

EXAMINING THE DARK SIDE OF LEADERSHIP:  
THE ROLE OF GENDER ON THE PERCEPTION OF ABUSIVE SUPERVISION

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Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

### **EXAMINING THE DARK SIDE OF LEADERSHIP: THE ROLE OF GENDER ON THE PERCEPTION OF ABUSIVE SUPERVISION**

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This thesis intends to investigate the roles of supervisor gender, subordinate gender and perceivers' sexist attitudes within the context of perception of abusive supervision on a Turkish sample. Defined as a form of dark leadership through which supervisors engage in hostile behaviors, excluding any physical harassment, towards their subordinates at the workplace, abusive supervision is relatively a new phenomenon that is rather unexplored in the leadership literature. Even though negative consequences of abusive supervision have been investigated, the antecedents that lead to the abusive supervision are still in need of further research. Moreover, perceptions of abusive supervision have not yet been explored with reference to the differential gender stereotypes. Therefore, this thesis examines the roles of supervisor gender, subordinate gender and gender similarity in supervisor-subordinate dyad on subordinate's perception of abusive supervision. The moderating effects of the sexist attitudes of the perceivers (hostile sexism and benevolent sexism) on the relationship between the supervisor behavior and the perception of abusive supervision are also investigated. In order to observe the relationships and test the hypotheses, data was

collected from 260 graduate and undergraduate students from various universities located in Ankara, Turkey and analyzed by using quantitative methods.

This study contributes to the leadership literature by examining the roles of gender and sexist attitudes on the perception of abusive supervision through vignettes, which are used for the first time on a Turkish sample.

**Keywords:** Abusive Supervision, Dark Leadership, Supervisor Gender, Subordinate Gender, Ambivalent Sexism

## ÖZ

### KARANLIK LİDERLİĞİN İNCELENMESİ: İSTİSMARCI YÖNETİM ALGISINDA TOPLUMSAL CİNSİYETİN ROLÜ

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Bu tezin amacı, toplumsal cinsiyetin ve kişilerin cinsiyetçilik tutumlarının istismarcı yönetim algısına etkisini Türkiye’den elde edilen örneklem üzerinde incelemektir. Karanlık liderlik türlerinden biri olarak tanımlanan ve yöneticilerin çalışanlarına karşı sergiledikleri, fiziksel rahatsızlık harici iş ortamındaki her türlü düşmanca davranışı içeren istismarcı yönetim, liderlik literatüründe nispeten yeni ve henüz tamamen keşfedilmemiş bir kavramdır. İstismarcı yönetimin olumsuz sonuçları daha yaygın bir şekilde araştırılmış olsa da, istismarcı yönetimin öncülleri, hala araştırılması gereken konular arasında yer alır. Ayrıca, istismarcı yönetim algısı, farklı toplumsal cinsiyet rolü kalıpları göz önüne alınarak henüz incelenmemiştir. Bu sebeple, bu çalışma, istismarcı yönetim algısında yönetici cinsiyeti, çalışan cinsiyeti ve yönetici-çalışan ikili ilişkisinde cinsiyet benzerliğinin etkilerine ışık tutmayı hedeflemiştir. Ek olarak, kişilerin kadın ve erkeklere yönelik cinsiyetçilik tutumlarının (düşmanca cinsiyetçilik ve korumacı cinsiyetçilik), istismarcı yönetim algısına düzenleyici etkisi de çalışma kapsamında incelenmiştir. Değişkenler arasındaki ilişkileri gözlemlemek ve çalışmanın denencelerini test etmek amacıyla, Ankara’da bulunan çeşitli üniversitelerdeki lisans ve lisansüstü öğrencilerinin katıldığı 260 kişilik



bir örneklem grubu oluşturulmuştur ve sonuçlar sayısal yöntemler kullanılarak yorumlanmıştır.

Bu çalışma, toplumsal cinsiyet rollerinin ve cinsiyetçilik tutumlarının istismarcı yönetim algısına etkisini Türkiye’de ölçen ilk çalışma olarak literatüre katkı sağlamıştır.

**Anahtar Kelimeler:** İstismarcı Yönetim, Karanlık Liderlik, Lider Cinsiyeti, Çalışan Cinsiyeti, Çelişik Duygulu Cinsiyetçilik

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## CHAPTER 1

### INTRODUCTION

Attaining gender equality at the workplace still seems to be a distant aim even though women are progressively acquiring critical leadership and top-level roles in organizations. The ongoing construal of leadership on masculine terms (Rudman & Kilianski, 2000) and its attribution to males primarily (Eagly, 1987; Heilman, 2001) can be of the reasons why such gender inequality exists at the workplace, specifically within the context of leadership positions. As women have increasingly started to enter the work force and take leadership roles, issues regarding gender roles at the workplace have gained even more importance. Apart from studying effective leadership and possible disparities of men and women in terms of leadership behavior, recent studies have started to focus on the destructive leadership as well (i.e. Schyns & Schilling, 2013; Tepper, 2007; Einarsen et al., 2007). Therefore, studies have started acknowledging that leaders and leadership practices may have dark sides (Xiaqi, Kun, Chongsen and Sufang, 2012).

The growing interest towards destructive leadership research is mainly due to the costly outcomes for the employees, organizations and society. Initially defined as the lack of effective leadership behaviors (Ashforth, 1997), scholars have examined destructive leadership behaviors of leaders at the workplace under different concepts such as “bullying” (Nielsen and Einarsen, 2012), “workplace aggression” (Hershcovis et al., 2007), “petty tyranny” (Ashforth, 1997), “toxic leadership” (Lipman-Blumen, 2005) and “abusive supervision” (Tepper, 2000). In fact, these terms are being used in an interchangeable manner (Reed and Bullis, 2009).

Defined as “subordinate’s perceptions of the extent to which supervisor engages in sustained display of hostile verbal and non-verbal behaviors, excluding the

physical contact” by Tepper (2000, p. 178), abusive supervision is one of the forms of destructive leadership that harms organizations, lowers employee’s job satisfaction, and increases employee’s engagement in counterproductive work behaviors (Tepper, 2007). Tepper (2000) developed a 15-item-scale to measure abusive supervision by asking subordinates to evaluate their supervisors on the abusive supervision scale. Therefore, abusive supervision emerges as a subjective concept that depends on the perception of the subordinate who is exposed to abusive supervision from the immediate supervisor (Tepper, 2000). Compared to physical violence acts at the workplace, abusive supervision practices are more common and around 50% of employees face or expect to face an abusive leader during their work life (Tepper, 2006). Schat et al. (2006) stated that survey results on the US workforce revealed that more than 13.6% of the employees have experienced or witnessed abusive supervision type of acts at work. According to the survey conducted on a sample of 1000 by Hogan and Kaiser (2005), 50% of the respondents identify their bosses as manipulative and 44% describe their bosses as passive aggressive. Therefore, the prevalence of abusive supervision makes the topic even more important to be investigated.

Although the consequences of abusive supervision have been more widely studied, there is still room for thoroughly discovering the antecedents of abusive supervision (Aryee et al., 2007). Since abusive supervision stems from perceptions, among the antecedents, subordinate and supervisor related attributions related to abusive supervision come to the fore. Gender, as a demographic variable, is also recognized as a basis on which individuals can categorize others as similar or dissimilar with themselves. Therefore, gender is considered as an important variable to predict workplace aggression and abusive supervision (Baron et al., 1999).

Although included in the previous studies, gender of the supervisor as well as the subordinate and gender similarity in supervisor-subordinate dyad have not been widely examined. As proposed, gender roles determine the expectations from men and women (Johnson et al., 2008). Accordingly, people are expected to behave in accordance with their traditional gender roles (Atwater et al., 2001). As the social role theory of Eagly (1987) argues, men have the agentic characteristics of being aggressive and dominant while women have the communal characteristics of being

submissive, nurturing and kind. These gender roles dictate women to stay at home, be polite and agreeable at all times while men to be the breadwinner, have aggressive, dominant and challenging attitudes (Eagly & Karau, 2002).

Deriving from their traditional gender roles, men are expected to perform aggressive behaviors more compared to women, who are expected to display more sensitive and display less aggressive behaviors at the workplace (Restubog et al., 2011). Therefore, researchers have the tendency to predict and approve the differences between men and women to interpret the differential attributions in different settings since these differences are significant and have a consistency to favor men (Cleveland et al. 2000). These differences stemming from the social roles of men and women may spill over to the tendency to perceive abusive supervision practices of the supervisors as well depending on both the supervisor and subordinate gender.

It is evident that women are perceived and evaluated more negatively than men when they perform stereotypic behaviors which are attributed to males (Heilman and Chen, 2005). This is because when women violate their traditional gender roles and attain leadership positions at the workplace, incongruity happens between what gender and leadership roles demand from women, the latter of which requires the attributions that are highly associated with men (Eagly and Karau, 2002). Given the fact that hostile and aggressive behaviors are more attributed to males, when female supervisors exercise abusive supervision, which are destructive behaviors that are unexpected for them to display, they may more likely face severe criticism and negative perceptions compared to their male counterparts.

Apart from the supervisor gender, studies argue that subordinate gender plays a more decisive role in terms of perceiving abusive supervision (Ouyang et al., 2015). Although women and men are found to be equally exposed to abusive supervision at the workplace, female subordinates believe that they face with difficulties at the workplace at higher levels compared to their male counterparts (Wang et al., 2016). Similarly, women are expected to perceive workplace mistreatment at greater extents (McCord et al., 2017).

Gender similarity in supervisor-subordinate dyads is also worth examining as a factor on the perception of abusive supervision. This is because gender is considered as one of the factors through which people consider others as similar or dissimilar and establish relationships accordingly (Park et al., 2016). Leader-Member Exchange Theory that focuses on similarities, can therefore, be used in terms of investigating perceptions of abusive supervision (Xu et al., 2012).

Sexist attitudes, that refer to men as the superior, are argued to be important in terms of underlying the bias towards women in the workplace (Rudman & Glick, 2010). Glick and Fiske (1996) developed Ambivalent Sexism Theory to examine sexist attitudes within the context of gender roles, which is composed of hostile sexism and benevolent sexism that together create an ambivalence on one sex towards the other one (Rudman and Glick, 2010; Glick and Fiske, 2011). People who have high sexism, both hostile and benevolent terms, tend to perceive working women as aggressive while people who have low sexism, tend to perceive working women as rather smart (Glick et al., 1997).

Therefore, this thesis aims to further investigate the roles of supervisor gender, subordinate gender, gender similarity between the dyads and sexist attitudes of the subordinate with respect to gender stereotypes in the perception of abusive supervision. Following the demonstration of the research questions and the significance of the study in Chapter 1, Chapter 2 includes the theoretical background of the study corresponding the definition of abusive supervision, the relevant theories regarding gender and leadership and sexist attitudes. Moreover, hypotheses of the study as well as the conceptual model will be introduced in this chapter. In Chapter 3, the methodology of the study regarding to both the pre-test and the main study is presented. Chapter 4 analyzes the results of the study. Lastly, Chapter 5 reviews the study findings with respect to the literature, discusses the limitations of the study and offers implications for managers and recommendations for further research.

## **1.1. Research Questions**

This thesis focuses on the differential attributions of abusive supervision depending on the supervisor's and subordinate's gender as well as the victim's sexist attitudes. The study recognizes that abusive supervision perceptions are subjective and can be investigated through the subordinates' evaluation of their immediate supervisors. Therefore, this thesis examines the effects of supervisor gender, subordinate gender, gender similarity in supervisor-subordinate dyad as well as the subordinate's sexist attitudes on the perception of abusive supervision, conducted by their immediate supervisor. The study seeks to find answers to the following research questions:

- 1) To what extent is supervisor gender effective in perceiving abusive supervision?
- 2) To what extent is subordinate gender effective in perceiving abusive supervision?
- 3) To what extent is gender similarity in supervisor-subordinate dyad effective in perceiving abusive supervision?
- 4) Do sexist attitudes of the subordinate (i.e. hostile sexism and benevolent sexism) moderate the relationship between supervisor gender and perception of abusive supervision?

## **1.1. Significance of the Study**

The present study is significant in various ways. First, it addresses abusive supervision, which is relatively a new concept in leadership literature but a prevalent reality for the work setting relations. Moreover, there is scarcity in the literature about gender differences in workplace hostility and the findings are away from achieving a consensus. This study puts gender at the focus to investigate any possible gender differences in terms of perception of abusive supervision while the research in the workplace hostility and leadership literature mostly consider gender as either a control variable or a moderator. Secondly, the present study points out once more how the traditional gender roles create a prejudice towards women leadership. It specifically advocates the point that women are seen not only incompetent for the leadership positions but also perceived negatively when they perform destructive leadership

practices both by female and male subordinates. Thirdly, no study thus far has found analyzing the moderating effect of perceivers' sexist attitudes over their abusive supervision perceptions. Although gender has been included in the studies regarding sexism, no study has jointly analyzed the roles of supervisor and subordinate gender as well as subordinate's sexist attitudes in perceiving abusive supervision. Finally, abusive supervision is relatively an undiscovered topic specifically in the Turkish context. Therefore, this study contributes to the development of the abusive supervision literature, by specifically addressing its antecedents, by conducting a study through vignettes applied on a Turkish sample.

## CHAPTER 2

### THEORETICAL FRAMEWORK AND HYPOTHESES OF THE STUDY

In this chapter, a review of the literature that includes abusive supervision, its antecedents and consequences will be introduced. Relevant theories regarding gender roles and leadership roles will be presented. The role of sexist attitudes will be examined. Furthermore, the hypotheses of the study will be proposed together with the conceptual model.

#### 2.1. Overview of Abusive Supervision

The behaviors of organizational leaders have attracted the attention of the researchers and scholars (Tepper et al., 2017). However, in their research, scholars primarily focus on the “more constructive side” of the leadership behaviors of the leaders at the workplace (Tierney & Tepper, 2007, p. 171). More recently, studies started to realize that leadership can also have a dark or destructive side (Schyns & Schilling, 2013; Tepper, 2007; Einarsen et al., 2007; Xiaqi et al., 2012). The growing interest towards destructive leadership research is mainly due to the costly and negative outcomes for the employees, organizations and society (Padilla et al., 2007).

More generally defined as the lack of effective leadership behaviors (Ashforth, 1997), scholars have examined destructive leadership behaviors of the leaders at the workplace under different concepts such as “bullying” (Nielsen & Einarsen, 2012), “workplace aggression” (Hershcovis et al., 2007), “petty tyranny” (Ashforth, 1997), “toxic leadership” (Lipman-Blumen, 2005) and “abusive supervision” (Tepper, 2000). Even, these terms are being used in an interchangeable manner (Reed and Bullis, 2009).

The following sections will introduce the construct of abusive supervision with respect to its antecedents and consequences.

### **2.1.1. Abusive Supervision as a Construct**

Initially identified by Tepper (2000) as a construct, abusive supervision is a form of destructive leadership, which is conceptualized as “subordinates’ perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact” (p.178). It is one of the misconducts that a manager can have which involves “sustained dysfunctional behavior towards the subordinates” (Pradhan and Jena, 2017, p. 825). Therefore, abusive supervision is a mistreatment conducted from top to down, which becomes a manager’s ordinary practice (Tepper, 2007).

Contrary to relatively narrow research on the topic, abusive supervision is prevalent at the workplace setting (Keashly et al., 1994). Reportedly, abusive supervision is more common than physical violence at the workplace and around 50% of employees face or expect to face an abusive leader during their work life (Tepper, 2006). Moreover, Baron and Neuman (1996) concluded that aggressive behaviors that contain passive and verbal misconducts happen to be more frequently displayed compared to physical hostile behaviors in the workplace. Thus, it becomes even more crucial to investigate abusive supervision further.

The judgment of abusive supervision is based on how the employees perceive the behaviors of their leaders. Tepper (2007) suggested that this dimension of abusive supervision makes it subjective. This is because abusive supervision practices are assessed after the employees’ filters of characteristic features such as demographics and the environmental context of where the abusive supervision and the evaluation of it take place. Consequently, employees’ evaluations of their leaders on whether they are abusive or not may diverge. Even the colleagues at the same workplace who are working with the same manager may have different ratings about whether their supervisor is abusive or not (Tepper, 2000). Martinko et al. (2011) concluded that perception and evaluation of abusive supervision can be affected by attributional biases of the employees in the sense that the employees who have the propensity to



link the negative outcomes with external elements have higher tendency to consider their supervisors as abusive.

The conducts of abusive supervision do not include physical misbehaviors. Nonetheless, the negative consequences are argued to last longer compared to the workplace hostility behaviors including physical harm (Harris et al., 2013). With the exclusion of physical misconducts, abusive supervision involves the actions of deterring the employee, having an aggressive manner towards the employee and forcing the employee to silent treatment in which the employee feels unable to defend themselves (Pradhan & Jena, 2017). Abusive supervision practices may contain variety of behaviors and can be in the forms of public criticism, blaming invidiously, disrespect and rudeness, yelling, privacy invasion, undervaluing, aggressive eye-contact, actions targeting to embarrass and undermine the employee, insulting, humiliating in the presence of others, and taking the credits of a work conducted by a subordinate (Bies, 2000; Tepper, 2000; Tepper et al., 2011, Burton & Hoobler, 2006; Keashly et al., 1994). McCord and his colleagues (2017) analyzed abusive supervision as a sub-category of workplace mistreatment, alongside with other forms of mistreatments such as bullying, discrimination, harassment and interpersonal conflict, and considered it as a collection of interpersonal actions against the norms.

Tepper (2007) specified that abusive supervision practices can also be used as tools to increase employee productivity, give a warning to the employee or encourage the employee to work in a disciplined manner. In that sense, abusive supervision practices differ from workplace hostility and workplace aggression by including different constructs as well.

The supervisor, who performs above-mentioned course of actions in a frequentative manner, can be considered as an abusive leader (Mehta and Maheswari, 2013). Hornstein (1996) identified the leader who exercises abusive supervision practices as the person who aims to take control of other people by building an environment of fear, hostility and terror. Abusive leaders exercise their authority through oppressive and vindictive manners (Ashforth, 1997). Under these conditions, the employees, who face abusive supervision, experience the incapability of protecting themselves against the supervisor and the abusive behaviors (Einarsen, 2000).

The possible rationale behind why leaders engage in abusive supervision practices has been discussed in the literature. Tepper (2007) argued that the supervisors conduct abusive supervision willingly, but this does not necessarily mean that they intend to do so. The distinction between willingness and intention is important in terms of defining abusive supervision. In that sense, the supervisor conducts abusive supervision for a reason, but this reason does not necessarily include the intention of directly harming the subordinate as the planned outcome conceptually (Tepper, 2007).

Tepper (2000) developed a 15-item-scale to measure abusive supervision depending on the evaluations of the subordinates of their immediate supervisors. The sample items in the scale are : “Ridicules me”, “Makes negative comments about me to others” and “Is rude to me” (Tepper, 2000).

### **2.1.2. Antecedents of Abusive Supervision**

The literature has not yet fully discovered and achieved a consensus on the antecedents of abusive supervision (Aryee et al., 2007; Tepper et al., 2011, Harvey et al., 2007, Restubog et al., 2011). However, as an example of a misconduct at the workplace, grasping the reasons why abusive supervision takes place is crucial to cope with its undesired results over the employees and its costly outcomes over organizations and the working environments (Harvey et al., 2007). Pradhan and Jena (2017) suggested that abusive supervision is an inseparable dimension of workplace and therefore, the causes should be carefully identified. By unveiling the antecedents, abusive supervision can better be managed before it leads to inescapably greater and costly consequences (Liang, 2016).

Tepper (2007) made the first review of the work that has been done so far to frame abusive supervision concept and its antecedents. In his work, he deduced that all conducted research has the common point that abusive supervision is “hostility that is directed against convenient and innocent targets” (p.272), where the followers are not in the position of giving a response.

Tepper et al. (2006) argued that leaders have the propensity to conduct abusive supervision when they have previously faced with such kind of a mistreatment from their supervisors and select their targets from vulnerable and incapacitated followers.

He introduced the justice-based model. Accordingly, individuals' value and fairness judgments are analyzed as triggering factors of abusive supervision behavior and perceptions (Tepper, 2000). Aryee and his colleagues (2007) discussed this antecedent under the concept of "interactional justice", emphasizing that the likelihood of the supervisor's exercising of abusive supervision towards their subordinates increases when the supervisor has been exposed to such mistreatment previously. Liu et al. (2012) agreed that the managers who experience abuse from their upper levels, exercise abusive supervision to their subordinates even at higher degrees. In line with Tepper (2007), Zhang and Bednall (2015) suggested that negative experience of the leader with the hostile behaviors increases the tendency of the leader of conducting abusive supervision to the subordinates. In that sense, supervisors' own experience about aggression and hostility is suggested to have their reflections over their own behaviors towards their followers.

To strengthen these claims, Garcia et al. (2014) validated not only Tepper (2007)'s listed antecedents of abusive supervision but also Bandura (1973)'s theory of social learning, which encompasses the idea that abusive supervisors may learn the aggressive behaviors from their parents and therefore, abusive supervision practices can be learned socially from third parties who are important for the executer in social terms.

Apart from Tepper (2000)'s justice model to understand the antecedents of abusive supervision, Zellars et al. (2002) proposed reactance theory, which is based on the idea that people seek to establish and sustain control over other individuals. The theory both tries to explain why supervisors engage in abusive supervision and how the subordinates react to these behaviors. More explicitly, the reactance theory suggests that employees who have abusive supervisors feel lack of control and that is why they conduct negative workplace behaviors as a response to restore their autonomy (Mitchell & Ambrose, 2007). The consequences as well as workplace behaviors of the employees will be discussed more broadly in the following section.

