14	-0,40	-0,01	-0,38	1,00	-0,29
TR43	-0,20	-2,40	1,25	-1,00	-0,25	-1,67	0,71	-3,25	0,75	-2,17	0,00	-4,33	0,25	-1,50	1,80	-1,25	1,00	-0,80	11,00	-1,57
UJ48	1,33	-1,35	0,63	0,02	0,13	-1,35	0,00	-0,47	-0,02	-0,61	-0,56	-1,45	0,06	-0,74	-0,06	-0,61	0,00	-0,79	-0,06	-0,61
Mean Diag. Ratio per Item	0,11	-0,55	0,14	-0,34	-0,12	-0,58	0,09	-1,16	-0,08	-0,58	-0,42	-1,10	0,11	-0,59	0,31	-1,07	-0,25	-0,73	0,94	-0,51
Mean Diag. Ratio Masc. Items	0,08																			
Mean Diag. Ratio Fem. Items	-0,72																			

Calculating Traditionalism

Leader	SFI (Mean of Diag. Ratios of Feminine Items)	SMI (Mean of Diag. Ratios of Masculine Items)	TSI (SFI-SMI)	TSI
AJ34	-0,37	0,03	-0,40	0,4
AM41	-2,06	0,91	-2,97	2,97
AM42	-0,30	-0,05	-0,25	0,25
DA37	-0,18	0,00	-0,19	0,19
EF30	-0,36	0,07	-0,43	0,43
FJ40	-0,24	0,23	-0,47	0,47
FV36	-0,35	-0,40	0,05	0,05
HH47	-0,38	-0,78	0,41	0,41
HP46	-0,52	0,23	-0,75	0,75
HT43	-0,32	0,01	-0,32	0,32
HT57	-0,14	0,04	-0,17	0,17
IA43	-0,04	0,14	-0,18	0,18
IH50	-0,04	-0,19	0,15	0,15
IJ37	-0,03	0,00	-0,03	0,03
IS35	-0,55	0,50	-1,04	1,04
IV30	-0,22	0,01	-0,23	0,23
JA40	-2,54	-0,15	-2,39	2,39
LM31	-0,46	0,31	-0,77	0,77
LP26	-0,34	0,22	-0,56	0,56
MF62	-0,43	-0,11	-0,32	0,32
NT36	-0,36	-0,13	-0,23	0,23
PA34	-0,36	-0,44	0,07	0,07
PP39	-3,85	-0,35	-3,51	3,51
SF34	-0,14	-1,20	1,06	1,06
SL21	-2,63	0,67	-3,30	3,3
SM24	-0,54	0,11	-0,65	0,65
SS44	-0,45	0,13	-0,59	0,59
TJ27	-0,97	0,84	-1,80	1,8
Tr39	-0,43	0,10	-0,53	0,53
TR43	-1,99	1,63	-3,62	3,62
uj48	-0,80	0,14	-0,94	0,94