To discover the potential stressors of abusive supervision, Martinko et al. (2013) reviewed Tepper (2007)'s model in a constructive manner. Accordingly, they placed subordinate perceptions as the primary antecedent. Their justification is related to the possible nuance in perceiving abuse due to the individual differences of the

employees. This means that while some employees may consider a supervisor as abusive, others may think the reverse, which is explained by their “personal hostile attribution styles” (p. 126), in accordance with the definition of abusive supervision. Accordingly, the tendency of supervisor towards conducting abusive supervision is argued to be shaped in combination with the subordinates’ characteristics (i.e. being weak and vulnerable towards aggressive behavior) (Martinko et al., 2013).

More recently, Zhang and Bednall (2015) classified the factors that lead to abusive supervision behaviors derived from the frameworks of Tepper (2007) and Martinko et al. (2013) under four categories as such: Supervisor related antecedents based on the leadership styles and personal characteristics of the supervisor; organization related antecedents based on the characteristics of the organization (i.e. the norms being used and the culture of the organization); subordinate related antecedents based on the personality characteristics of the employee as well as the culture; and demographic characteristics of the subordinate and the supervisor. This fourfold model of antecedents contributes to the broader understanding of the concept and recognizes the demographic characteristics such as gender, age and working tenure as moderating variables. The study findings of Zhang and Bednall (2015) support the idea that abusive supervision practices are prevalent in the case of destructive leadership rather than constructive leadership practices.

### **2.1.3. Consequences of Abusive Supervision**

The consequences of abusive supervision have been a topic which has attracted more attention than the antecedents of abusive supervision in the existing literature (Martinko et al.,2013). Being recognized as a serious form of mistreatment at the workplace, abusive supervision is diagnosed as infusive within the organization (Xu et al., 2012). Thus, all involved parties, meaning the supervisor, subordinate and the organization is affected by the negative outcomes of abusive supervision. Accordingly, employees tend to have lower job satisfaction and organizational commitment, perform organizational deviance and experience psychological distress (Tepper et al., 2009). Since it is the organization’s responsibility to provide a working environment which values the physical and mental health of its employees, the consequences should be carefully addressed (Zapf & Einarsen, 2003).

The ways employees react to abusive supervision are dependent on various factors, including psychological health and personality traits of the employee (Tepper, 2006). As perception of abusive supervision is subjective, individuals may inevitably respond to abusive supervision in differential manners (Atwater et al., 2016). Some employees who are exposed to abusive supervision avoid, or fear to report, their experience significantly (Thoroughgood et al., 2012). This situation makes it difficult to measure the consequences of abusive supervision and have a comprehensive outcome.

Abusive supervision practices have outcomes over diversified realms. Harvey and his colleagues (2007) underlined that abusive supervision behaviors are linked to undesirable psychological consequences for the employee such as low levels of self-efficacy (Duffy et al., 2002), high levels of emotional fatigue (Ashforth, 1997) and work-family conflict (Tepper, 2007).

Atwater et al. (2016) reviewed the literature and grouped the consequences as employee strain, psychological distress, work-family conflict, decreased job satisfaction and organizational commitment, lower task and contextual performance, reduced employee creativity, increased turnover intentions and increased counterproductive work behaviors. These outcomes mostly consider the negative consequences from the perspective of the employee occurring mainly due to supervisor-related antecedents (Wang et al., 2016). Tepper et al. (2006) included excessive costs of employee healthcare for the organization as well. There have been recent studies which propose that abused employees may retaliate against their supervisors as well as their organizations to take revenge either by stopping performing organizational citizenship behaviors (i.e. Aryee et al., 2007; Zellars, Tepper & Duffy, 2002) and engage in organizational deviant behaviors at the workplace (i.e. Thau et al., 2009; Tepper et al., 2007; Aquino et al., 2001).

Abusive supervision may not necessarily result with negative consequences. This is because sometimes abusive supervision can be used as a tool to increase performance and motivation in the workplace by the leaders (Kedharnath, 2015). As a consequence, subordinates who perceive and/or experience abusive supervision practices do not necessarily behave in a negative way. Due to the power-dependence relationship existing between the subordinate and abusive leader, subordinates may

also react to abusive supervision with “(1) reconciliation behaviors that are designed to restore relationship quality, (2) forgiveness of their anger and desire to get even with the perpetrator, or (3) avoidance of the abusive supervisor” (Tepper et al., 2009, p.157). Nonetheless, the employees who face with abuse at the workplace have higher rates of turnover, have lower levels of job satisfaction, lack of organizational commitment and a higher tendency to engage in counterproductive behaviors and have lower levels of productivity in the long run (Tepper, 2007). This means that abusive supervision has primarily negative behavioral outcomes and consequences.

## 2.2. Gendered Perceptions of Leadership

“HE is talking with his co-workers.  
*He must be discussing the latest deal.*  
SHE is talking with her co-workers.  
*She must be gossiping.*

HE’s not in the office.  
*He’s meeting the customers.*  
SHE’s not in the office.  
*She must be out shopping.*

HE got an unfair deal.  
*Did he get angry?*  
SHE got an unfair deal.  
*Did she cry?”*  
(Gardenswartz & Rowe, 1994)

The examination of gender on leadership practices has attracted the attention of the scholars as the numeric representation of women at leadership positions is increasing over time (Korabik & Ayman, 1987; Paustian-Underdhal et al., 2014; Stempel et al., 2015). Starting from the early times, leadership has been associated more with masculinity and leadership positions are mostly represented with men (Eagly, 2007; Stempel et al., 2015). Notwithstanding the initiatives to increase the number of women in the work force generally and appoint them to leadership positions specifically, men are still being favored for the leadership roles while the valid domain for women is seen as home or jobs that require tasks such as caretaking (Heilman and

Eagly, 2008; Brenner et al., 1989). It is due to the fact that although not determined by biological sex (Korabik & Ayman, 1987), to some extent, leadership behaviors are gender stereotyped (Eagly & Carli, 2003).

The following sections will cover the implicit theories on gender and leadership with respect to the perception of abusive supervision. The effect of gender on the perception of abusive supervision will also be evaluated in terms of supervisor-subordinate dyad and sexist attitudes.

### **2.2.1. Theories about Gender and Leadership**

The reason why men are preferred over women in terms of leadership positions is mainly explained with sex role stereotyping in the literature (Eagly, 1987). Sex roles specify the behavioral expectations from men and women and these expectations are mostly discussed with reference to agency and communality (Johnson et al., 2008). Initially proposed by Bakan (1966), agency and communality have been identified as the fundamentals of the existence of the human beings. Agency refers to the drive of seeking power and control together with the feelings of assertiveness and dominance. On the other hand, communality relates to the motivation to build societal relations together with the feelings of connection and harmony (Bakan, 1966).

Deriving from the ideas of Bakan (1966), Eagly (1987) introduced social role theory. As the theory suggests, males have the agentic characteristics of being aggressive, decisive, ambitious, forceful, independent and dominant while females have the communal characteristics of being kind, caring, obedient, sensitive, warm and gentle (Eagly, 1987; Heilman, 2001; Rudman & Glick, 2010). The social role theory argues that the difference between males and females in terms of their behaviors and characteristics originate from the opposing distribution of their social roles (Eagly, 1987, 2005). These social roles are in line with the division of labor that is derived from traditional roles in the family and employment in the society (i.e domestic jobs such as child-bearing and cooking are attributed to women while men earn the money for the household) (Eagly and Wood, 2012).

Supported by the gender role stereotypes and social role theory, Eagly and Steffen (1986) found out that men and women have differential attitudes in terms of displaying aggression in the sense that men are more aggressive and dominant compared to women. Similarly, women tend to be perceived as nicer, kinder and warmer compared to men (Carli, 2001; Eagly & Johannesen-Schmidt, 2001). This is because traditional male gender role supports men to be engaged in aggressive behaviors since men are stereotyped to be aggressive, tough and forceful (Heilman, 2001). However, traditional female gender role urges women not to engage in aggressiveness; and supports them to rather avoid any aggression since they are not powerful and should be displaying caring behaviors (Eagly and Steffen, 1986). The association of males with dominance and aggressiveness and the association of females with passive and sympathetic behaviors is effectual in many cultures (Neuman, 2012).

Gender role stereotypes can be descriptive and prescriptive (Heilman et al., 2004). Descriptive gender stereotypes define the behaviors and attributes of men and women while prescriptive gender roles posit how men and women should behave (Burgess and Borgida, 1999). Therefore, they not only point out the differences of men and women in their beings but also the suitable behaviors for each of them (Heilman, 2001). For example, descriptive component of gender stereotypes dictates that “women are nurturing and soft-spoken” while prescriptive component of gender stereotypes dictates that “women should be nurturing and soft-spoken” (Burgess and Borgida, 1999, p. 666).

As gender stereotypes are pervasive, descriptive and prescriptive gender roles spill over to the realm of workplace and supervision (Heilman, 2001; Holloway & Wolleat, 1994). Deriving from the descriptive gender roles, Hershcovis et al. (2007) argued that males are more aggressive than females in terms of displaying workplace hostility. Similarly, Restubog et al. (2011) claimed that consistent with their gender roles, men tend to perform aggressive behaviors compared to women, who tend to behave more sensitive and less aggressively at the workplace. Other study by Heilman (2012) revealed that, according to the prescriptive female gender roles, women should behave in warm and considerate manners, therefore will engage in altruistic



citizenship behavior at the workplace and be cooperative more than their male counterparts.

By being successful leaders at the workplace, women violate what is expected from them as a part of their gender stereotype and therefore, are considered as socially less appealing, which leads women to be perceived and labeled as “ice queen” or “bitch” (Heilman, 2001, p. 668). In fact, they will be evaluated as they are hindering the career advancement of other females (Cikara & Fiske, 2008), which contributes to the queen bee syndrome. By being successful, they shatter the prescriptive female stereotypes and display themselves as more masculine (Cikara & Fiske, 2008). Thus, as they gain more power, they are evaluated as they “risk losing their perceived humanity, their warmth in particular” (Cikara & Fiske, 2008, p. 89).

It is evident that women are perceived and evaluated more negatively than men when they perform stereotypic behaviors which are attributed to males (Heilman and Chen, 2005). To be more specific, even though women behave in line with their prescriptive gender roles, they are not likely to be considered as positively as when men behave in line with their prescriptive gender roles (Heilman and Chen, 2005). Similarly, when women fail to perform what their prescriptive gender roles demand from them, they are treated with more strongly negative manners. The perceptions and evaluations may get even worse when women become leaders and are engaged to abusive supervision.

De Hoogh and her colleagues (2013) discussed the prescriptive gender roles within the context of narcissistic leaders. They argued that women narcissistic leaders go against the female gender role and therefore are evaluated more negatively while narcissistic leadership can be more tolerated in men. Given the fact that narcissistic leadership characteristics of being arrogant and ruthless are mostly associated with agentic, having these qualities will be unexpected and unacceptable for women leaders.

In that sense, these descriptive and prescriptive aspects contribute to the stereotypical ideas especially towards women and lie behind the reasons of gender biases in perceptions and evaluations (Heilman, 2001).

There are also proscriptive gender stereotypes, which refer to the ways in which women and men should not behave (Rudman et al., 2012). Accordingly,

communal attributes are associated with females and therefore are proscribed to males while agentic attributes are associated with males and therefore are proscribed to females (Rudman and Phelan, 2008). To, being arrogant and assertive are considered as ideal traits for men but not welcomed for women. Similarly, being kind and caring are considered as the ideal traits for women but not welcomed for men (Rudman et al., 2012).

Schein conducted two studies in 1973 and 1975 to investigate the resemblance between sex role stereotypes and leadership role stereotypes. She developed a descriptive index through which she examined how successful managers are perceived with respect to characteristics that are ascribed to men and women in general. Both studies revealed that female and male employees working at the middle management positions associated successful managers with the behaviors and characteristics attributed to men rather than women. This stereotyping, thus, creates a sense where females are thought to lack the capability for leadership positions (Schein, 1978).

Consciously or unconsciously, people and subordinates in the workplace continue to attribute masculine qualities to the leader (Rudman & Kilianski, 2000). Since managerial attributes are mainly characterized by agentic attributes that are stereotypically male, such as being decisive and ambitious, there occurs a lack of fit between female gender role, that is highly associated with communal traits, and leadership role (Eagly, 1987; Heilman, 2001). This leads to the perception that women have lack of competence for the stereotypically male work (Heilman and Okimoto, 2007) while males are acknowledged and respected as managers with more ease (Garcia-Retamero & Lopez-Zafara, 2009). As Heilman (2001) suggested, “The perceived lack of fit between the requirements of traditionally male jobs and the stereotypic attributes ascribed to women is therefore likely to produce expectations of failure” (p. 660). As the extent of gender role stereotyping increases, the degree of perceived lack of fit against females increases (Heilman and Okimoto, 2007).

The lack of fit theory argues that to be perceived as leaders, women violate their stereotyped attributes and try to fulfil the agentic requirements of the leader role such as being confident and assertive to reduce the conflict (Rudman & Phelan, 2008). However, if a female combines agentic qualities that are required to be considered as

a leader with her communal characteristics, she will remain incapable of satisfying the norms of a female role, which creates a paradoxical situation (Eagly & Karau, 2002). Rudman and Phelan (2010) explained this with the backlash effect. According to this argument, women are judged by not being socially attractive enough when they shift performing agentic attributes and become leaders. However, it is also the case that women are generally not taken into account if they do not display any assertive behavior in the workplace. At the same time, they are evaluated more harshly compared to men if they display any assertive behavior (Haslett et al., 1992). As Rudman and Phelan (2008) noted, this paradox for women happens “between their powerful role and their second-class sex” (p. 69).

This double bind faced by women is explained by role congruity of prejudice by Eagly and Karau (2002). The theory acknowledges that agentic qualities are mainly associated with leadership and masculine roles while communal qualities are mainly associated with feminine roles, which creates an incongruence between the female gender role and leadership role (Aycan et al., 2012). Accordingly, traditional gender roles of men fit with the leadership roles within an organization but traditional gender roles of women do not (Rudman & Phelan, 2008). Resulting from this incongruity, prejudice seems to be inevitable when the female is viewed as a potential candidate for becoming a leader in the workplace.

Although gender role stereotyping regards females as the more pure sex by nature in terms of having the communal attributes, they still face with challenges and biases when it comes to leadership (Heilman & Eagly, 2008). According to the role congruity of prejudice theory, women face this incongruity due to the descriptive and prescriptive aspects of the gender roles consistently with the social role theory (Eagly & Karau, 2002). As it is proposed by Eagly and Karau (2002), “The potential for prejudice against female leaders that is inherent in the female gender role follows from its dissimilarity to the expectations that people typically have about leaders” (p. 575). Consequently, women are judged by not only having a deficit in terms of leadership attributions compared to men but also being evaluated as more negatively in the case of an agentic leadership behavior display (Koenig et al., 2011). Since females are expected to behave in a nice and kind manner but by displaying leadership behavior

that deviates from this expectation, they need to “pay a price for stereotype disconfirmation” (Rudman & Phelan, 2008, p.67).

The positions about gender role stereotyping, the perceived lack of fit of women to leadership positions and the presumable incongruity between the descriptive and prescriptive components of the female gender role and leadership role result in think manager – think male paradigm (Schein, 1996, 2007). The outcomes of the previous studies revealed that there is a relationship between gender stereotypes and perceived requirements of a manager, favoring males to be recognized as managers both by males and females (Schein, 2007). Accordingly, the assumed suitability of males to the requirements of managerial roles, meaning the think manager – think male paradigm, is suggested to be the reason of lower representation of females at the managerial positions since the sex role stereotyping may be creating an obstacle on females on their promotions and appointments to the higher positions (Schein & Mueller, 1992).

To investigate whether think manager - think male paradigm is a globally valid phenomenon, Schein et al. (1996) conducted a study applied to the contexts of US, Great Britain and Germany to the management students in People’s Republic of China and Japan. The results showed that primarily for males, think manager – think male is a globally valid phenomenon. Thus, males predominantly believe that men, more likely than women, hold the required characteristics for the leadership role. (Schein et al., 1996).

In order to examine presumable gender bias towards women, specifically by their female counterparts, Goldberg (1968) discussed that both males and females appreciate men and male characteristics more than women and female characteristics. Furthermore, he argued that different characteristics of male and female create a prejudice disfavoring women and considering them as unqualified. These “anti-female prejudices” were considered as the source of distortion and bias against women at the workplace (Soto & Cole, 1975). In his study, Goldberg (1968) discussed that women tend to think men perform better than themselves even in traditionally feminine fields. In that sense, it is argued that there is an overall bias against women where even

women are taught to think their own gender as the inferior group compared to men (Goldberg, 1968).

Based on Goldberg study, the presumable bias against women is investigated within the context of personnel selection and performance appraisals where the evaluations are affected by the factors such as candidate gender, evaluator gender and requirements of the job vacancy (Curşeu & Boroş, 2008). A meta-analysis conducted by Eagly and her colleagues (1992) showed that male evaluators underappreciated women to a larger extent than female evaluators did. Similarly, women leaders' efficiency in masculine fields are evaluate less favorably by males (Eagly, Makhijiani & Klonsky, 1992).

Although Kanter (1977)'s tokenism theory enables to discuss any minority group with respect to their work environments, it is also used to see the implications of women involvement to the traditionally male stereotyped occupations (Zimmer, 1988). The theory advocates that women experience bias and negative treatment due to "their low numeric representation" in the workplace (Stichman et al., 2010, p.633). She asserted that women's discrimination and the biases they experienced is due to the gender composition of the setting (Settles et al., 2018). She also argued that women face "boundary heightening because men overestimated the similarities between themselves and other men and exaggerated differences between themselves and women" with reference to the gender stereotypes (Settles et al., 2018, p. 2).

This boundary heightening can be associated with the hypervisibility that is created by the token status. By being the minority, the token group, women in the workplace in this case, may become hypervisible so that their behaviors as well as failures are overly highlighted since they are recognized as the others (Kanter, 1977; Lewis & Simpson, 2012; Settles et al., 2018). As a result, and in line with Goldberg (1968), women face discrimination and bias where their performance is perceived in a less positive manner for the similar behaviors and performance (Eagly et al., 1992; Curşeu and Baroş, 2008). This is also the case for the leadership behaviors such that even though both male and female leaders display similar leadership behaviors, perceptions of leader behavior may change based on the leader gender (Kulich et al., 2011; Heilman and Hayes, 2005).

More recently, Koenig et al. (2011) conducted a meta-analysis to review the above -mentioned paradigms of gender, leadership and their attributed association with masculinity. They concluded that leadership is constructed by masculine terms. Therefore, people approve their superiors as leaders easier and to a larger extent when they are men rather than women; when they are agentic rather than communal; and when they are masculine rather than feminine. Koenig et al. (2011) categorized the gender of the perceiver as an important predictor specifically for the think manager – think male paradigm and presented that “... men would have a more masculine construal of leadership than women” (p.635).

Martinko et al. (2013) asserted that implicit leadership theories, which correspond to the subordinates’ prototypes about leadership, will influence the perceptions of abusive supervision regarding the leader such that “if subordinates employ an overall negative prototype for a supervisor, they are more likely to rate the supervisor behaviors [...] regardless of the supervisor’s actual behavior” (p. 133).

In their study, Heilman and Chen (2005) investigated the role of gender on the evaluations of the altruistic citizenship behavior. They suggested that women are evaluated more negatively when they not only act like men but also because they do not act like women. They found out that women are perceived less favorably compared to men when they did not conduct any altruistic citizenship behavior. This is because altruistic citizenship behavior has been associated with female gender role, both descriptively and prescriptively (Heilman & Chen, 2005).

In this direction, as abusive supervision behaviors can be associated with male gender role and masculinity, female supervisors, will therefore be both descriptively and prescriptively violate their gender roles by engaging in abusive supervision. Accordingly, they will be perceived more unfavorably compared to men when they conduct abusive supervision. This is due to the fact that women are perceived less favorably when they perform behaviors that are stereotypically male such as performing aggressive leadership behaviors (Heilman and Chen, 2005; Eagly et al., 1992).

Therefore, this study proposes that:

**Hypothesis 1:** Supervisor gender will have an impact on the subordinate's perception of abusive supervision such that female supervisors will be perceived more abusive compared to male supervisors.

Apart from the supervisor's gender, the literature covers the impact of observer's and victim's gender in perceiving a specific attitude in the workplace (Korabik et al., 1993; Keashly et al., 1994). The proposition that subordinate gender will have an impact on the perception of leadership, and specifically abusive supervision for the purposes of the current study, derives its roots from the social role theory of Eagly (1987). Social role theory can be applicable in the perception of hostility and aggression because "Like other social behaviors, aggression can be viewed as role behavior and therefore as regulated by the social norms that apply to people based on the roles they occupy" (Eagly and Steffen, 1986, p. 310). Therefore, different social expectations from men and women shape traits, which can be used to explore the different evaluations of abusive supervision.

As it was presented previously, male gender role is associated with aggression, toughness and violence (Heilman, 2001). On the other hand, female gender role is associated with being "submissive, dependent and easily hurt" (Stewart-Williams, 2002, p. 178). Therefore, aggressive behaviors are more favorable for men compared to women (Eagly and Steffen, 1986). Moreover, women are more sensitive in terms of evaluating and labeling uncivil behaviors as offensive and hostile compared to men (Bjorkqvist et al., 1994). Similarly, women tend to perceive and report the conflicts they face at the workplace, especially the interpersonal conflicts, more often compared to men (McCord et al., 2017).

Aquino and Bradfield (2000) found that gender is a significant predictor of the subordinates' victim status in terms of abusive supervision, revealing that females consider themselves to be more frequently victimized compared to their male coworkers. Similarly, in the study conducted by McCord and his colleagues (2017), it

was found that women tend to perceive and report workplace mistreatment (including abusive supervision) to a larger extent compared to men.

In their study, Ouyang and his colleagues (2015) analyzed subordinates' perceived insider status and its relation to abusive supervision and proactive behavior using the social role theory. They asserted that subordinate gender, in fact, plays a more important role than supervisor gender. Their study findings found that subordinate gender is a mediator between abusive supervision and subordinates' perceived insider status in the sense that abusive supervision has a stronger negative effect on females' perceived insider status.

Therefore, the present study proposes that:

**Hypothesis 2:** Subordinate gender will have an impact on the subordinate's perception of abusive supervision such that female subordinates are expected to perceive abusive supervision more than male subordinates.

### **2.2.2. Gender Similarity in Supervisor-Subordinate Dyad**

Facilitating a harmonious relationship with the supervisor is valuable for the subordinate (Wang et al., 2016). As a demographic feature, gender is one of the determinants frequently used by individuals to categorize others as similar or dissimilar to them in social context (Park et al., 2016), to build strong connections and enhance their relationships. Moreover, by definition, abusive supervision is specific to the dyadic relationship between the supervisor and the subordinate (Burton and Hoobler, 2006).

In the literature, Leader-Member Exchange Theory (LMX) recognizes leadership as a dyadic relationship between the leader and the follower (Graen and Uhl-Bien, 1995; Ilies et al., 2007). Deriving from Social Exchange Theory, LMX theory suggests that, a supervisor can develop different relationships with the subordinates, which causes subordinate to be considered as either as a part of "in-group", in which they are provided with the opportunities of development and



responsibility, or “out-group”, in which lower quality relationship is built between the two domains (Kedharnath, 2015). According to LMX theory, supervisors and subordinates have an exchange relationship in which they try to figure out their expectations from each other (Graen and Uhl-Bien, 1995). While supervisors are expected to be capable of doing the job by their subordinates, the subordinates are expected to be friendly, influential and having a common understanding by their supervisors (Xu et al., 2012).

LMX has been studied within the context of organizational outcomes such as job satisfaction, organizational commitment and turnover intentions (Gerstner & Day, 1997). It is discussed that high LMX quality guides subordinates to “pay back their leaders” by conducting organizational citizenship behaviors that are both beneficial for the supervisor and work environment (Ilies et al., 2007). Hackett et al. (2003) also suggested that high quality LMX will encourage the subordinates to conduct organizational citizenship behaviors that are beyond their roles.

In the literature, the similarities and disparities between the dyads are specified as the source of LMX (Barbuto & Gifford, 2012). Demographics of the subjects such as age, gender, educational background are indicated as the sources of these similarities and differences (Barbuto & Gifford, 2012; Malangwasira, 2013). Gender as one of the demographic characteristics over which supervisor-subordinate relationships are evaluated, is argued to play an important role on the relationship between the supervisor and the subordinate (Bhal et al., 2007). However, the research on LMX and gender similarities have so far produced different and inconsistent results, meaning that some scholars concluded that gender similarity produces high quality LMX while others argued that there is no significant relationship.

In line with the majority of the research, Bhal and colleagues (2007) found that gender dissimilarity produces low quality of LMX and as a result, employee’s job satisfaction is affected negatively. Further, Jones (2009) suggested that gender dissimilarity influences low quality LMX although gender similarity does not guarantee high quality LMX. Suazo and his colleagues (2008) noted that dissimilarity in terms of demographic variables in the supervisor-subordinate dyad result with negative attitudes at work. As discussed by Tsui and O’Reilly (1998), demographic

dissimilarities in supervisor-subordinate dyad lead to ambiguity in the subordinate's side and lower evaluations of performance in the supervisor's side.

LMX can also be studied within the context of abusive supervision. This is because LMX Theory has been previously associated with abusive supervision in several studies (i.e. Xu et al., 2012; Decoster et al., 2014; Martinko et al., 2011).

Tepper and his colleagues (2011) encouraged scholars and further studies to integrate the exchange relationships between supervisor and subordinate to study on the antecedents of abusive supervision. Accordingly, Harris et al. (2011) found out that supervisors who believe they have conflict with their subordinates tend to engage in abusive supervision behaviors while this relationship is being moderated by the LMX quality.

With the dyadic nature of the LMX Theory and its focus on the similarities between the involved parties, it has recently started being used by the scholars in order to understand the relationship between abusive supervision and employee's negative behaviors as a response (Xu et al., 2012). For example, in their study, Zhang and Bednall (2015) considered the demographic features as moderators, suggesting that similarities in terms of demographics between the employees and supervisors reduce the likelihood of the supervisor's exercise of abusive supervision.

Martinko et al. (2012, 2013) recognized that there are similarities between the notions of abusive supervision and the quality of LMX. They stated that "Thus, it is likely that perceptions of abusive supervision by subordinates are a subset or at least overlap with the set of perceptions that members access when they report low-quality LMX relationships" (p. 403). In their study, they proposed that poor LMX is likely to be positively correlated with subordinate perception of abusive supervision (Martinko et al., 2012).

Therefore, the study proposes that:

**Hypothesis 3:** Subordinates with gender dissimilar supervisors are expected to perceive higher levels of abusive supervision compared to subordinates with gender similar supervisors.

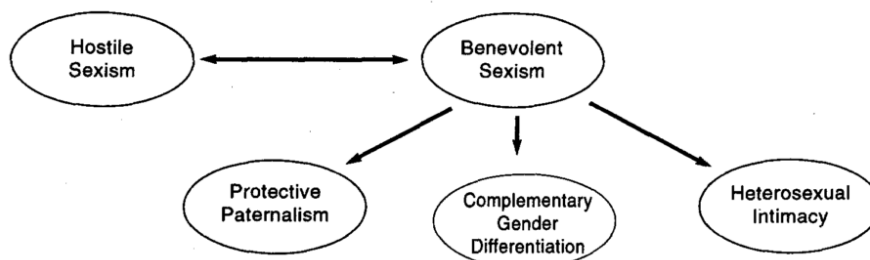
### **2.2.3. Gender Roles and Sexist Attitudes**

The views referring men as superior and supporting the interdependence of sexes, correspond to the sexist attitudes (Rudman & Glick, 2010). Defined as the “negative attitude or discriminatory behavior based on the presumed inferiority or difference of women as a group” (Sakallı-Uğurlu & Beydoğan, 2002, p. 648), sexism is argued to be an important factor upon which women experience discrimination at their working environments. This is because sexism is “the bias based on gender categorization” which recognizes men as more competent than women (Rudman & Glick, 2010, p.9). By definition, both men and women may have and may be subject to sexist attitudes.

Sexist attitudes have previously examined within the context of gender thoroughly with respect to ambivalent sexism theory. It is because ambivalent sexism theory contributes to the understanding that how traditional gender roles and gender stereotypes sexism attitudes create ambivalence on one sex towards the other one (Rudman and Glick, 2010; Glick and Fiske, 2011). Initially identified by Glick and Fiske (1996), ambivalent sexism is composed of hostile sexism and benevolent sexism as the two constructs of sexist attitudes. Hostile sexism is defined as the attitude to justify the male power and the gender role of men, that leads to control and exploitation of women while benevolent sexism refers to the attitude to a gentler definition of male power and gender role of men, that leads to a “romanticized view” towards women (Glick and Fiske, 1997, p.121). Although it may sound more positive for the perceiver, benevolent sexism recognizes women as dependent to men and in need of protection and help from men, which emphasizes male dominance as in the case of hostile sexism (Glick and Fiske, 1996). Both hostile and benevolent sexism take their roots from the societal views that division of labor is dependent of the societal gender roles, the most dominant group is the males and both sexes are dependent on each other in terms of sexual reproduction (Lee, Fiske and Glick, 2010).

Despite differing conceptually, hostile sexism and benevolent sexism have some common assumptions such as viewing the women as the weaker sex, having the traditional gender role as their basis, serving for the purpose of justifying the masculine structures (Glick and Fiske, 1997). Therefore, as Glick and Fiske (1996) demonstrated, both hostile and benevolent sexism has three sources that are driven

from biological and social aspects of human lives as “paternalism, gender differentiation and heterosexuality” (p. 493) (see Figure 1).



**Figure 1. Components of Hostile and Benevolent Sexism by Glick and Fiske (1996, p. 493).**

Glick and Fiske (1996) defined the paternalism factor under two attitudes of sexism as dominative paternalism and protective paternalism. According to them, dominative paternalism refers to the idea that women are not competent enough and therefore, males have the superior power over them. On the other hand, protective paternalism, which may coexist with dominative paternalism as well, refers to the idea that due to the sexual reproduction issue, males are dependent on females, which portray women as the mother figure and in need of protection (Glick and Fiske, 1996, 1997). Dominative paternalism is included in hostile sexism while protective paternalism is included in benevolent sexism (Glick and Fiske, 1996).

The second factor, gender differentiation, is defined under two components as competitive gender differentiation and complementary gender differentiation (Glick and Fiske, 1996). Competitive gender differentiation stresses the idea of male power, which is the `hostile side of the factor (Glick and Fiske, 1997). It suggests that males are the superior who are capable of governing social institutions and therefore, females are undervalued (Glick and Fiske, 1996). The second component, complementary gender differentiation, emphasizes that women can also be competent but only in the sense of becoming mothers and wives to support and complement men, in line with

the traditional division of labor (Glick and Fiske, 1996). Therefore, complementary gender differentiation is involved in benevolent sexism.

The final factor of heterosexuality is also defined under two components as heterosexual hostility and heterosexual intimacy by Glick and Fiske (1996). They argued that this factor is one of the most powerful reasons why men have ambivalence towards women. They elaborated heterosexual hostility through suggesting that women try to use their sexuality in order to create a dominant power over men, which leads men to view women as sexual objects. On the contrary, heterosexual intimacy is explained through the idea that psychological closeness is the main motivation that men have towards women in terms of sexual relationships. Heterosexual hostility is present in hostile sexism while heterosexual intimacy is the case for benevolent sexism (Glick and Fiske, 1996).

Glick and Fiske (1996) suggested that although the components of hostile and benevolent sexism seem to be mutually exclusive, they create an ambivalence and therefore the framework is labeled as Ambivalent Sexism. The framework is conceptualized as a “well-coordinated carrot and stick reinforcement system” through which men are portrayed as the favorable and competent sex with agentic attributes, and women are portrayed as the weaker, dependent and less competent sex with relatively subordinate roles, congruent with their gender stereotypes (Lee, Glick and Fiske, 2010, p. 397). Therefore, hostile sexism claims a clear support for the fit of men and while benevolent sexism appraises women only in terms of depicting their fit for domestic and secondary roles.

Glick and Fiske (1996) developed a 22-item-scale entitled Ambivalent Sexism Inventory (ASI) that reflect to the above-mentioned ideologies in order to measure the levels of hostile and benevolent sexism that individuals have. They also validated their scale through conducting it in the global scale with 15,000 participants across 19 countries and concluded that hostile sexism and benevolent sexism are two opposing but complementary constructs towards women, and collectively they contribute to the differential gender equality perceptions across nations (Glick et al., 2000). As Glick and Fiske (1996) asserted, hostile sexism and benevolent sexism take their roots from the social and biological conditions which are common among human beings. The

cross-cultural study of Glick et al. (2000) argued that in many countries, women and men have differential social roles and attributions in which women are seen as the inferior group. In other words, ambivalent sexism derives its roots from the culture and spreads in all levels of the society (Fields et al., 2009). The results demonstrated that hostile sexism and benevolent sexism are positively correlated and they are the components of sexism in different cultures (Glick and Fiske, 1996; Glick et al., 2000). Regarding the ASI scale which is composed of both hostile sexism (HS) and benevolent sexism (BS) items, the study proposed that the people who have high scores on both HS and BS items can be argued to be ambivalent towards women although they may have their hostile attitudes and benevolent attitudes in different realms (i.e. hostile sexism in terms of woman's career advancement – benevolent sexism in terms of woman's role as mother and wife) (Glick et al., 1997).

The cross-cultural study findings revealed that men have higher ratings in both HS and BS items of ASI scale while women are more accepting towards benevolent sexism compared to hostile sexism especially in the cultures where overall sexism is high (Glick et al., 2000). This also paves the path for sexist men to see themselves not hostile but rather the guards of women through exercising benevolent sexism. However, it is worth noting that ASI scale is not specifically developed for men, but women can also have sexist attitudes towards other women (Kilianski & Rudman, 1998), which is in line with the Goldberg Paradigm that is presented in the previous section. In other words, biological sex does not determine whether a person is sexist.

To the extent known, sexist attitudes have not yet been studied by using ambivalent sexism theory to discover the perceptions of abusive supervision. However, the theory is used to examine the differential perceptions towards women at the workplace. For example, in their study, Glick et al. (1997) argued that people who are high in ambivalent sexism tend to categorize professional working women as aggressive, cold and self-centered although, same as people who are low in ambivalent sexism, they admit that professional working women are smart. Taking one step further, in their study, Glick and the others (1997) asserted that people who are high in ambivalent sexism have a propensity to be jealous and feel competitive towards professional working women.

The study conducted by Gaunt (2013) focused on role of ambivalent sexism theory with respect to examining the perceptions towards men and women who obey the traditional gender roles and those who disregard them. It is recognized that there are very few studies which enlighten the differential perceptions towards men and women who do not comply with the traditional gender roles. Therefore, the study findings revealed that as the components of ambivalent sexism, hostile sexism predicts the negative attributions towards the working female while benevolent sexism predicts the positive attributions towards the female who stays at home and comply with her traditional gender role, conforming the previous studies in the field (i.e. Lee et al., 2010). In that sense, attitudes of sexism fostered by gender roles may spill over to the perception of abusive supervision behaviors of the supervisors, especially of the female supervisors, at the workplace.

Accordingly, the study proposes that:

**Hypothesis 4:** Sexist attitudes of the subordinates will moderate the relationship between supervisor gender and subordinate perception of abusive supervision such that:

**Hypothesis 4a:** For high hostile sexism scores, female supervisors will be perceived as more abusive compared to the male supervisors.

**Hypothesis 4b:** For high benevolent sexism scores, female supervisors will be perceived as more abusive compared to the male supervisors.

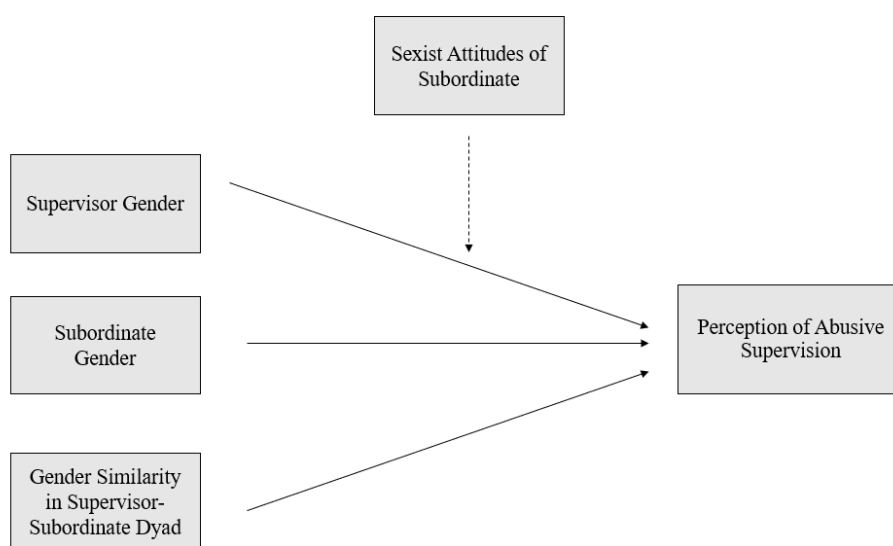
#### **2.2.4. Conceptual Model of the Study**

The literature and the findings of abusive supervision have not been established in an integrated manner because the researchers have been using different concepts to define abusive supervision (Tepper, 2007). Therefore, perceptions and consequences regarding abusive supervision have been investigated. Extant research has focused more on the consequences (Martinko et al., 2013) while the degree to

which individuals and certain groups perceive abusive supervision differently is not widely investigated (McCord et al., 2017).

Abusive supervision is measured mainly depending on the viewpoints of the employees (Martinko et al., 2011). Employee demographics such as age and gender are advised to be considered in the investigation of abusive supervision perceptions (Tepper, 2007). In spite of this, these demographics have mostly been included in the models as either moderators or control variables although they are recognized as important predictors of human aggression at the workplace (Ouyang et al., 2015; Mawritz et al., 2012; Restubog et al., 2011; Harvey et al., 2007; Baron et al., 1999).

Based on the discussions and presented hypotheses, the proposed conceptual model of the study is presented below in Figure 2. The study looks at the impacts of supervisor gender, subordinate gender, gender similarity of supervisor-subordinate dyads and the moderating effect of sexist attitudes of the perceiver (i.e. hostile sexism and benevolent sexism) on the perceived abusive supervision practices of the supervisor by the subordinate.



**Figure 2: Conceptual Model of the Study**



The conceptual model aims to explore the perception of abusive supervision with respect to gender and by considering the sexist attitudes of the perceiver, the subordinate, as the moderator. When compared with the existing literature, this study is developed to investigate the main effects of gender instead of considering this variable as a control variable or a moderator. Any possible impact of gender on the perception of abusive supervision will pave the path towards shedding a light to biases against women leadership.

## **CHAPTER 3**

### **METHODOLOGY**

The procedure of the study was based on the well-known Goldberg (1968) “Joan McKay-John McKay” study, in which female participants judged written work to be higher in quality when it was attributed to a male rather than a female author. Goldberg (1968)’s study, was emphasizing only the perceptions of females. The present study, on the other hand, measured the perceptions of both males and females on the leadership vignettes. Similar to Goldberg (1968), vignettes that examined the perceptions of participants were used in the literature (Aguinis & Bradley, 2014). Before performing the main study, two pre-tests were conducted. Pre-Test 1 aimed to ensure that the extent of abusive behavior of the leader in each scenario has been effectively designed. Pre-Test 2 intended to assure that the sample pictures of the leaders (Bahar Yılmaz and Barış Yılmaz) do not possess any gender biases in terms of attractiveness. After the pre-tests, in order to test the hypotheses, the main study was conducted. This chapter provides information about the participants and methods used for both the pre-tests and the main study which seeks to explore the association between supervisor gender, subordinate gender, gender similarity of supervisor subordinate dyad, sexist attitudes of the perceiver and perception of abusive supervision.

#### **3.1. Pre-Test 1**

The purpose of pre-test 1 was to see the effectiveness of the leadership behavior scenarios of the hypothesized supervisors. The degree of abusiveness in each scenario as well as the possible gender of the supervisor in the scenarios were both

investigated. According to the results, the scenarios in which the leader was rated as not abusive, neutral and highly abusive were used in the main study.

### **3.1.1. Participants of Pre-Test 1**

The participant group for the pre-test 1 consisted of undergraduate and graduate students from various departments in Faculty of Economics and Administrative Sciences in Middle East Technical University. The participant group consisted of 28 participants where 16 participants were female (57.2%) and 12 participants were male (42.8%).

### **3.1.2. Instruments and Procedure of Pre-Test 1**

Four scenarios with different abusive supervision levels from no abusive supervision to high abusive supervision (see Appendix A) were designed. In the scenarios, the participants were asked to think of themselves as the subordinates of the supervisor. No information was given regarding the gender of the supervisor. The respondents were distributed one of the four questionnaire packages randomly. First, the participants were requested to indicate their own gender as the demographic information. Second, participants were asked to read the hypothetical scenario where the supervisor was either behaving considerately (Scenario 1), neutral (Scenario 2), abusively to some extent (Scenario 3) or highly abusively (Scenario 4). Later, definition of abusive supervision by Tepper (2000) was provided to the respondents. They were requested to evaluate the behaviors of the supervisor defined in the scenario on the scale from “1=Not abusive at all” to “5=Highly abusive”. Following the evaluation of the behavior of the supervisor, as the final section of the questionnaire package, the participants were inquired to indicate their views upon the possible gender of the supervisor (either female or male) who was engaged such leadership behaviors.

### **3.1.3. Results of Pre-Test 1**

Results of the pre-test showed that the manipulation of the abusive supervision scenarios was generally successful. It is seen that the leader in Scenario 1, which was designed to portray a supervisor with considerate behaviors, was evaluated as non-abusive in general while the leader in Scenario 4, which was designed to portray a leader with highly abusive supervision practices, was rated as highly abusive in general. Scenario 2, which was designed to indicate a leader displaying laissez-faire style of leadership (neutral) was also rated in line with the expectations.

The results of the pre-test demonstrated that the supervisor in Scenario 1, the considerate supervisor scenario, had the lowest abusive supervision ratings ( $M = 1.71$ ) compared to Scenario 2, the neutral scenario ( $M = 3.29$ ) and Scenario 3, relatively lower level of abusive supervision scenario ( $M = 4.00$ ). Moreover, the supervisor in Scenario 4, the highly abusive scenario, had the highest abusive supervision ratings ( $M = 4.71$ ). In that sense, the pre-test showed that, there was a statistically significant difference between the groups of participants who were given differential scenarios, as determined by one-way ANOVA ( $F(3,24) = 19.360, p < .001$ ).

In addition to the results of the pre-test, it was observed that abusive supervision ratings of the supervisors in Scenario 3 and Scenario 4 were somewhat similar. The participants reported that they would have been rated Scenario 3 differently, meaning evaluating the supervisor less abusive instead of evaluating as highly abusive, if they have seen Scenario 4. For the main study, Scenario 3 and Scenario 4 were merged into one highly abusive supervision scenario in order to get better results. Moreover, abusive supervision ratings of the supervisor in Scenario 2 were also perceived abusive to some extent. Therefore, for the main study, Scenario 2 was modified and the behaviors of the leader were adjusted to display more of the qualities of laissez-faire leadership.

### **3.2. Pre-Test 2**

The aim of pre-test 2 conducted was to ensure that the pictures that will be used in the main study to reflect the supervisors in the scenarios are bias-free and

perceived as equally attractive. For this aim, the pre-test was designed to compare the pictures depending on several qualities such as attractiveness, elegance, assertiveness. According to the results, after the test, the pictures were used in the main study to demonstrate the leaders. Therefore, pictures have been designed to help the participants on their ways to consider these hypothetical leaders as their supervisors and themselves as their subordinate while reading the scenarios and responding the questionnaire.

### **3.2.1. Participants of Pre-Test 2**

The participant group for the pre-test 2 consisted of undergraduate students from the Department of Business Administration in Middle East Technical University, who did not participate to the pre-test 1. The participant group consisted of 16 participants. The pre-test was applied within a class-hour in exchange of bonus points for the participation.

### **3.2.2. Instruments and Procedure of Pre-Test 2**

One picture of a female leader reflecting the hypothesized supervisor in the scenarios, Bahar Yılmaz, and one picture of a male leader reflecting the hypothesized supervisor in the scenarios, Barış Yılmaz (see Appendix B) were chosen. The participants were distributed a questionnaire sheet where they were asked to evaluate both of the pictures regardless of knowing their positions or the context of the research on the basis of the Attractiveness Dimension of the scale to measure the perceived attractiveness of the celebrities that is developed and validated by Ohanian (1990). In addition to the attractiveness items, trustworthiness, expertise and qualification items were also integrated into the questionnaire for participants' evaluations. After seeing the pictures, the participants were asked to give ratings for the images regarding each item on a scale from "1=Not at all" to "5=Very". Sample items from the questionnaire were as follows: "Attractive", "Elegant", "Handsome/Beautiful".

### **3.2.3. Results of Pre-Test 2**

According to the results of the pre-test, the pictures chosen to depict the supervisors in the scenarios were found equally attractive and bias-free in terms either favoring the female or male over one another. Paired samples t-test was applied in order to see whether there is any significant difference in terms of attractiveness among the female supervisor picture and the male supervisor picture. The results indicated that there was no significant difference in terms of attractiveness for the female supervisor picture ( $M=3.50$ ,  $SD=1.03$ ) and for the male supervisor picture ( $M=2.94$ ,  $SD=0.99$ ); conditions  $t(15)=1.96$ ,  $p=0.07$ . Similarly, no significant difference was found in either of the items other than attractiveness (classy, beautiful/handsome, elegant, sexy, assertive, determinant, confident) for the female supervisor picture and male supervisor picture. Therefore, two pictures were used in the main study.

### **3.3. Main Study**

In order to test the hypotheses, the main study was conducted. The independent variables were as such: Leadership behavior specified with scenario type including different levels of abusive supervision (considerate, neutral or abusive), supervisor gender (male or female) and subordinate (participant) gender (male or female). The dependent variable was subordinate (participant) perception of abusive supervision. For the moderation analysis, hostile sexism and benevolent sexism were used as moderators while supervisor gender was the independent variable and subordinate (participant) perception of abusive supervision was the dependent variable.

#### **3.3.1. Participants**

The participants of the study consisted of 260 undergraduate and graduate students (130 females and 130 males) from four universities located in Ankara Turkey: Middle East Technical University, Bilkent University, Başkent University, TOBB University of Economics and Technology. The mean age for the female participants

was 22.51 ( $SD=2.02$ ) while the mean age for the male participants was 22.73 ( $SD=1.87$ ). The majority of the participants (90.3%) consisted of the students from the Department of Business Administration. 17.7% of the male participants and 16.1% of the female participants were working at the time when the study was conducted. Of the working participants, 87.0% of the male participants and 57.1% of the female participants were working in private sector. Details regarding the demographic characteristics of the sample as well as the distribution of the scenarios they received in the questionnaires packages are given in Table 1.

### **3.3.2. Measures**

In order to conduct the study, a questionnaire package was designed which consisted of five sections within the following order: A description of the supervisor and leadership behavior scenario of the respective supervisor (Appendix C) in the first section abusive supervision scale (Appendix D) for the second section, ambivalent sexism scale (Appendix E) in the third section and demographic characteristics of the participant in the final section (see Appendix F). Before receiving the questionnaire packages, each participant was provided the Voluntary Participation Form. Accordingly, participation to the study was voluntary and participants were assured that their answers will be held confidential.

**Table 1. Demographic Characteristics of the Sample**

|                                       | Males<br>(n = 130)                          |            |       | Females<br>(n = 130) |       |     |       |       |       |
|---------------------------------------|---|------------|-------|----------------------|-------|-----|-------|-------|-------|
|                                       | Frequency                                   | Percentage | Mean  | SD                   | Range | SD  | Mean  | SD    | Range |
| <b>Age (Years)</b>                    |   |            | 22.73 | 1.87                 | 19-30 |     | 22.51 | 2.02  | 19-30 |
| <b>University</b>                     |   |            |       |                      |       |     |       |       |       |
|                                       | Middle East Technical University            | 98         | 75.3  |                      |       | 92  | 70.7  |       |       |
|                                       | Bilkent University                          | 13         | 10.0  |                      |       | 16  | 12.3  |       |       |
|                                       | Başkent University                          | 14         | 10.8  |                      |       | 14  | 10.8  |       |       |
|                                       | TOBB University of Economics and Technology | 5          | 3.9   |                      |       | 8   | 6.2   |       |       |
| <b>Department</b>                     |   |            |       |                      |       |     |       |       |       |
|                                       | Business Administration                     | 119        | 91.5  |                      |       | 116 | 89.2  |       |       |
|                                       | Economics                                   | 8          | 6.2   |                      |       | 7   | 5.4   |       |       |
|                                       | Other                                       | 3          | 2.3   |                      |       | 7   | 5.4   |       |       |
| <b>Class</b>                          |   |            |       |                      |       |     |       |       |       |
|                                       | 2   | 31         | 23.9  |                      |       | 28  | 21.6  |       |       |
|                                       | 3   | 47         | 36.2  |                      |       | 58  | 44.6  |       |       |
|                                       | 4   | 38         | 29.2  |                      |       | 31  | 23.9  |       |       |
|                                       | Master                                      | 10         | 7.7   |                      |       | 12  | 9.2   |       |       |
|                                       | PhD   | 1          | 0.7   |                      |       | 1   | 0.7   |       |       |
|                                       | (Missing=3)                                 |            |       |                      |       |     |       |       |       |
| <b>Working Status</b>                 |   |            |       |                      |       |     |       |       |       |
|                                       | Working                                     | 23         | 17.7  |                      |       | 21  | 16.1  |       |       |
|                                       | Public                                      | 3          | 13.0  |                      |       | 9   | 42.9  |       |       |
|                                       | Private                                     | 20         | 87.0  |                      |       | 12  | 57.1  |       |       |
|                                       | Not Working                                 | 107        | 82.3  |                      |       | 109 | 83.9  |       |       |
| <b>Total Work Experience (Months)</b> |   |            | 8.78  | 15.36                | 0-96  |     | 7.85  | 14.61 | 0-72  |
|                                       | (Missing=1)                                 |            |       |                      |       |     |       |       |       |
| <b>Scenario Type</b>                  |   |            |       |                      |       |     |       |       |       |
|                                       | Considerate Scenario with Female Supervisor | 22         | 17.0  |                      |       | 21  | 16.1  |       |       |
|                                       | Considerate Scenario with Male Supervisor   | 22         | 17.0  |                      |       | 20  | 15.3  |       |       |
|                                       | Neutral Scenario with Female Supervisor     | 23         | 17.6  |                      |       | 22  | 17.0  |       |       |
|                                       | Neutral Scenario with Male Supervisor       | 20         | 15.3  |                      |       | 22  | 17.0  |       |       |
|                                       | Abusive Scenario with Female Supervisor     | 21         | 16.1  |                      |       | 23  | 17.6  |       |       |
|                                       | Abusive Scenario with Male Supervisor       | 22         | 17.0  |                      |       | 22  | 17.0  |       |       |



### 3.3.2.1. Short CV of the Supervisor and Leadership Scenario

Short CVs for both the female and male supervisors were prepared by keeping all information regarding their educational background and work experiences the same and by changing only the names of the supervisors. Each participant received one questionnaire package which included the information and scenario either of the female supervisor or male supervisor. Pictures were also included within the CVs of the supervisors after conducting the pre-test.

### 3.3.2.2. Abusive Supervision Scale

Abusive supervision scale was developed by Tepper in 2000. The scale consists of 15 items in total which are developed to evaluate the subordinate's perception of his/her supervisor. Each item in the scale is rated on a 5-point Likert scale ranging from 1: "I cannot remember him/her ever using this behavior with me" to 5: "He/she uses this behavior very often with me" (Tepper, 2000). The abusive supervision scale was translated into Turkish and back-translated to English by Ülbegi et al. (2014). The reliability and validity study of the Turkish version was also conducted. Accordingly, it was concluded that the scale is a reliable measure to investigate abusive supervision in the Turkish context, with a Cronbach's alpha of .97 (Ulbeği et al., 2014).

For the purposes of this study, Ülbegi et al. (2014)'s translated and validated abusive supervision scale was used. In order to find the aggregate abusive supervision for the leaders in the scenarios, the mean value was calculated for each participant. The reliability analysis with respect to Cronbach Alpha's of each item is presented in Table 2:

**Table 2. Reliability Analysis Result for the Abusive Supervision Scale**

| Scale               | # of Items | Cronbach's Alpha |
|---------------------|------------|------------------|
| Abusive Supervision | 15         | .95              |

### 3.3.2.3. Ambivalent Sexism Scale

Ambivalent Sexism Inventory (ASI) was developed by Glick and Fiske in 1996. The ASI scale consists of 22 items in total: 11 items to measure hostile sexism and 11 items to measure benevolent sexism. Each item in the scale are rated on a 7-point Likert scale ranging from “1=Strongly disagree” to “7= Strongly agree”. The higher ratings in the scale correspond higher level of sexism in the relevant subscale.

In the study, the Turkish version of the ASI scale translated to Turkish and back-translated to English by Sakalli-Ugurlu (2002) was used to test hostile sexism and benevolent sexism of the participants. The reverse items in the original ASI scale were reformulated in the Turkish version. Moreover, Sakalli-Ugurlu (2002) conducted the reliability and validity study for the Turkish version of ASI scale and concluded that it is a reliable measure to be used in Turkish context by obtaining a Cronbach’s alpha of .85.

For the purposes of the study, reliability analysis was conducted as well on the Turkish version of ASI scale both separately on the two components, hostile sexism and benevolent sexism, and on the whole scale. Results are presented in Table 3:

**Table 3. Reliability Analysis Results for the Ambivalent Sexism Scale**

| Scale                  | # of Items | Cronbach's Alpha |
|------------------------|------------|------------------|
| Hostile Sexism (HS)    | 11         | .89              |
| Benevolent Sexism (BS) | 11         | .85              |
| Ambivalent Sexism      | 22         | .90              |

### 3.3.2.4. Demographic Information

As the final part of the questionnaire package, the participants were asked to indicate their age, gender, university, department, class and information regarding their work experience. No information that may reveal their personal identification was requested.

### **3.3.3. Procedure**

The data collection process for the study started after the approval of the Middle East Technical University Human Subjects Ethics Committee. The students recruited from 4 different universities in Ankara, Turkey, as such Middle East Technical University, Bilkent University, Başkent University and TOBB University of Economics and Technology. The students from Middle East Technical University were given bonus points for their participation to the questionnaire. The questionnaires were distributed in class hours and in office hour times. A professor from Bilkent University provided consent to reach the students in Bilkent University and to conduct the questionnaire during the class hours. A Professor from TOBB University of Economics and Technology delivered the surveys to the students in Başkent University and TOBB University of Economics and Technology, as the contact person. All students participated to the study voluntarily. Before distributing the questionnaires, the participants were briefly informed about the study. However, the main aim of the study was not revealed until the participants finished filling out the surveys in order to prevent any biases in their responses. The main aim of the study was explained after each participant completed answering the questionnaire. Additional information was also provided to the participants who were willing to learn more about the study.

The questionnaires were conducted in a pencil-and-paper manner. Each participant was randomly assigned to one of six versions of the questionnaire, depending on the scenario type (considerate, neutral or abusive) and the supervisor gender (female or male) in the scenario. Each participant received a questionnaire package including only one of these scenarios and supervisors. The number of participants who received each scenario with each supervisor gender, with respect to their own gender, was approximately equal.

The first page of the questionnaire consisted of a short CV of either the female (Bahar Yılmaz) or male (Barış Yılmaz) supervisor with a symbolic picture of the supervisors, and the designated leader behavior scenario with either considerate, neutral or abusive behaviors of the supervisor. In the following page, the participants were asked to evaluate the supervisor based on their expectations of the supervisor's tendency of performing the behaviors in the abusive supervision scale with respect to

the scenarios they read. Afterwards, participants were requested to answer the ambivalent sexism scale. Finally, the participants were asked to fill out the demographic information page. Additional space was also provided for the participants who wanted to reflect their comments on the study.

## **CHAPTER 4**

### **RESULTS**

With the aim of exploring the perception of abusive supervision with respect to gender in the Turkish context, this study suggested that female supervisors are not expected to be engaged in abusive supervision practices and therefore, will be perceived as more abusive when they are engaged in such leadership behaviors compared to their equally qualified male counterparts. The study also aimed at investigating the impact of ambivalent sexism on abusive supervision, as the first attempt in the literature.

In this chapter, results of the study are discussed within the respective order of sections: Data screening, descriptive statistics of the study variables, correlations between the study variables and hypothesis testing.

#### **4.1. Data Screening**

Prior to the analyses to test the hypotheses, major variables were investigated in terms of exploring the missing values and data accuracy as described by Tabachnick and Fidell (2001). All values were found within their ranges and all mean values were found greater than their respective standard deviations. The values which were consecutively repetitive for one respondent were also examined by coloring for ensuring the data accuracy. It was seen that the no respondent repeated a certain value throughout the whole questionnaire. Therefore, all responses were kept in the data set.

The number of the missing variables was found not exceeding 5% of the total number of all the variables. Therefore, the missing values were replaced by the mean value of the corresponding set of variables for the respondent before conducting the analysis.

At the end of the data screening process, responses from 260 participants were decided to be included in the data analyses.

#### 4.2. Explanatory Factor Analysis on Abusive Supervision Scale

Tepper (2000) identified the Abusive Supervision Scale as unidimensional. However, he admitted that the “perceptions of abusive supervisor behaviors might involve a categorization scheme that is more complex than “abusive” or “not abusive” (Martinko et al., 2013, p. 123). To support this argument and as a result of their explanatory and confirmatory factor analyses, Mitchell and Ambrose (2007) found out that the Abusive Supervision Scale consists of 2 factors: Factor 1 as passive-aggressive abusive supervision and Factor 2 as active-aggressive abusive supervision (see Figure 3). Apart from that study, no study so far has further explored that abusive supervision scale indeed consists of more than one dimension (Martinko et al., 2013). In this study, the translated version by Ülbeği et al. (2014) of Tepper’s (2000) Abusive Supervision Scale was used. In Ülbeği et al.’s (2014) study, the Turkish version of the scale has loaded on one factor as well.

| Item   | Factor |     |
|--|--------|-----|
|  | 1      | 2   |
| 1. Ridicules me. <sup>a</sup>                                    | .23    | .71 |
| 2. Tells me my thoughts or feelings are stupid. <sup>a</sup>     | .28    | .61 |
| 3. Gives me the silent treatment.                                | .45    | .49 |
| 4. Puts me down in front of others. <sup>a</sup>                 | .30    | .79 |
| 5. Invades my privacy.   | .58    | .29 |
| 6. Reminds me of my past mistakes and failures.                  | .46    | .50 |
| 7. Doesn't give me credit for jobs requiring a lot of effort.    | .60    | .29 |
| 8. Blames me to save himself/herself embarrassment.              | .63    | .30 |
| 9. Breaks promises he/she makes.                                 | .78    | .17 |
| 10. Expresses anger at me when he/she is mad for another reason. | .53    | .45 |
| 11. Makes negative comments about me to others. <sup>a</sup>     | .40    | .68 |
| 12. Is rude to me.   | .54    | .55 |
| 13. Does not allow me to interact with my coworkers.             | .42    | .29 |
| 14. Tells me I'm incompetent. <sup>a</sup>                       | .16    | .65 |
| 15. Lies to me.  | .76    | .23 |

**Figure 3. Mitchell and Ambrose’s (2007) Explanatory Factor Analysis for Tepper’s (2000) Abusive Supervision Scale (p. 1168)**

Explanatory Factor Analysis was conducted to the Turkish version of Abusive Supervision Scale within the context of the present study by using quartimax rotation. Coefficients with values below .35 were suppressed to capture the best fit. Contrary to the prior study findings in the literature and for the Turkish version of the scale that recognized the scale as unidimensional, following the analysis, the scale has found to

be loaded on 2 factors: 13 items have loaded on the first factor and 2 items have loaded on the second factor. The two-factor model explained the 69.69% of the total variance with having Eigenvalues greater than 1. Factor 1 explained 59.75% of the total variance while Factor 2 explained 9.94% of the total variance. Details regarding the factor loadings are presented in Table 4:

**Table 4. Factor Analysis of Abusive Supervision Scale**

| Items              | Factor Loading |          |
|--------------------|----------------|----------|
|                    | Factor 1       | Factor 2 |
| 1                  | .88            |          |
| 2                  | .87            |          |
| 3                  | .57            |          |
| 4                  | .90            |          |
| 5                  | .70            |          |
| 6                  | .82            |          |
| 7                  | .77            |          |
| 8                  | .87            |          |
| 9                  | .50            | .71      |
| 10                 | .75            |          |
| 11                 | .81            |          |
| 12                 | .85            |          |
| 13                 | .67            |          |
| 14                 | .88            |          |
| 15                 | .54            | .66      |
| Explained Variance | 69.69%         |          |
| Eigenvalue         | 8.96           | 1.49     |

As the results of the analysis show, Item #9 and Item #15 loaded both on Factor 1 and Factor 2, with loading primarily on Factor 2. According to the scale, these corresponding items are designed to measure the trustworthiness of the supervisor (Item #9: Breaks promises he/she makes; Item #15: Lies to me). As Tabachnick and Fidell (2001) suggested, as long as cross-loading items have strong loadings (.50 or higher), it depends on the researcher’s judgment to either drop the items from the scale or not (as cited in Costello and Osborne, 2005). Moreover, a factor with less than 3 items is considered “weak and unstable” (Costello and Osborne, 2005, p.5). Since, the cross-loading items, in this case, loaded on both Factor 1 and Factor 2 with loadings

either equal to or better than .50, and since Factor 2 consists only of Item #9 and Item #15, the scale was recognized as unidimensional in accordance with the existing literature.

### **4.3. Descriptive Statistics of the Variables**

In terms of descriptive statistics for the study variables, each scenario condition was examined separately. When all participants were considered as a whole, male supervisor was perceived more abusive ( $M=1.61$ ,  $SD=.60$ ) than female supervisor ( $M=1.55$ ,  $SD=.47$ ) in the considerate scenario (Scenario Type=1). For the neutral scenario (Scenario Type=2), female supervisor was perceived more abusive ( $M=3.01$ ,  $SD=.73$ ) than male supervisor ( $M=2.87$ ,  $SD=.87$ ). For the abusive scenario (Scenario Type=3), male supervisor was perceived more abusive ( $M=3.68$ ,  $SD=.68$ ) than female supervisor ( $M=3.67$ ,  $SD=.57$ ).

Details regarding the descriptive statistics can be found in Table 5.1, 5.2 and 5.3.



**Table 5.1. Descriptive Statistics for the Considerate Leadership Behavior Scenario**

| Variables                     | Female Supervisor |           |                   |           |                 |           | Male Supervisor |           |                   |           |                 |           |
|-------------------------------|-------------------|-----------|-------------------|-----------|-----------------|-----------|-----------------|-----------|-------------------|-----------|-----------------|-----------|
|                               | Total             |           | Female Respondent |           | Male Respondent |           | Total           |           | Female Respondent |           | Male Respondent |           |
|                               | <i>M</i>          | <i>SD</i> | <i>M</i>          | <i>SD</i> | <i>M</i>        | <i>SD</i> | <i>M</i>        | <i>SD</i> | <i>M</i>          | <i>SD</i> | <i>M</i>        | <i>SD</i> |
| Perceived Abusive Supervision | 1.55              | .47       | 1.54              | .58       | 1.55            | .47       | 1.61            | .60       | 1.37              | .42       | 1.84            | .65       |
| Hostile Sexism                | 3.66              | 1.39      | 3.11              | 1.07      | 4.18            | 1.48      | 3.69            | 1.48      | 2.88              | 1.36      | 3.30            | 1.20      |
| Benevolent Sexism             | 3.31              | 1.08      | 3.33              | 1.25      | 3.30            | .92       | 3.53            | 1.33      | 3.02              | 1.12      | 4.00            | 1.35      |

**Table 5.2. Descriptive Statistics for the Neutral Leadership Behavior Scenario**

| Variables                     | Female Supervisor |           |                   |           |                 |           | Male Supervisor |           |                   |           |                 |           |
|-------------------------------|-------------------|-----------|-------------------|-----------|-----------------|-----------|-----------------|-----------|-------------------|-----------|-----------------|-----------|
|                               | Total             |           | Female Respondent |           | Male Respondent |           | Total           |           | Female Respondent |           | Male Respondent |           |
|                               | <i>M</i>          | <i>SD</i> | <i>M</i>          | <i>SD</i> | <i>M</i>        | <i>SD</i> | <i>M</i>        | <i>SD</i> | <i>M</i>          | <i>SD</i> | <i>M</i>        | <i>SD</i> |
| Perceived Abusive Supervision | 3.01              | .73       | 3.25              | .69       | 2.78            | .72       | 2.87            | .87       | 2.99              | .83       | 2.73            | .91       |
| Hostile Sexism                | 3.79              | 1.00      | 3.34              | .94       | 4.20            | .88       | 3.51            | 1.54      | 2.79              | 1.18      | 4.31            | 1.16      |
| Benevolent Sexism             | 3.75              | 1.27      | 3.33              | 1.14      | 4.13            | 1.28      | 3.27            | 1.36      | 3.1               | 1.39      | 3.46            | 1.34      |

**Table 5.3. Descriptive Statistics for the Abusive Leadership Behavior Scenario**

| Variables                     | Female Supervisor |           |                   |           |                 |           | Male Supervisor |           |                   |           |                 |           |
|-------------------------------|-------------------|-----------|-------------------|-----------|-----------------|-----------|-----------------|-----------|-------------------|-----------|-----------------|-----------|
|                               | Total             |           | Female Respondent |           | Male Respondent |           | Total           |           | Female Respondent |           | Male Respondent |           |
|                               | <i>M</i>          | <i>SD</i> | <i>M</i>          | <i>SD</i> | <i>M</i>        | <i>SD</i> | <i>M</i>        | <i>SD</i> | <i>M</i>          | <i>SD</i> | <i>M</i>        | <i>SD</i> |
| Perceived Abusive Supervision | 3.67              | .57       | 3.83              | .58       | 3.49            | .52       | 3.68            | .68       | 3.7               | .71       | 3.66            | .66       |
| Hostile Sexism                | 3.37              | 1.32      | 2.75              | 1.27      | 4.05            | 1.01      | 3.41            | 1.08      | 2.82              | .90       | 4.00            | .93       |
| Benevolent Sexism             | 3.58              | 1.28      | 2.88              | 1.26      | 3.58            | 1.28      | 3.46            | 1.11      | 3.21              | 1.19      | 3.71            | 1.00      |

#### 4.4. Correlations Among the Study Variables

In order to capture the correlations among the variables, Pearson's 2-tailed correlation test was applied. The corresponding results are presented in Table 6 and the variables with significant correlations are explained below.

As it is demonstrated in the table, respondent age and work experience were found significantly and positively correlated ( $r=.55, p < .01$ ). Respondent age and university were found significantly negatively correlated ( $r=-.12, p < .05$ ). The universities were coded as 1 for the respondents from Middle East Technical University (METU), 2 for the respondents from Bilkent University, 3 for the respondents from Baskent University and 4 for the respondents from TOBB University of Economics and Technology (TOBB). The negative correlation indicates that the respondents from METU were younger than the respondents of Bilkent University, Baskent University and TOBB.

Scenario type had positive significant correlation with perceived abusive supervision ( $r=.78, p < .01$ ). It makes sense to have such kind of a correlation since abusive scenario type was coded as 3, while considerate scenario type was coded as 1 and neutral scenario type was coded as 2. In that sense, as the scenario became more abusive, perceived abusive supervision increased. Moreover, hostile sexism and benevolent sexism were found as significantly positively correlated ( $r=.48, p < .01$ ). Also, there were positively significant correlations between participant gender and hostile sexism ( $r=.48, p < .01$ ) and benevolent sexism ( $r=.23, p < .01$ ), meaning that male participants scored higher in terms of both hostile sexism and benevolent sexism.

**Table 6. Correlations Among the Study Variables**

| Variables   | 1     | 2     | 3     | 4    | 5     | 6    | 7    | 8    | 9     | 10 |
|---|-------|-------|-------|------|-------|------|------|------|-------|----|
| 1. Participant Gender (Female=0, Male=1)  |       |       |       |      |       |      |      |      |       |    |
| 2. University (METU=1, BILKENT=2, BASKENT=3, TOBB=4)                                      | -.05  |       |       |      |       |      |      |      |       |    |
| 3. Age (Years)  | .05   | -.12* |       |      |       |      |      |      |       |    |
| 4. Total Work Experience (Months)   | .03   | .06   | .55** |      |       |      |      |      |       |    |
| 5. Scenario Type (Considerate=1, Neutral=2, Abusive=3)                                    | -.02  | -.06  | -.07  | -.03 |       |      |      |      |       |    |
| 6. Supervisor Gender (Female=0, Male=1)   | .00   | -.04  | -.06  | -.03 | .00   |      |      |      |       |    |
| 7. Supervisor-Subordinate Gender Similarity (Gender Similarity=0, Gender Dissimilarity=1) | .02   | -.12* | .04   | -.05 | -.00  | .00  |      |      |       |    |
| 8. Perceived Abusive Supervision  | -.07  | -.07  | -.00  | -.05 | .78** | -.00 | -.08 |      |       |    |
| 9. Hostile Sexism   | .48** | .00   | -.04  | -.03 | -.09  | -.03 | -.06 | -.06 |       |    |
| 10. Benevolent Sexism   | .23** | .11   | .08   | .02  | -.03  | -.00 | -.02 | .01  | .48** |    |

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

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

#### 4.5. Difference of University Among Participants

Since the participants of the study were students from different universities, independent samples t-tests were conducted to explore whether university has a significant effect on the variables of the study. Since the majority of the participants were students from Middle East Technical University ( $N=190$ ), Middle East Technical University was considered as a base and responses from other universities (Bilkent University, Başkent University and TOBB University of Technology and Economics) were compared respectively for the sexist attitudes. The t-tests were performed separately for both hostile sexism and benevolent sexism scores as the components of sexism. These variables were chosen because the corresponding part of the questionnaire that measures ambivalent sexism was the same for all participants and did not contain any question regarding the scenario or the behavior of the leader in the scenario. Rather, ambivalent sexism questionnaire was used to grasp the sexist attitudes of the participants.

For the hostile sexism scores, no significant difference was found between the participants from METU ( $M=3.52$ ,  $SD=1.33$ ) and Bilkent University ( $M=3.84$ ,  $SD=1.21$ ); conditions  $t(217)=-1.22$ ,  $p=.22$ . However, there was a significant difference between the participants from METU and Baskent University ( $M=4.06$ ,  $SD=1.10$ ); conditions  $t(216)=-2.07$ ,  $p=.04$ , and TOBB ( $M=2.66$ ,  $SD=1.21$ ); conditions  $t(201)=2.27$ ,  $p=.03$ .

For the benevolent sexism scores, no significant difference was found between the participants from METU ( $M=3.35$ ,  $SD=1.26$ ) and Bilkent University ( $M=3.39$ ,  $SD=1.14$ ); conditions  $t(217)=-.17$ ,  $p=.87$ . Similarly, there was no significant difference between the participants from METU and TOBB ( $M=3.40$ ,  $SD=1.42$ ); conditions  $t(201)=-.14$ ,  $p=.89$ . However, there was a significant difference between the participants from METU and Baskent University ( $M=4.00$ ,  $SD=1.11$ ); conditions  $t(216)=-2.60$ ,  $p=.01$ .

Since the hostile and benevolent sexism scores of the participants had some significantly difference results, university was included as a control variable in the

analysis of perceived abusive supervision. Therefore, university was considered as a covariate.

3 (scenario type: considerate, neutral or abusive) x 2 (supervisor gender: female or male) x 2 (participant gender: female or male) three-way between-subjects ANCOVA was conducted in order to see whether university has a significant effect on the perception of abusive supervision, by including university as the covariate in the model. According to the results, university has no significant main effect on the perception of abusive supervision,  $F(1,247)=1.74$ ,  $p=.19$ . Therefore, university variable was dropped from the further analysis and hypothesis testing.

#### **4.6. Manipulation Check**

In addition to the scales that participants answered in the questionnaire packages, there were evaluation questions of the leadership behavior in the scenario following the ambivalent sexism scale. Within the evaluation questions, there was one manipulation check item in order to test the designed leadership scenario once more. The item was as follows: “The supervisor (Bahar Yılmaz or Barış Yılmaz)’s behavior is abusive”. The participants were asked to rate the item on a Likert scale from 1=Strongly disagree to 5=Strongly agree.

Three different independent samples t-tests were conducted to see whether the manipulation of the leadership behavior scenarios was successful. Accordingly, the manipulation check for the level of abuse in the leadership scenarios produced a statistical difference between Scenario 1 ( $M=1.73$ ,  $SD=.92$ ) and Scenario 2 ( $M=3.57$ ,  $SD=1.18$ ); conditions  $t(162.06)=-11.48$ ,  $p<.001$ ; and Scenario 3 ( $M=4.57$ ,  $SD=.77$ ); conditions  $t(163.90)=-21.99$ ,  $p<.00$ . There was a significant difference between Scenario 2 and Scenario 3 as well; conditions  $t(147.95)=-6.60$ ,  $p<.001$ .

## 4.7. Hypothesis Testing

In this section, how the testing of the hypotheses of the study was conducted will be presented. Initially, the analysis regarding the first two hypotheses will be revealed, followed by the analysis regarding the testing of Hypothesis 3. Finally, analysis regarding Hypothesis 4, that argues the possible moderation effect of sexist attitudes (hostile sexism and benevolent sexism separately as the components) will be put forward.

### 4.7.1. Testing Hypotheses 1 and 2

In order to examine the impacts of supervisor gender and subordinate gender on perception of abusive supervision, 3 (scenario type: considerate, neutral or abusive) x 2 (supervisor gender: female or male) x 2 (participant gender: female or male) three-way between-subjects ANOVA was conducted separately on the dependent variable of perceived abusive supervision (For the results, see Table 7). It is important to note that the assumptions of normality and homogeneity of variance were not satisfied for the analysis. Therefore, the results require being cautious in terms of the generalizability of the findings.

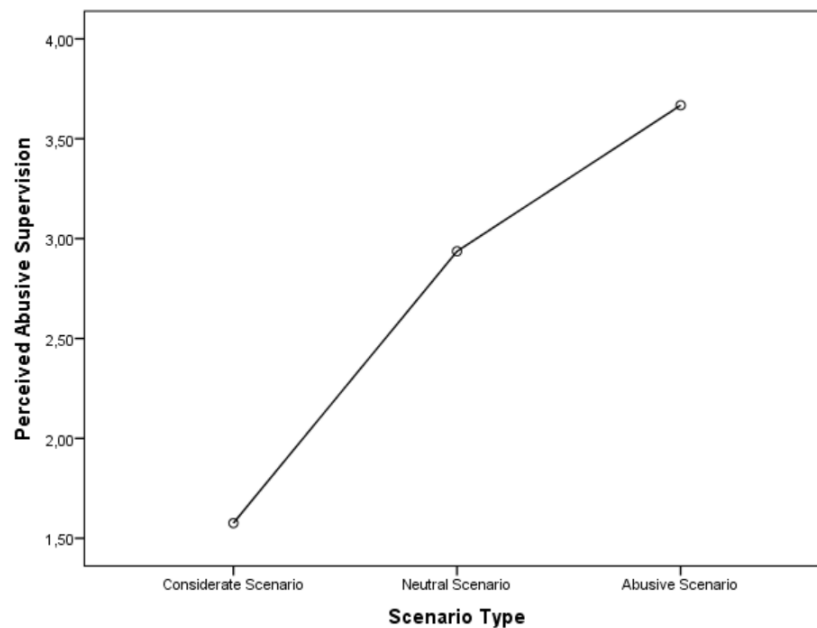
| Source   | SS                   | df     | MS      | F       | p     |
|--|----------------------|--------|---------|---------|-------|
| Corrected Model  | 201,322 <sup>a</sup> | 11.00  | 18.30   | 42.06   | 0.000 |
| Intercept  | 1929.22              | 1.00   | 1929.22 | 4433.32 | 0.000 |
| Scenario Type  | 194.05               | 2.00   | 97.02   | 222.96  | 0.000 |
| Supervisor Gender                                      | 0.69                 | 1.00   | 0.69    | 1.58    | 0.210 |
| Participant (Subordinate) Gender                       | 0.05                 | 1.00   | 0.05    | 0.12    | 0.728 |
| Scenario Type * Participant Gender                     | 4.10                 | 2.00   | 2.05    | 4.72    | 0.010 |
| Scenario Type * Supervisor Gender                      | 0.53                 | 2.00   | 0.27    | 0.61    | 0.542 |
| Supervisor Gender * Participant Gender                 | 1.75                 | 1.00   | 1.75    | 4.01    | 0.046 |
| Scenario Type * Supervisor Gender * Participant Gender | 0.17                 | 2.00   | 0.09    | 0.20    | 0.822 |
| Error  | 107.92               | 248.00 | 0.44    |         |       |
| Total  | 2265.70              | 260.00 | 0.00    |         |       |

a. R Squared = .651 (Adjusted R Squared = .636)

**Table 7. ANOVA Results for Hypotheses 1 and 2**

For the perceived abusive supervision analysis, the main effect of the supervisor gender was not statistically significant,  $F(1,248)=.12$ ,  $p=.73$ . The main effect of participant gender was not statistically significant either,  $F(1,248)=1.58$ ,  $p=.21$ . However, the main effect of the scenario type was statistically significant,  $F(2,248)=222.96$ ,  $p<.01$ . This means that there is a significant relationship between

the scenario type and the perception of abusive supervision such that as the scenario becomes more abusive, meaning that as the leader conducts abusive supervision, the participants, meaning the subordinates, perceive abusive supervision more (see Figure 4).

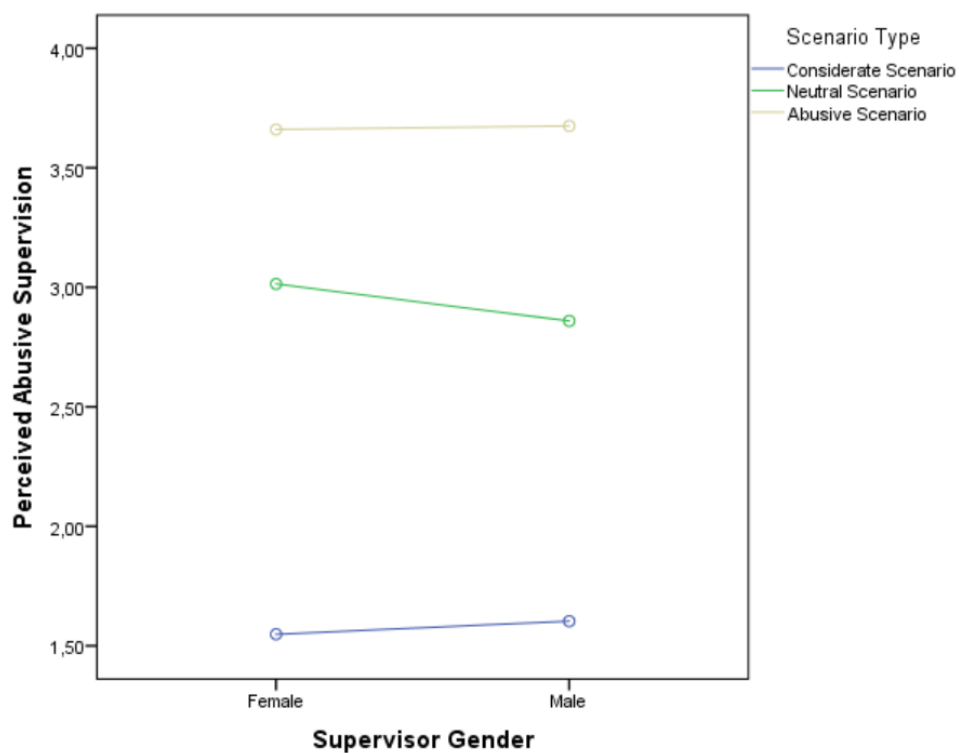


**Figure 4. Main Effect of Scenario Type on the Perception of Abusive Supervision**

Although the three-way interaction of supervisor gender, subordinate gender and scenario type was not significant on the perception of abusive supervision,  $F(2,248)=.20$ ,  $p=.82$ , the analysis produced interaction effects. Accordingly, the interaction between supervisor gender and participant gender was found statistically significant,  $F(1,248)=4.01$ ,  $p=.04$ . In that sense, the impact of supervisor gender on perceived abusive supervision practices depends on the participant gender. The results showed that female participants perceive female supervisors more abusive and male participants perceive male supervisors more abusive, depending on the condition (i.e. scenario type determined by the level of abusive supervision conducted by the supervisor).

As Figure 5 shows, abusive scenario (Scenario 3) was perceived more abusive compared to neutral scenario (Scenario 2) and considerate scenario (Scenario 2) for

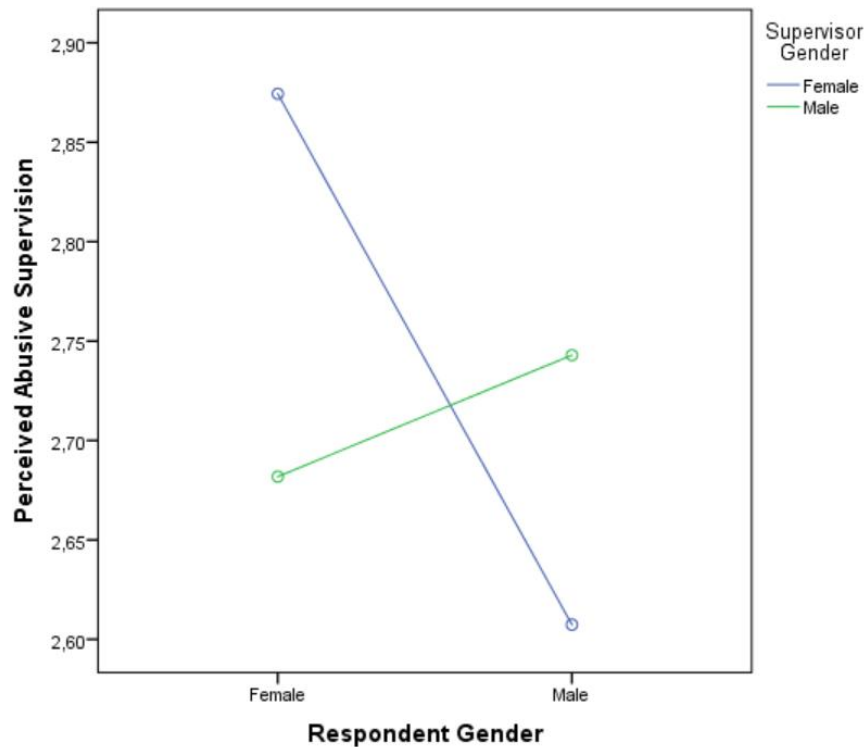
both the female supervisor and male supervisor. Considerate scenario condition was perceived as the least abusive condition for both the female supervisor and male supervisor. Generally, while male supervisor was perceived as more abusive in considerate scenario condition, female supervisor was perceived as more abusive compared to male supervisor. However, the interaction between scenario type and leader gender was not found as statistically significant,  $F(2,248)=.61, p=.54$ .



**Figure 5. Supervisor Gender and Scenario Type Interaction on the Perception of Abusive Supervision**

Figure 6 shows that independent from the scenario type, as compared to male respondents, female respondents find female supervisors more abusive than male supervisors. Compared to females, male respondents find male supervisors more abusive than female supervisors,  $F(2,248)=4.72, p=.01$ .



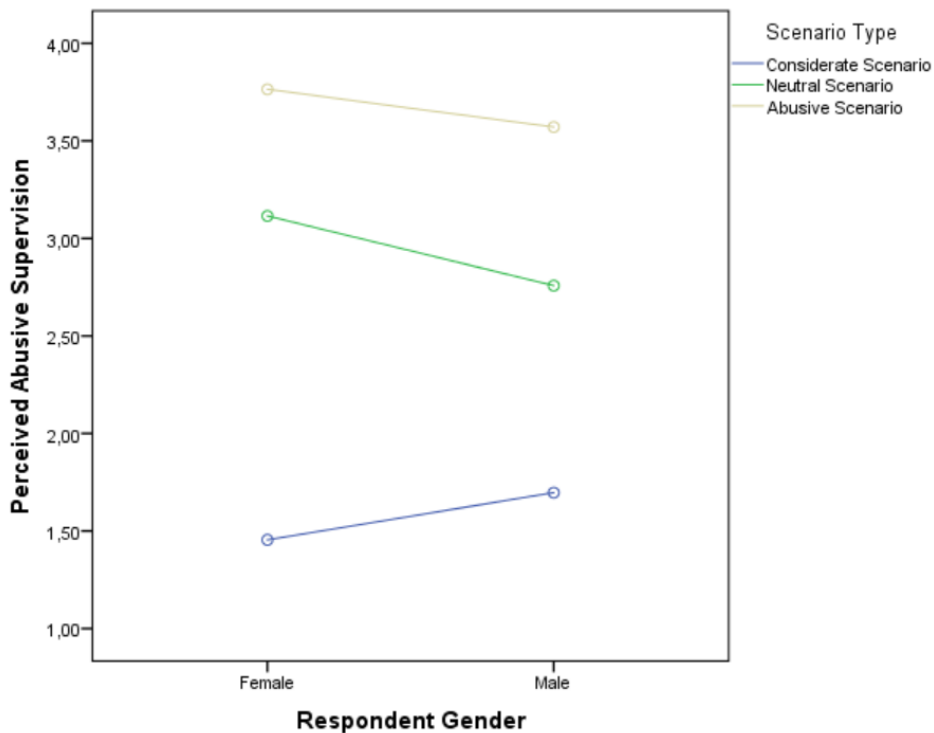


**Figure 6. Supervisor Gender and Respondent Gender Interaction on the Perception of Abusive Supervision**

Accordingly, Hypothesis 1 which suggested that female supervisors will be perceived more abusive compared to male supervisors was not supported. This is because supervisor gender did not produce a significant effect on the perception of abusive supervision. The hypothesis was not supported either when the levels of abusive supervision was considered since the interaction of scenario type and supervisor gender did not have a significant effect on the perception of abusive supervision.

Hypothesis 2 proposed that subordinate gender will have an impact on the perception of abusive supervision such that female subordinates will perceive abusive supervision more than their male counterparts in each conditional scenario. The interaction effect between the subordinate gender and scenario type was statistically significant for the perception of abusive supervision,  $F(2,248)=4.72, p=.01$ .

As it is demonstrated in Figure 7, female respondents perceived abusive supervision more than their male counterparts in the neutral and abusive scenario. However, in the considerate scenario, male respondents had higher ratings for the perceived abusive supervision. Therefore, Hypothesis 2 was partially supported.



**Figure 7. Respondent Gender and Scenario Type Interaction on the Perception of Abusive Supervision**

#### 4.7.2. Testing Hypothesis 3

To test Hypothesis 3, a new variable was created corresponding to the gender similarity in the supervisor-subordinate dyad based on the gender of the participant and the gender of the supervisor in the scenarios that were distributed to each respondent of the questionnaire. Gender similarity between the supervisor and the subordinate (participant) was coded as 0 while gender dissimilarity was coded as 1. In order to examine the impact of gender similarity on the perception of abusive supervision, 3 (scenario type: considerate, neutral or abusive) x 2 (gender similarity in

supervisor-subordinate dyad: gender similar or gender dissimilar) between-subjects ANOVA was conducted. The results were demonstrated in Table 8:

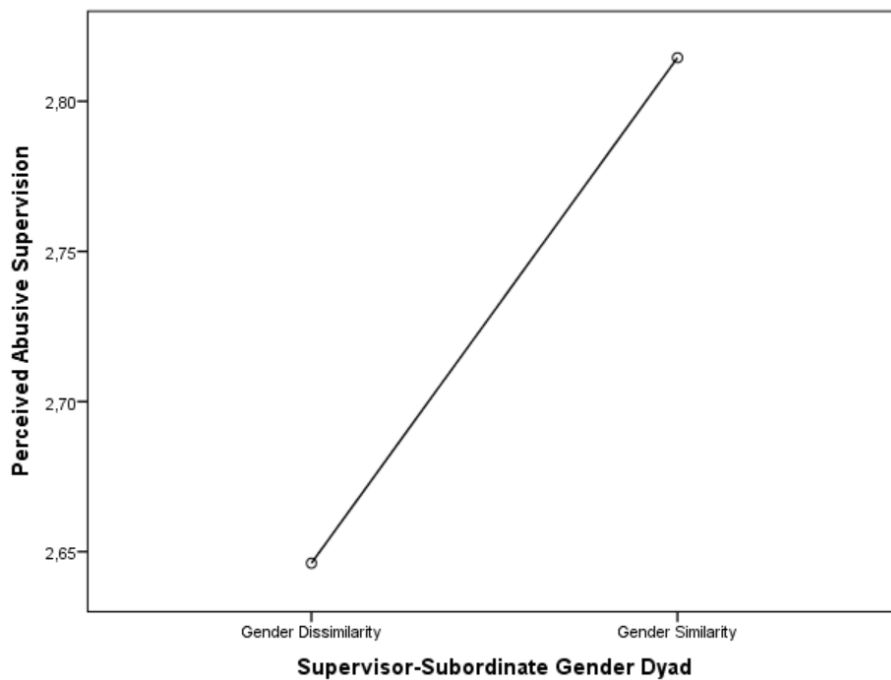
| Source                            | SS                   | df     | MS      | F       | p    |
|-----------------------------------|----------------------|--------|---------|---------|------|
| Corrected Model                   | 195,977 <sup>a</sup> | 5.00   | 39.20   | 87.90   | 0.00 |
| Intercept                         | 1936.64              | 1.00   | 1936.64 | 4342.98 | 0.00 |
| Scenario Type                     | 194.00               | 2.00   | 97.00   | 217.53  | 0.00 |
| Gender Similarity                 | 1.84                 | 1.00   | 1.84    | 4.13    | 0.04 |
| Scenario Type * Gender Similarity | 0.13                 | 2.00   | 0.07    | 0.15    | 0.86 |
| Error                             | 113.26               | 254.00 | 0.45    |         |      |
| Total                             | 2265.70              | 260.00 |         |         |      |

a. R Squared = .651 (Adjusted R Squared = .636)

**Table 8. ANOVA Results for Hypothesis 3**

The findings produced two main effects for both of the independent variables. Accordingly, the main effect of the scenario type was statistically significant,  $F(2,254)=217.53$ ,  $p<.01$ . The main effect of the gender similarity was statistically significant as well,  $F(1,254)=4.129$ ,  $p=.04$ . However, the interaction effect of the scenario type and gender similarity was not found as statistically significant,  $F(2,254)=.151$ ,  $p=.86$ .

Contrary to the hypothesis, it was found that participants who had gender similar supervisors perceived higher levels of abusive supervision compared to the participants with gender dissimilar supervisors. This was the case for each of the abusive supervision level condition. The results were demonstrated in Figure 8. Accordingly, hypothesis 3 was not supported.

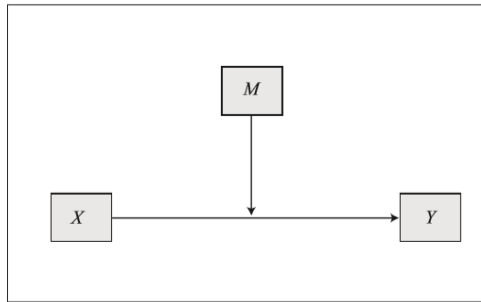


**Figure 8. Main Effect of Gender Similarity on the Perception of Abusive Supervision**

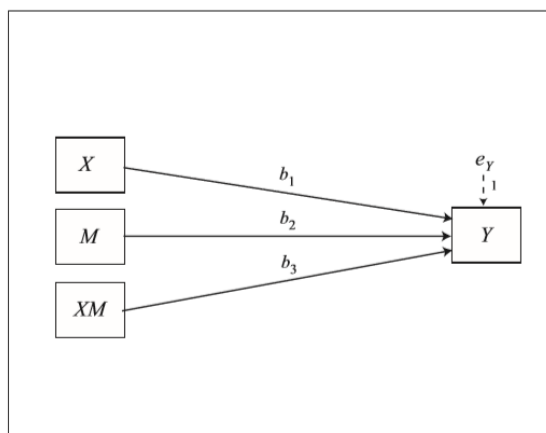
#### **4.7.3. Testing Hypothesis 4**

Hypothesis 4 was suggesting that for high hostile sexism scores (4a) and high benevolent sexism scores (4b), female supervisor will be perceived as more abusive compared to the equally qualified male supervisor. In order to test the hypothesis regarding the possible moderation effect of sexist attitudes, a hierarchical regression was applied.

For the testing process, Hayes's (2013) PROCESS macro v2 16.3 was used in SPSS. For the moderation analysis, PROCESS macro automatically applies the steps of mean-centering the variables and creating the interaction term introduced by Aiken and West (1991). For both the moderation analysis of hostile sexism and benevolent sexism, Model 1 of PROCESS macro was applied (see Figure 9 for the conceptual diagram and Figure 10 for the statistical diagram).



**Figure 9. Conceptual Diagram for Model 1 (Hayes, 2013, p. 442)**



Conditional effect of  $X$  on  $Y = b_1 + b_3M$

**Figure 10. Statistical Diagram for Model 1 (Hayes, 2013, p. 442)**

To test Hypothesis 4a, which was proposing that hostile sexism moderates the relationship between the supervisor gender and abusive supervision, perceived abusive supervision scores were entered as the outcome variable (Y) while supervisor gender was entered as the independent variable (X) and the hostile sexism scores for each participant were entered as the M variable, with 5000 bootstrapping technique. In Step 1 of the moderation model, the regression of supervisor gender on the perception of abusive supervision was not found significant,  $b = -.47$ ,  $t(256) = -1.17$ ,  $p = .24$ . The regression of hostile sexism on the perception of abusive supervision was not found significant either,  $b = -.12$ ,  $t(256) = -1.52$ ,  $p = .13$ . In Step 2, the interaction term between the supervisor gender and hostile sexism was included in the model. The interaction of the supervisor gender and hostile sexism was not found significant,  $b = -.12$ ,

$t(256)=1.19, p=.24$ . The findings showed that the model was not significant,  $R^2 = .01$ ,  $F(3, 256) = .78, p = .50$ . Therefore, Hypothesis 4a was not supported. That is, as the component of ambivalent sexism, hostile sexism did not moderate the relationship between the supervisor gender and the perception of abusive supervision.

To test Hypothesis 4b, which was proposing that benevolent sexism moderates the relationship between the supervisor gender and abusive supervision, perceived abusive supervision scores were entered as the outcome variable (Y) while supervisor gender was entered as the independent variable (X) and the benevolent sexism scores for each participant were entered as the M variable, with 5000 bootstrapping technique. In Step 1 of the moderation model, the regression of supervisor gender on the perception of abusive supervision was not found significant,  $b=-.44, t(256)=-1.12, p=.26$ . The regression of benevolent sexism on the perception of abusive supervision was not found significant either,  $b=-.05, t(256)=-.65, p=.52$ . In Step 2, the interaction term between the supervisor gender and benevolent sexism was included in the model. The interaction of the supervisor gender and benevolent sexism was not found significant,  $b=-.12, t(256)=1.14, p=.26$ . The findings showed that the model was not significant,  $R^2 = .01, F(3, 259) = .45, p = .50$ . Therefore, Hypothesis 4b was not supported. That is, as the component of ambivalent sexism, benevolent sexism did not moderate the relationship between the supervisor gender and the perception of abusive supervision.

## **CHAPTER 5**

### **DISCUSSION**

The main purpose of the study was to examine whether perception of abusive supervision is affected by the gender. Moreover, the study aimed to investigate any possible moderation effect of sexist attitudes on the perception of abusive supervision. By this way, the study had the aim of remarking the biases that women have been facing in terms of attaining and sustaining their leadership positions at the workplace as a result of the gender role stereotyping. This chapter demonstrates the study findings with reference to the literature. Following this, the limitations of the study as well as recommendations for further research will be presented.

#### **5.1. Overview of the Study Findings**

In this section, the results of the study findings will be discussed. The findings will be evaluated separately with respect to the different variables used in the study as the effect of scenario type, supervisor gender, subordinate gender, gender similarity in the supervisor-subordinate dyad as well as sexist attitudes of the subordinate (both hostile sexism and benevolent sexism) as the moderators.

##### **5.1.1. The Effect of Scenario Type**

According to the study findings, scenario type had a significant effect on the perception of abusive supervision. While considerate scenario (Scenario 1) had the lowest ratings in terms of perception of abusive supervision, abusive scenario

(Scenario 3) had the highest ratings. Accordingly, the level of abuse had a significant effect on the perceptions of leadership behavior.

In the literature, vignettes have been in order to assess the perceptions regarding the leadership behaviors as well as the role of gender on the perception of aggression (i.e. Brees et al., 2016; Garcia-Retamero and Lopez-Zafara, 2009; Ozanser and Hovardaoğlu, 2011; Johnson et al. 2008; Stewart-Williams 2002). In Stewart-Williams (2002)'s study, aggression levels in the vignettes had a main effect on the perception of aggression. Similarly, the current study results produced main effect of the scenario type (different levels of abuse in each scenario) in the perception of abusive supervision. Since leadership is dependent on the context (Eagly, 2007), as a form of dark leadership, perception of abusive supervision is also found context-dependent.

### **5.1.2. The Effect of Supervisor Gender**

No significant difference was observed for the female supervisor and male supervisor in terms of subordinates' perceptions of abusive supervision. That is, participants (subordinates) did not perceive female supervisor as more abusive compared to the male supervisor, irrespective of the level of abuse.

This finding has both consistencies and inconsistencies with the existing literature. That is because the literature regarding the implications of gender in terms of workplace hostility has no consensus within itself. Leadership is suggested to be the function of gender roles (Korabik, 1990). Accordingly, women are perceived to be kinder and nicer compared to men, who are perceived to be forceful (Carli, 2001; Heilman; 2001; Eagly and Johannesen-Schmidt, 2001), which will reflect to the expectations regarding the leadership behaviors as prescriptions. Moreover, although women and men display the similar behaviors, they are argued to be perceived differently due to their differential gender roles (Eagly, 1987; Eagly and Karau; Johnson et al., 2008).

The literature has not yet examined the direct effect of supervisor gender on the abusive supervision perceptions. However, previous studies were conducted to grasp



the effect of supervisor gender on the perceived transformational leadership (Ayman et al., 2009), which is considered as a feminine leadership behavior and attributed to female managers mostly (Eagly & Carli, 2003). Just like the societal gender roles of females, transformational leadership values development and has aspects of nurturing and being supportive (Eagly et al., 2003; Eagly & Karau, 2002). Regarding the studies to investigate the potential effect of supervisor gender on the transformational leadership, it was generally found that female leaders are perceived more transformational than male leaders (Eagly et al., 2003).

In this direction, deriving from the gender roles, the present study discussed that as an aggressive and hostile behavior at the workplace, abusive supervision can mostly be associated with males while female supervisor, then, will be both descriptively and prescriptively violate their gender roles by engaging in abusive supervision. Therefore, the study hypothesized that female supervisors will be perceived as more abusive compared to the male supervisors as abusive supervision behaviors will be the violation of female gender role while it will be the norm for the male gender role of being aggressive, assertive and dominant.

As the study findings produced no main effect of supervisor gender in the perception of abusive supervision, it can be suggested that gender role stereotyping seems irrelevant in terms of evaluating dark leadership practices of female and male supervisors for the study sample. There are studies that found no significant effect of the gender of the aggressor on the perception of aggression (i.e. Stewart-Williams, 2002). However, within the context of leadership, women are argued to face with role congruity of prejudice and backlash when they display agentic traits (Eagly & Karau, 2002), which lead them to be perceived negatively.

The reason why the main effect of supervisor gender was not observed can be due to the scenarios used in order to test the perceptions. The perceptions regarding female and male abusive supervisors may differ in a real life situation (Eagly and Mladinic, 1994). Although the manipulation check was performed and the scenario type depending on the level of abuse produced a significant effect on the perception of abusive supervision, they might not create the desired effect.

On the other hand, gender role stereotyping is argued to diminish as the societies evolve over time or at least, their effects can be hindered (Koenig et al., 2011). Furthermore, since the token status of women at leadership positions are improving day by day, their attitudes may become not that hypervisible, and therefore may not be evaluated more negatively. Nonetheless, gender roles will stay as considerable factors in terms of pointing out the biases that especially women face at the workplace until attaining gender equality at the workplace (Heilman, 2012)

### **5.1.3. The Effect of Subordinate Gender**

Subordinate gender's main effect was not significant on the perception of abusive supervision. However, interactions of subordinate gender with scenario type and leader gender were found significant, separately. That is, female participants (subordinates) and male participants (subordinates) perceived different levels of abusive supervision depending on either the scenario type or the supervisor gender.

Literature suggests that subordinate gender is a significant predictor of the perception of workplace aggression and reveals that women perceive higher extents of workplace mistreatment compared to men (McCord et al., 2017; Wang et al., 2016). The study findings support these views. Therefore, the present thesis work can be evaluated as the replication of the previous findings in the Turkish context. Accordingly, for the neutral and abusive scenario conditions, female participants perceived higher abusive supervision compared to male participants. This finding supports McCord et al. (2017)'s finding that revealed females perceive higher levels of workplace mistreatment compared to males. Taking one step further, since both female and male participants judged the same vignettes, this is in line with the study finding of Wang et al. (2016) which proposed that even though female and male subordinates experience similar degrees of workplace mistreatment, female subordinates have higher tendencies to advocate that they experience higher degrees of abuse at the workplace due to their tender gender stereotypes.

Interestingly, for the considerate leadership scenario, male participants perceived higher levels of abuse compared to female participants, which was neither expected within the scope of the study nor previously found in the literature. This may

be due to the tendency of males toward aggression, in line with their descriptive gender roles. Even though there are no implications of any aggression, in fact the supervisor in the scenario has been acting in a kind and gentle way, since this is on contrary to the males' expectation of a leadership of a command-and-control way (Eagly, Johannesen-Schmidt & Van Engen, 2003), the male participants may perceive this situation as incongruent to masculinity and give higher ratings of perceived abusive supervision compared to female participants.

Rather than the disparities of women and men in the perception of workplace hostility and abusive supervision, the literature mainly suggests that women and men have disparities in reacting to such dark leadership practices in line with their societal gender roles (i.e. Restubog et al., 2011; Burke, 2002; Wang et al., 2016). The present study only examined the effect of subordinate gender in terms of perception but further research can be conducted to test these arguments.

#### **5.1.4. The Effect of Gender Similarity in Supervisor-Subordinate Dyad**

As the major finding of the study, gender similarity in supervisor-subordinate dyad had a significant effect on the perception of abusive supervision. Participants who answered the questionnaire with the similar gender supervisor behaviors perceived higher levels of abusive supervision in every condition (considerate, neutral and abusive) compared to the participants who answered the questionnaire with the gender dissimilar supervisor behaviors.

The impact of gender similarity on abusive supervision is in accordance with the previous studies. Although previous studies were investigating the effect of gender on transformational leadership, the results show that most of the effects of gender are at the level of the gender-dyad of supervisor and subordinate relationship (Ayman et al., 2009).

According to the analysis results, female respondents perceived female supervisor more abusive and male respondents perceived male supervisor more abusive. The finding of the study was on the contrary to what was hypothesized. Accordingly, it was found that subordinates with gender-similar supervisors perceive

more abusive supervision compared to the subordinates with gender-dissimilar supervisors. This finding, in fact, supports the idea that similarities does not necessarily predict high quality LMX in the supervisor-subordinate dyad (Green et al., 1996).

The hypothesis of the study predicted that subordinates with gender-similar supervisors will perceive lower levels of abusive supervision compared to subordinates with gender-dissimilar supervisors with respect to the LMX Theory. Deriving from the fundamentals of similarity attraction paradigm, LMX Theory indicates that supervisors and subordinates who have similarities in terms of predictor variables have generally higher quality relationships with their supervisors (Barbuto and Gifford, 2012). Although the present study did not measure LMX quality in the supervisor-subordinate dyad, gender is one of the bases upon which people categorize others as similar or dissimilar so that subordinates and supervisors specify who an in-group or out-group in their work environment (Hobfoll, 1989). However, the literature about LMX Theory depending on gender similarity in the supervisor-subordinate dyad has so far produced inconsistent results in the sense that some studies find that gender similarity in the dyad predicts high quality of LMX while some studies argue that gender similarity has no relationship with high quality of LMX (Jones, 2009).

Previously, Park et al. (2016) investigated the impact of gender similarity on supervisor-subordinate dyad on the perception of abusive supervision. Instead of LMX Theory, they used Conservation of Resources (COR) Theory of Hobfoll (1989) to explain the relationship. As the theory suggests, people are motivated to attain, sustain and preserve their resources (Hobfoll, 1989). Park et al. (2016) recognized that the relationship between the supervisor and subordinate as well as the “in-group membership” as a “cognitive resource” (p. 2). Therefore, subordinates with gender similar supervisors will have the tendency to expect more favorable treatment compared to subordinates with gender dissimilar supervisors (Park et al., 2016). When this expectation is not met, they will perceive higher levels of abuse compared to the subordinates with gender dissimilar supervisor. This is because it will not be surprising for subordinates to experience abusive supervision from their gender dissimilar

supervisors since they do not establish any in-group categorization and they have already been expecting unfavorable treatment from them (Park et al., 2016).

Accordingly, COR Theory can be applicable for the current study to shed a light on the relationship between the gender similarity in the supervisor-subordinate dyad and subordinate perception of abusive supervision. Moreover, since female participants perceived female supervisors as more abusive compared to male supervisors, it can be interpreted as the validation of Goldberg's (1968) paradigm.

#### **5.1.5. The Moderator Effect of Sexist Attitudes**

The present study measured the sexist attitudes with respect to Ambivalent Sexism Inventory Scale by Glick and Fiske 1996). According to the study findings, hostile sexism and benevolent sexism did not moderate the relationship between the supervisor gender and the perception of abusive supervision. Although ambivalent sexism has been considered as a moderator within the context of the studies which investigated possible differential leadership behaviors of women and men (i.e. Glick and Fiske, 1996; Ryan and Haslam, 2006), this study was first to investigate the roles of hostile sexism and benevolent sexism on the perception of abusive supervision.

This study wanted to examine any possible moderation role of sexist attitudes in perceived abusive supervision because the literature discusses that people with high ambivalent sexism scores will perceive women at the workplace as more aggressive while people with low ambivalent sexism scores will perceive women at the workplace as smart (Glick et al., 1997). However, no significant moderation effect for either hostile sexism or benevolent sexism was found. Further studies should be conducted with different samples as well.

Since high hostile sexism scores correspond to the idea of male dominance which is against women's advancement at the workplace (Glick and Fiske, 1996), a female supervisor will be going against the male dominance at the workplace by being promoted to a leadership position and exercising abusive supervision. Therefore, she will be acting against both her descriptive and prescriptive gender roles. Moreover, benevolent sexism suggests that women should carry their duties as mothers and wives

at home (Glick and Fiske, 1996). By becoming leaders and being engaged to abusive supervision, abusive female leader will be double-violating what is described and prescribed to her gender role. The student sample may not have high hostility or benevolence in terms of sexism to predict their perceptions about abusive supervision. Since they have limited work experience, they may not develop any hostility or benevolence regarding the gender roles at the workplace that are shaped by the division of labor in the society.

## **5.2. Implications for Managers**

By examining abusive supervision, this study has pointed out an important phenomenon of destructive leadership. The consequences occur in various organizational realms such as organizational citizenship, job satisfaction, organizational performance, workplace deviant behaviors while affecting the subordinate well-being (Martinko et al., 2013).

Before conveying to the consequences, this study acknowledged the importance of further discovering the antecedents of abusive supervision (Martinko et al., 2013) by specifically focusing on the possible impact of gender and sexist attitudes on the perceptions of abusive supervision. The study found out that rather than solely the supervisor gender or the subordinate gender, gender similarity in supervisor-subordinate dyad has an impact on the perception of abusive supervision. The literature also points out that gender dyads in supervisor-subordinate relationship is an important aspect to examine (Avert et al., 2013; Park et al., 2016). In other words, the composition of gender in the dyadic relationship between supervisor and subordinate emerges as a salient dimension. There are studies that focus on this relational dimension in abusive supervision literature as well (i.e. Xu et al., Park et al., 2016). Therefore, the relational aspect in supervisor-subordinate dyad will help discovering the reasons behind the differential perceptions of abusive supervision (Restubog et al., 2011; Park et al., 2016).

Accordingly, managers should be aware of the idea that demographic characteristics such as gender will influence the subordinate and trigger their

perceptions about considering the supervisor as abusive or not. Female subordinates have generally higher tendencies to perceive abusive supervision compared to male subordinates. Moreover, subordinates who have gender similar supervisors tend to perceive higher levels of abusive supervision compared to subordinates with gender dissimilar supervisors, as explained by COR Theory. Therefore, managers should be trained by the organizations so that they will abstain from exercising any abusive supervision at the workplace towards their subordinates.

### **5.3. Limitations of the Present Study**

As no study is without limitations, the present study has been subject to some that should be discussed. The first limitation of the study is regarding to the characteristics of the sample. The sample consisted mainly of the Business Administration graduate and undergraduate students with very limited working experience. Therefore, the participants may not be able to grasp the dynamics of the subordinate-supervisor dyad, which leads to concerns in terms of the generalizability of the study findings. In order to overcome this situation, the study should be replicated with participants with significant work experience and/or who are currently working.

Another limitation of the study is related with the methodology. Within this study, each participant was asked to read a vignette that demonstrated behaviors of the hypothetical supervisor and evaluate the supervisor as if they were the subordinates of this supervisor. In real life, the scope of information that people have about someone (e.g. their supervisor) will be different than being limited by a vignette (Eagly and Mladinic, 1994). Accordingly, their judgment and perceptions regarding to the subject may differ in a favorable or unfavorable way. Moreover, the participants were randomly assigned to evaluate one leadership scenario, which means that the study has a between-participant design. The motivation to have a between-participant design was to prevent the participant noticing the main purpose of the study beforehand, which was exploring the differential perceptions in evaluating the abusive supervision behavior of male and female supervisors depending on their gender. There are examples of scenario-type studies designed in a between-subject manner in the

leadership literature. Within-participant designs are also being conducted by the scholars, and can therefore, be applied in the Turkish context as well.

Yet, another shortcoming of the study is that the data was collected at a single point in time. Although in the hypothetical scenario conditions, it was stated that the given leadership behavior is common and very much expected for the supervisor, it may not foster the idea that the supervisor will be behaving in the same manner in every condition. Therefore, in order to make a comprehensive evaluation regarding the leadership behavior, and specifically abusive supervision, longitudinal studies can better give the idea that one specific behavior of the leader is repetitive in time that will lead the subordinate to have a solid evaluation.

As another limitation, the present study focused only to the gender among other demographic variables or characteristics. Previous studies investigated the roles of dark personality in terms of destructive leadership behaviors (Jonason et al., 2012; Mathieu & Babiak, 2016). Therefore, alongside with gender of the supervisor and subordinates, can also be considered as the important factors on the perceptions of abusive supervision.

#### **5.4. Recommendations for Further Research**

The present study explored whether the perception of abusive supervision differs based on gender of the supervisor and subordinate in the Turkish context while looking at any moderation effect of sexist attitudes. Previous studies have generally considered gender either as a control variable or a moderator. By examining the main effect of a demographic variable, i.e. gender, this study has a distinctive nature. Moreover, although used in the leadership literature, abusive supervision has not yet been investigated through using scenarios in Turkey so therefore, this study is the first in many ways in Turkey including (1) investigating the role of gender on the perception of abusive supervision, (2) measuring the perception of abusive supervision through using vignettes, (3) investigating the moderating role of ambivalent sexism on the perception of abusive supervision. Although this study found no significant main effect of supervisor gender on the subordinate perception of abusive supervision with a sample consisted of students, the study should be replicated in the future with



a sample which consists of working people or people with considerable experience at the workplace.

Another suggestion for future research can be in terms of investigating the outcomes of abusive supervision with respect to the supervisor gender. That is, in addition to examining the main effect of gender in the perception of abusive supervision, the main effect of gender in terms of behavioral outcomes of abusive supervision can be investigated in the Turkish context (i.e. intentions to quit, job satisfaction as a result of experiencing abusive supervision from a female supervisor versus from a male supervisor). This is because perception of leadership has an impact on how subordinates behave (Hau-Siu Chow, 2005).

Future research can also focus more on the supervisor-subordinate dyad in the perception of abusive supervision. In line with the findings of the study (gender similarity in supervisor-subordinate dyad predicts higher abusive supervision), impact of other factors such as organizational tenure or marital status in supervisor-subordinate dyad and perception of abusive supervision can be further investigated.

Further, studies exploring the relationship between the gender stereotypes and the perception of dark leadership is very limited in Turkey. Although the literature and theories have been mostly developed in the western cultures, the discussion and findings can be applicable to the Turkish context with the Turkish sample of this present study. This is because gender role stereotyping is prevalent in the Turkish context (Aycan, 2004). Although women are participating to the labor force, they are still underrepresented at the leadership levels (Kabasakal et al., 1994). In line with the case in the world in general, in Turkey, men and women are associated with different attributes while managerial attributes are mainly defined with the attributes of men (Sümer, 2006). Moreover, traditional viewpoint towards the gender roles is strong in Turkey in such a way that men are seen as they have the capability of leadership while women are seen as they can only be “good at domestic tasks and child rearing” (Sakallı-Uğurlu & Beydoğan, 2002, p.648). Nonetheless, the study can be replicated in a cross-cultural manner. Based on Hofstede’s (1983) classification of Turkey as highly power distant, a study with a same design and methodology can be applied to another country to measure the perceptions of abusive supervision. Moreover, in order

to grasp the sexist attitudes, alongside with the ASI scale, the Ambivalence Toward Men Inventory by Glick and Fiske (1999) can be also implemented to more broadly investigate the gender dyads in supervisor-subordinate relationship.

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## APPENDICES

### A. PRE-TEST 1 SCENARIOS

#### SCENARIO 1

**Değerli katılımcı, aşağıdaki senaryonun kahramanı olan yöneticivi, birlikte çalışmakta olduğunuz müdürünüz; kendinizi de onun çalışanı olarak düşünüp verilen senaryoyu dikkatlice okuyarak yöneltilen soruları cevaplandırmanız istenmektedir.**

1. Lütfen kendinize en uygun seçeneği işaretleyiniz:

Cinsiyetiniz: Kadın \_\_\_\_\_ Erkek \_\_\_\_\_

##### Senaryo:

Yöneticinizle bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, yöneticiniz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, yöneticinize imzalatmak üzere ofisine gittiniz. Yöneticiniz, rapora göz gezdirirken birtakım hatalar fark etti. Bunun üzerine, size doğru dönerek, "Bu raporda gözle görülür hatalar var. Daha dikkatli olalım ki önümüzdeki zorlu dönemde de bu hataları tekrarlamayalım." dedi ve raporla ilgili size bir soru yöneltti ancak soruya hemen cevap veremediniz. Siz soruya nasıl cevap vereceğinizi düşünürken, yöneticiniz, "Sanırım çok açık ve anlaşılır bir soru olmadı. Şöyle tekrar edeyim." diyerek sorusunu daha basit cümlelerle yineledi ve siz de cevabi görüşünüzü aktardınız.

Görüşmenizin sonunda, yöneticiniz, "Eksiklikler ve yanlışlar var. Yine de, iyi bir iş çıkartmışsın. Önceki rapora istinaden yapmış olduğumuz toplantıyı göz önüne aldığın belli oluyor." dedi ve ekledi, "İyi gidiyoruz, sıkı çalışmaya devam!"

Bunlar, tam da yöneticinizden beklenen davranışlardı.

*Literatürde son yıllarda, yapıcı ve etkili liderlik özellikleri üzerine yapılmakta olan çalışmalara ek olarak, yıkıcı liderlik davranışları üzerine de araştırmalar gerçekleştirilmeye başlanmıştır. Yıkıcı liderlik, "karanlık liderlik", "kötü liderlik", "zararlı liderlik" ve "istismarcı yönetim" gibi çok çeşitli kavram ve türler ile incelenmektedir.*

*Yıkıcı liderlik türlerinden istismarcı yönetim, bir üst yönetici tarafından devamlı olarak uygulanan, fiziksel şiddet unsuru içermeyen, sözlü veya sözel olmayan düşmanca davranışların sergilenmesi olarak tanımlanmıştır (Tepper, 2000).*

2. Verilen tanım ve senaryo ışığında, senaryodaki yöneticinizin liderlik davranışının istismarcı (yıkıcı) olma düzeyi nedir? Lütfen en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz.

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Hiç İstismarcı  
Değil

Orta Düzeyde  
İstismarcı

Çok İstismarcı

3. Senaryodaki liderlik davranışını gösteren yöneticinizin cinsiyeti hangisi olabilir? Lütfen en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz.

Kadın \_\_\_\_\_

Erkek \_\_\_\_\_

## SCENARIO 2

**Değerli katılımcı, aşağıdaki senaryonun kahramanı olan yöneticivi, birlikte çalışmakta olduğunuz müdürünüz; kendinizi de onun çalışanı olarak düşünüp verilen senaryovu dikkatlice okuyarak yöneltilen soruları cevaplandırmanız istenmektedir.**

1. Lütfen kendinize en uygun seçeneği işaretleyiniz:

Cinsiyetiniz: Kadın \_\_\_\_\_ Erkek \_\_\_\_\_

**Senaryo:**

Yöneticinizle bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, yöneticiniz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, raporu yöneticinize sunmak üzere ofisine gittiniz. Yöneticiniz, önemli bir toplantısı olduğundan müsait olmadığını ve gün içinde rapora bakamayacağını söyledi. İşin aciliyetini kendisine hatırlatarak kendisinden randevu talep ettiniz ve ertesi gün sabah saat 11’de kendisiyle görüşme sözü aldınız.

Ertesi gün, kararlaştırmış olduğunuz saatte, görüşmek üzere yöneticinizin ofisine gittiniz. Yöneticiniz, hazırlamış olduğunuz rapora henüz bakmadan, “Raporu takımla birlikte tekrar değerlendirirsiniz ve uygun bulursanız müşteriyelyle paylaşursunuz.” dedi. Rapor ile ilgili olarak yöneticinize danışmak istediğiniz bazı konular vardı ancak yöneticiniz, size gerek rapor süreci gerekse raporun içeriği hakkında yönlendirici bir geri bildirimde bulunmadan, “Raporu sekreterime bırakabilirsin ya da masanın üzerine koyabilirsin.” dedi.

Görüşümü alabileceğiniz başka yöneticiler aramak ve ekip arkadaşlarınızla raporu değerlendirmek üzere yöneticinizin ofisinden ayrıldınız.

Bunlar, tam da yöneticinizden beklenen davranışlardı.

*Literatürde son yıllarda, yapıcı ve etkili liderlik özellikleri üzerine yapılmakta olan çalışmalara ek olarak, yıkıcı liderlik davranışları üzerine de araştırmalar gerçekleştirilmeye başlanmıştır. Yıkıcı liderlik, “karanlık liderlik”, “kötü liderlik”, “zararlı liderlik” ve “istismarcı yönetim” gibi çok çeşitli kavram ve türler ile incelenmektedir.*

*Yıkıcı liderlik türlerinden istismarcı yönetim, bir üst yönetici tarafından devamlı olarak uygulanan, fiziksel şiddet unsuru içermeyen, sözlü veya sözel olmayan düşmanca davranışların sergilenmesi olarak tanımlanmıştır (Tepper, 2000).*

2. Verilen tanım ve senaryo ışığında, senaryodaki yöneticinizin liderlik davranışının istismarcı (yıkıcı) olma düzeyi nedir? Lütfen en uygun olduğunuzu düşündüğünüz seçeneği işaretleyiniz.

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Hiç İstismarcı  
Değil

Orta Düzeyde  
İstismarcı

Çok İstismarcı

3. Senaryodaki liderlik davranışlarını gösteren yöneticinizin cinsiyeti hangisi olabilir? Lütfen en uygun olduğunuzu düşündüğünüz seçeneği işaretleyiniz.

Kadın \_\_\_\_\_

Erkek \_\_\_\_\_

## SCENARIO 3

**Değerli katılımcı, aşağıdaki senaryonun kahramanı olan yöneticivi, birlikte çalışmakta olduğunuz müdürünüz; kendinizi de onun çalışmanı olarak düşünüp verilen senaryoyu dikkatlice okuyarak yöneltilen soruları cevaplandırmanız istenmektedir.**

1. Lütfen kendinize en uygun seçeneği işaretleyiniz:

Cinsiyetiniz: Kadın \_\_\_\_\_ Erkek \_\_\_\_\_

**Senaryo:**

Yöneticinizle bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, yöneticiniz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, yöneticinize imzalatmak üzere ofisine gittiniz. Yöneticiniz, rapora göz gezdirirken birtakım hatalar fark etti. Bu sırada, yöneticinizin ofisine birlikte çalışmakta olduğunuz ekip arkadaşlarınızın birkaçı da geldi. Yöneticiniz, size doğru dönerek, "Bu raporda çok fazla hata var. Bazı hatalar ise oldukça gülünç." dedi. Tekrar önündeki rapora dönerek size rapor ile ilgili bir soru yöneltti ve siz de düşüncenizi söylediniz. Yöneticiniz, sorduğu soruya verdiği cevabı uygun bulmadı ve "Saçmalık!" diyerek kafasını salladı.

Görüşmenizin sonunda, yöneticiniz, "Geçen ayın raporunda da neredeyse aynı hataları yapmıştın. Bu görevi yerine getirebileceğine emin misin?" dedi. Takım arkadaşlarınızın da duyabileceği şekilde, "Bu raporu müşteriye sunmak tam bir utanç kaynağı olurdu." dedi.

Bunlar, tam da yöneticinizden beklenen davranışlardı.

*Literatürde son yıllarda, yapıcı ve etkili liderlik özellikleri üzerine yapılmakta olan çalışmalara ek olarak, yıkıcı liderlik davranışları üzerine de araştırmalar gerçekleştirilmeye başlanmıştır. Yıkıcı liderlik, "karanlık liderlik", "kötü liderlik", "zararlı liderlik" ve "istismarcı yönetim" gibi çok çeşitli kavram ve türler ile incelenmektedir.*

*Yıkıcı liderlik türlerinden istismarcı yönetim, bir üst yönetici tarafından devamlı olarak uygulanan, fiziksel şiddet unsuru içermeyen, sözlü veya sözel olmayan düşmanca davranışların sergilenmesi olarak tanımlanmıştır (Tepper, 2000).*

2. Verilen tanım ve senaryo ışığında, senaryodaki yöneticinizin liderlik davranışının istismarcı (yıkıcı) olma düzeyi nedir? Lütfen en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz.

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Hiç İstismarcı  
Değil

Orta Düzeyde  
İstismarcı

Çok İstismarcı

3. Senaryodaki liderlik davranışını gösteren yöneticinizin cinsiyeti hangisi olabilir? Lütfen en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz.

Kadın \_\_\_\_\_

Erkek \_\_\_\_\_

## SCENARIO 4

**Değerli katılımcı, aşağıdaki senaryonun kahramanı olan yöneticivi, birlikte çalışmakta olduğunuz müdürünüz; kendinizi de onun çalışanı olarak düşünüp verilen senaryovu dikkatlice okuyarak yöneltilen soruları cevaplandırmanız istenmektedir.**

1. Lütfen kendinize en uygun seçeneği işaretleyiniz:

Cinsiyetiniz: Kadın \_\_\_\_\_ Erkek \_\_\_\_\_

**Senaryo:**

Yöneticinizle bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, yöneticiniz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, yöneticimize imzalatmak üzere ofisine gittiniz. Yöneticiniz, rapora göz gezdirirken birtakım hatalar fark etti. Bu sırada, yöneticinizin ofisine, birlikte çalışmakta olduğunuz takım arkadaşlarınızdan birkaçı da geldi. Yöneticiniz, size doğru dönerek, "Raporu hazırlarken aklın neredeydi? Sen hep böyle özensiz mi çalışırsın? Geçen ayki proje raporundaki hatalarını düzeltmem saatlerimi almıştı!" dedi. Tekrar önündeki rapora dönerek size rapor ile ilgili bir soru yöneltti ancak soruya hemen cevap veremediniz. Siz soruya nasıl cevap vereceğinizi düşünürken, takım arkadaşlarınızdan destek almak üzere onlara fikirlerini sordunuz. Bunun üzerine yöneticiniz, "Ben soruyu sana yönelttim, takıma değil! Daha bu temel soruyu bile cevaplayamıyorsun!" dedi ve size soru üzerinde biraz daha düşünme fırsatı vermedi. Görüşmenizin sonunda, yöneticiniz, "Kariyerim boyunca böyle beceriksiz bir çalışma görmedim. Bu görevi yerine getirebileceğine emin misin?" dedi ve takım arkadaşlarınızın da duyabileceği şekilde, "Eminim sokaktan geçen 10 insandan 7'si bu raporu senden daha iyi hazırlardı." dedi ve kinayeli bir şekilde ekledi "Bu iş tam bir zaman kaybı olmaya başladı. Bir daha beni hayal kırıklığına uğratmasan iyi edersin." Bunlar, tam da yöneticinizden beklenen davranışlardı.

*Literatürde son yıllarda, yapıcı ve etkili liderlik özellikleri üzerine yapılmakta olan çalışmalara ek olarak, yıkıcı liderlik davranışları üzerine de araştırmalar gerçekleştirilmeye başlanmıştır. Yıkıcı liderlik, "karanlık liderlik", "kötü liderlik", "zararlı liderlik" ve "istismarcı yönetim" gibi çok çeşitli kavram ve türler ile incelenmektedir.*

*Yıkıcı liderlik türlerinden istismarcı yönetim, bir üst yönetici tarafından devamlı olarak uygulanan, fiziksel şiddet unsuru içermeyen, sözlü veya sözel olmayan düşmanca davranışların sergilenmesi olarak tanımlanmıştır (Tepper, 2000).*

2. Verilen tanım ve senaryo ışığında, senaryodaki yöneticinizin liderlik davranışının istismarcı (yıkıcı) olma düzeyi nedir? Lütfen en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz.

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Hiç İstismarcı  
Değil

Orta Düzeyde  
İstismarcı

Çok İstismarcı

3. Senaryodaki liderlik davranışını gösteren yöneticinizin cinsiyeti hangisi olabilir? Lütfen en uygun olduğunu düşündüğünüz seçeneği işaretleyiniz.

Kadın \_\_\_\_\_ Erkek \_\_\_\_\_

## B. PRE-TEST 2 ATTRACTIVENESS OF THE SUPERVISOR PICTURES

### BAHAR YILMAZ & BARIŞ YILMAZ

Değerli katılımcı, lütfen aşağıdaki fotoğrafları, sıralanan özellikler çerçevesinde 1'den 5'e kadar derecelendirilmiş ölçek üzerinden değerlendiriniz.

| Hiç |   | Orta |   | Çok |
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|-----------------|---|---|---|---|---|
| Çekici          | 1 | 2 | 3 | 4 | 5 |
| Şık             | 1 | 2 | 3 | 4 | 5 |
| Yakışıklı/Güzel | 1 | 2 | 3 | 4 | 5 |
| Zarif           | 1 | 2 | 3 | 4 | 5 |
| Seksi           | 1 | 2 | 3 | 4 | 5 |
| İddialı         | 1 | 2 | 3 | 4 | 5 |
| Kararlı         | 1 | 2 | 3 | 4 | 5 |
| Kendinden emin  | 1 | 2 | 3 | 4 | 5 |

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| Çekici          | 1 | 2 | 3 | 4 | 5 |
| Şık             | 1 | 2 | 3 | 4 | 5 |
| Yakışıklı/Güzel | 1 | 2 | 3 | 4 | 5 |
| Zarif           | 1 | 2 | 3 | 4 | 5 |
| Seksi           | 1 | 2 | 3 | 4 | 5 |
| İddialı         | 1 | 2 | 3 | 4 | 5 |
| Kararlı         | 1 | 2 | 3 | 4 | 5 |
| Kendinden emin  | 1 | 2 | 3 | 4 | 5 |

CİNSİYETİNİZ: KADIN \_\_\_\_\_ ERKEK \_\_\_\_\_

## C. DESCRIPTION OF THE SUPERVISORS AND LEADERSHIP SCENARIOS

### I. BAHAR YILMAZ IN CONSIDERATE SCENARIO (SCENARIO 1)

Değerli katılımcı, bu bölümde, aşağıda kısa özgeçmiş verilen ve okuyacağınız senaryonun baş kahramanı olan Bahar Yılmaz adlı kişiyi, bir süredir birlikte çalışmakta olduğunuz yöneticiniz olarak düşünmeniz istenmektedir.

Lütfen aşağıdaki özgeçmiş özetini bu doğrultuda okuyunuz.

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|  | <p style="text-align: center;"><b><u>BAHAR YILMAZ</u></b></p> <p>Bahar Yılmaz, Orta Doğu Teknik Üniversitesi İşletme Bölümü'nden yüksek şeref derecesiyle mezun oldu. Bugüne dek pazarlama sektöründe üst düzey yönetim pozisyonlarında görev aldı. Güncel olarak, 5 yıldır Protech Bilişim A.Ş.'de Pazarlama Direktörü olarak çalışmaktadır. İleri seviyede İngilizce ve Almanca bilen Bahar Yılmaz, liderlik ve etkin yöneticilik, etkili iletişim yöntemleri, iş sağlığı ve güvenliği sertifika programlarına da katılmıştır.</p> |
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Değerli katılımcı, kısa özgeçmişini okuduğunuz Bahar Yılmaz'ı, aşağıdaki senaryo çerçevesinde birlikte çalışmakta olduğunuz yöneticiniz; kendinizi de onun çalışmanı olarak düşünüp verilen senaryoyu dikkatlice okuyunuz.

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| <p><b>Senaryo:</b></p> <p>Yöneticiniz Bahar Yılmaz ile bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, Bahar Yılmaz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, Bahar Yılmaz'a imzalatmak üzere ofisine gittiniz. Bahar Yılmaz, rapora göz gezdirirken birtakım hatalar fark etti. Bunun üzerine, size doğru dönerek, "Bu raporda gözle görülür hatalar var. Daha dikkatli olalım ki önümüzdeki zorlu dönemde de bu hataları tekrarlamayalım." dedi. Sonrasında ise size raporla ilgili bir soru sordu ve siz de cevabınızı aktardınız. Bahar Yılmaz, onaylar niteliğe başını salladı.</p> <p>Görüşmenizin sonunda, Bahar Yılmaz, "Eksiklikler ve yanlışlar var. Yine de, iyi bir iş çıkartmışım. Eline sağlık. Önceki rapora istinaden yapmış olduğumuz toplantıyı göz önüne aldığın belli oluyor." dedi ve ekledi, "İyi gidiyoruz, sıkı çalışmaya devam!"</p> <p>Bunlar, tam da Bahar Yılmaz'dan beklenen davranışlardı.</p> |
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## II. BAHAR YILMAZ IN NEUTRAL SCENARIO (SCENARIO 2)

Değerli katılımcı, bu bölümde, aşağıda kısa özgeçmiş verilen ve okuyacağınız senaryonun baş kahramanı olan Bahar Yılmaz adlı kişiyi, bir süredir birlikte çalışmakta olduğunuz yöneticiniz olarak düşünmeniz istenmektedir.

Lütfen aşağıdaki özgeçmiş özetini bu doğrultuda okuyunuz.



### BAHAR YILMAZ

Bahar Yılmaz, Orta Doğu Teknik Üniversitesi İşletme Bölümü'nden yüksek şeref derecesiyle mezun oldu. Bugüne dek pazarlama sektöründe üst düzey yönetim pozisyonlarında görev aldı. Güncel olarak, 5 yıldır Protech Bilişim A.Ş.'de Pazarlama Direktörü olarak çalışmaktadır. İleri seviyede İngilizce ve Almanca bilen Bahar Yılmaz, liderlik ve etkin yöneticilik, etkili iletişim yöntemleri, iş sağlığı ve güvenliği sertifika programlarına da katılmıştır.

Değerli katılımcı, kısa özgeçmişini okuduğunuz Bahar Yılmaz'ı, aşağıdaki senaryo çerçevesinde birlikte çalışmakta olduğunuz yöneticiniz; kendinizi de onun çalışanı olarak düşünüp verilen senaryoyu bu doğrultuda dikkatlice okuyunuz.

#### **Senaryo:**

Yöneticiniz Bahar Yılmaz ile bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, Bahar Yılmaz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, raporu Bahar Yılmaz'a sunmak üzere ofisine gittiniz. Bahar Yılmaz, önemli bir toplantısı olduğundan müsait olmadığını ve gün içinde rapora bakamayacağını söyledi. İşin aciliyetini kendisine hatırlatarak kendisinden randevu talep ettiniz ve ertesi gün sabah saat 11'de kendisiyle görüşme sözü aldınız.

Ertesi gün, kararlaştırmış olduğunuz saatte, görüşmek üzere Bahar Yılmaz'ın ofisine gittiniz. Bahar Yılmaz, hazırlamış olduğunuz rapora henüz bakmadan, "Raporu takımla birlikte tekrar değerlendirirsiniz ve uygun bulursanız müşterileri paylaşırız." dedi. Rapor ile ilgili olarak Bahar Yılmaz'a danışmak istediğiniz bazı konular vardı ancak Bahar Yılmaz, size gerek rapor süreci gerekse raporun içeriği hakkında bir geri bildirimde bulunmadan, "Rapor tamamlanınca sekreterime bırakabilirsin." dedi.

Görüşünü alabileceğiniz başka yöneticiler aramak ve ekip arkadaşlarınızla raporu değerlendirmek üzere Bahar Yılmaz'ın ofisinden ayrıldınız.

Bunlar, tam da Bahar Yılmaz'dan beklenen davranışlardı.

### III. BAHAR YILMAZ IN ABUSIVE SCENARIO (SCENARIO 3)

Değerli katılımcı, bu bölümde, aşağıda kısa özgeçmiş verilen ve okuyacağınız senaryonun baş kahramanı olan Bahar Yılmaz adlı kişiyi, bir süredir birlikte çalışmakta olduğunuz yöneticiniz olarak düşünmeniz istenmektedir.

Lütfen aşağıdaki özgeçmiş özetini bu doğrultuda okuyunuz.

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| <b><u>BAHAR YILMAZ</u></b>  |   |
|  | Bahar Yılmaz, Orta Doğu Teknik Üniversitesi İşletme Bölümü'nden yüksek şeref derecesiyle mezun oldu. Bugüne dek pazarlama sektöründe üst düzey yönetim pozisyonlarında görev aldı. Güncel olarak, 5 yıldır Protech Bilişim A.Ş.'de Pazarlama Direktörü olarak çalışmaktadır. İleri seviyede İngilizce ve Almanca bilen Bahar Yılmaz, liderlik ve etkin yöneticilik, etkili iletişim yöntemleri, iş sağlığı ve güvenliği sertifika programlarına da katılmıştır. |

Değerli katılımcı, kısa özgeçmişini okuduğunuz Bahar Yılmaz'ı, aşağıdaki senaryo çerçevesinde birlikte çalışmakta olduğunuz yöneticiniz; kendinizi de onun çalışanı olarak düşünüp verilen senaryoyu dikkatlice okuyunuz.

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| <p><b>Senaryo:</b><br/>Yöneticiniz Bahar Yılmaz ile bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, Bahar Yılmaz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, Bahar Yılmaz'a imzalatmak üzere ofisine gittiniz. Bahar Yılmaz, rapora göz gezdirirken birtakım hatalar fark etti. Bu sırada, Bahar Yılmaz'ın ofisine, birlikte çalışmakta olduğunuz takım arkadaşlarınızdan birkaçı da geldi. Bahar Yılmaz, size doğru dönerek, "Bu raporda çok fazla hata var. Bazı hatalar ise oldukça gülünç! Raporu hazırlarken aklın neredeydi? Sen hep böyle özensiz mi çalışırsın? Geçen ayki proje raporundaki hatalarını düzeltmem saatlerimi almıştı!" dedi. Tekrar önündeki rapora dönerek size rapor ile ilgili bir soru yöneltti ancak soruya hemen cevap veremediniz. Siz soruya nasıl cevap vereceğinizi düşünürken, takım arkadaşlarınızdan destek almak üzere onlara fikirlerini sordunuz. Bunun üzerine Bahar Yılmaz, "Ben soruyu sana yönelttim, takıma değil! Daha bu temel soruyu bile cevaplayamıyorsun!" dedi ve size soru üzerinde biraz daha düşünme fırsatı vermedi. Görüşmenizin sonunda, Bahar Yılmaz, "Kariyerim boyunca böyle beceriksiz bir çalışma görmedim. Bu görevi yerine getirebileceğine emin misin?" dedi ve takım arkadaşlarınızın da duyabileceği şekilde, "Eminim sokaktan geçen 10 insandan 7'si bu raporu senden daha iyi hazırlardı." dedi ve kinayeli bir şekilde ekledi "Bu raporu müşteriye sunmak tam bir utanç kaynağı olurdu. Bir daha beni hayal kırıklığına uğratmasan iyi edersin."<br/>Bunlar, tam da Bahar Yılmaz'dan beklenen davranışlardır.</p> |
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#### IV. BARIŞ YILMAZ IN CONSIDERATE SCENARIO (SCENARIO 1)

Değerli katılımcı, bu bölümde, aşağıda kısa özgeçmiş verilen ve okuyacağınız senaryonun baş kahramanı olan Barış Yılmaz adlı kişiyi, bir süredir birlikte çalışmakta olduğunuz yöneticiniz olarak düşünmeniz istenmektedir.

Lütfen aşağıdaki özgeçmiş özetini bu doğrultuda okuyunuz.

##### **BARIŞ YILMAZ**



Barış Yılmaz, Orta Doğu Teknik Üniversitesi İşletme Bölümü'nden yüksek şeref derecesiyle mezun oldu. Bugüne dek pazarlama sektöründe üst düzey yönetim pozisyonlarında görev aldı. Güncel olarak, 5 yıldır Protech Bilişim A.Ş.'de Pazarlama Direktörü olarak çalışmaktadır. İleri seviyede İngilizce ve Almanca bilen Barış Yılmaz, liderlik ve etkin yöneticilik, etkili iletişim yöntemleri, iş sağlığı ve güvenliği sertifikası programlarına da katılmıştır.

Değerli katılımcı, kısa özgeçmişini okuduğunuz Barış Yılmaz'ı, aşağıdaki senaryo çerçevesinde birlikte çalışmakta olduğunuz yöneticiniz; kendinizi de onun çalışanı olarak düşünüp verilen senaryoyu dikkatlice okuyunuz.

##### **Senaryo:**

Yöneticiniz Barış Yılmaz ile bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, Barış Yılmaz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, Barış Yılmaz'a imzalatmak üzere ofisine gittiniz. Barış Yılmaz, rapora göz gezdirirken birtakım hatalar fark etti. Bunun üzerine, size doğru dönerek, "Bu raporda gözle görülür hatalar var. Daha dikkatli olalım ki önümüzdeki zorlu dönemde de bu hataları tekrarlamayalım." dedi. Sonrasında ise size raporla ilgili bir soru sordu ve siz de cevabınızı aktardınız. Barış Yılmaz, onaylar nitelikte başını salladı. Görüşmenizin sonunda, Barış Yılmaz, "Eksiklikler ve yanlışlar var. Yine de, iyi bir iş çıkartmışsın. Eline sağlık. Önceki rapora istinaden yapmış olduğumuz toplantıyı göz önüne aldığın belli oluyor." dedi ve ekledi, "İyi gidiyoruz, sıkı çalışmaya devam!" Bunlar, tam da Barış Yılmaz'dan beklenen davranışlardı.

## V. BARIŞ YILMAZ IN NEUTRAL SCENARIO (SCENARIO 2)

Değerli katılımcı, bu bölümde, aşağıda kısa özgeçmiş verilen ve okuyacağınız senaryonun baş kahramanı olan Barış Yılmaz adlı kişiyi, bir süredir birlikte çalışmakta olduğunuz yöneticiniz olarak düşünmeniz istenmektedir.

Lütfen aşağıdaki özgeçmiş özetini bu doğrultuda okuyunuz.

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| <b><u>BARIŞ YILMAZ</u></b>  |   |
|  | Barış Yılmaz, Orta Doğu Teknik Üniversitesi İşletme Bölümü'nden yüksek şeref derecesiyle mezun oldu. Bugüne dek pazarlama sektöründe üst düzey yönetim pozisyonlarında görev aldı. Güncel olarak, 5 yıldır Protech Bilişim A.Ş.'de Pazarlama Direktörü olarak çalışmaktadır. İleri seviyede İngilizce ve Almanca bilen Barış Yılmaz, liderlik ve etkin yöneticilik, etkili iletişim yöntemleri, iş sağlığı ve güvenliği sertifikası programlarına da katılmıştır. |

Değerli katılımcı, kısa özgeçmişini okuduğunuz Barış Yılmaz'ı, aşağıdaki senaryo çerçevesinde birlikte çalışmakta olduğunuz yöneticiniz; kendinizi de onun çalışanı olarak düşünüp verilen senaryoyu dikkatlice okuyunuz.

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| <p><b>Senaryo:</b><br/>Yöneticiniz Barış Yılmaz ile bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, Barış Yılmaz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, raporu Barış Yılmaz'a sunmak üzere ofisine gittiniz. Barış Yılmaz, önemli bir toplantısı olduğundan müsait olmadığını ve gün içinde rapora bakamayacağını söyledi. İşin aciliyetini kendisine hatırlatarak kendisinden randevu talep ettiniz ve ertesi gün sabah saat 11'de kendisiyle görüşme sözü aldınız.</p> <p>Ertesi gün, kararlaştırmış olduğunuz saatte, görüşmek üzere Barış Yılmaz'ın ofisine gittiniz. Barış Yılmaz, hazırlamış olduğunuz rapora henüz bakmadan, "Raporu takımla birlikte tekrar değerlendirirsiniz ve uygun bulursanız müşterilerle paylaşırız." dedi. Rapor ile ilgili olarak Barış Yılmaz'a danışmak istediğiniz bazı konular vardı ancak Barış Yılmaz, size gerek rapor süreci gerekse raporun içeriği hakkında bir geri bildirimde bulunmadan, "Rapor tamamlanınca sekreterime bırakabilirsin." dedi.</p> <p>Görüşünü alabileceğiniz başka yöneticiler aramak ve ekip arkadaşlarınızla raporu değerlendirmek üzere Barış Yılmaz'ın ofisinden ayrıldınız.</p> <p>Bunlar, tam da Barış Yılmaz'dan beklenen davranışlardı.</p> |
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## VI. BARIŞ YILMAZ IN ABUSIVE SCENARIO (SCENARIO 3)

Değerli katılımcı, bu bölümde, aşağıda kısa özgeçmişi verilen ve okuyacağınız senaryonun baş kahramanı olan Barış Yılmaz adlı kişiyi, bir süredir birlikte çalışmakta olduğunuz yöneticiniz olarak düşünmeniz istenmektedir.

Lütfen aşağıdaki özgeçmiş özetini bu doğrultuda okuyunuz.

**BARIŞ YILMAZ**



Barış Yılmaz, Orta Doğu Teknik Üniversitesi İşletme Bölümü'nden yüksek şeref derecesiyle mezun oldu. Bugüne dek pazarlama sektöründe üst düzey yönetim pozisyonlarında görev aldı. Güncel olarak, 5 yıldır Protech Bilişim A.Ş.'de Pazarlama Direktörü olarak çalışmaktadır. İleri seviyede İngilizce ve Almanca bilen Barış Yılmaz, liderlik ve etkin yöneticilik, etkili iletişim yöntemleri, iş sağlığı ve güvenliği sertifika programlarına da katılmıştır.

Değerli katılımcı, kısa özgeçmişini okuduğunuz Barış Yılmaz'ı, aşağıdaki senaryo çerçevesinde birlikte çalışmakta olduğunuz yöneticiniz; kendinizi de onun çalışanı olarak düşünüp verilen senaryoyu dikkatlice okuyunuz.

**Senaryo:**  
Yöneticiniz Barış Yılmaz ile bir süredir birlikte çalışmaktasınız. Onun liderliğinde, ekip olarak çeşitli projeler yürütüyorsunuz. Ekip çalışmasının sonunda ortaya çıkan raporları hazırlamaktan da siz sorumlusunuz. Ekip olarak yürütmekte olduğunuz son proje dahilinde, Barış Yılmaz sizden, daha önce de defalarca yapmış olduğunuz, benzer fakat daha geniş kapsamlı bir rapor hazırlamanızı istedi. Sıkı bir çalışma ve uzun saatler gerektiren raporu hazırladıktan sonra, Barış Yılmaz'a imzalatmak üzere ofisine gittiniz. Barış Yılmaz, rapora göz gezdirirken birtakım hatalar fark etti. Bu sırada, Barış Yılmaz'ın ofisine, birlikte çalışmakta olduğunuz takım arkadaşlarınızdan birkaçı da geldi. Barış Yılmaz, size doğru dönerek, "Bu raporda çok fazla hata var. Bazı hatalar ise oldukça gülünç! Raporu hazırlarken aklın neredeydi? Sen hep böyle özensiz mi çalışırsın? Geçen ayki proje raporundaki hatalarını düzeltmem saatlerimi almıştı!" dedi. Tekrar önündeki rapora dönerek size rapor ile ilgili bir soru yöneltti ancak soruya hemen cevap veremediniz. Siz soruya nasıl cevap vereceğinizi düşünürken, takım arkadaşlarınızdan destek almak üzere onlara fikirlerini sordunuz. Bunun üzerine Barış Yılmaz, "Ben soruyu sana yönelttim, takıma değil! Daha bu temel soruyu bile cevaplayamıyorsunuz!" dedi ve size soru üzerinde biraz daha düşünme fırsatı vermedi. Görüşmenizin sonunda, Barış Yılmaz, "Kariyerim boyunca böyle beceriksiz bir çalışma görmedim. Bu görevi yerine getirebileceğine emin misin?" dedi ve takım arkadaşlarınızın da duyabileceği şekilde, "Eminim sokaktan geçen 10 insandan 7'si bu raporu senden daha iyi hazırlardı." dedi ve kinayeli bir şekilde ekledi "Bu raporu müşteriye sunmak tam bir utanç kaynağı olurdu. Bir daha beni hayal kırıklığına uğratmasan iyi edersin."  
Bunlar, tam da Barış Yılmaz'dan beklenen davranışlardır.

## D. ABUSIVE SUPERVISION SCALE

### I. ABUSIVE SUPERVISION SCALE FOR BAHAR YILMAZ

Değerli katılımcı, bu bölümde, okumuş olduğunuz senaryodan yola çıkarak, yöneticiniz olan Bahar Yılmaz'ın davranış eğilimlerini değerlendirmeniz beklenmektedir.

Lütfen verilen davranışları, Bahar Yılmaz'ın sergileyebileceği davranış beklentilerinize göre, 1'den (Kesinlikle Katılmıyorum) 5'e kadar (Kesinlikle Katılıyorum) derecelendirilmiş ölçek üzerinde işaretleyiniz. Lütfen ölçekte bulunan tüm ifadeleri değerlendiriniz.

#### BAHAR YILMAZ



| 1                       | 2                   | 3          | 4                  | 5                      |
|-------------------------|---------------------|------------|--------------------|------------------------|
| Kesinlikle Katılmıyorum | Kısmen Katılmıyorum | Kararsızım | Kısmen Katılıyorum | Kesinlikle Katılıyorum |

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Çalışanlarıyla alay eder.   | 1 | 2 | 3 | 4 | 5 |
| 2. Çalışanlarının duygu ve düşüncelerini aptalca bulur.                    | 1 | 2 | 3 | 4 | 5 |
| 3. Çalışanlarına küser   | 1 | 2 | 3 | 4 | 5 |
| 4. Çalışanlarını başkalarının önünde aşağılar.                             | 1 | 2 | 3 | 4 | 5 |
| 5. Çalışanlarının özel hayatını ihlal eder.                                | 1 | 2 | 3 | 4 | 5 |
| 6. Çalışanlarının geçmişteki hatalarını yüzüne vurur.                      | 1 | 2 | 3 | 4 | 5 |
| 7. Çalışanlarının işteki çabalarını takdir etmez.                          | 1 | 2 | 3 | 4 | 5 |
| 8. Çalışanlarını kendini utandırmakla suçlar.                              | 1 | 2 | 3 | 4 | 5 |
| 9. Sözünde durmaz.   | 1 | 2 | 3 | 4 | 5 |
| 10. Başkasına olan hıncını çalışanlarından çıkarır.                        | 1 | 2 | 3 | 4 | 5 |
| 11. Çalışanları hakkında başkalarına olumsuz yorumlarda bulunur.           | 1 | 2 | 3 | 4 | 5 |
| 12. Çalışanlarına karşı kabadır.   | 1 | 2 | 3 | 4 | 5 |
| 13. Çalışanların iş arkadaşlarıyla etkileşim halinde olmasına izin vermez. | 1 | 2 | 3 | 4 | 5 |
| 14. Çalışanlarının beceriksiz olduğunu söyler.                             | 1 | 2 | 3 | 4 | 5 |
| 15. Çalışanlarına yalan söyler.  | 1 | 2 | 3 | 4 | 5 |

## II. ABUSIVE SUPERVISION SCALE FOR BARIŞ YILMAZ

Değerli katılımcı, bu bölümde, okumuş olduğunuz senaryodan yola çıkarak, yöneticiniz olan Barış Yılmaz'ın davranış eğilimlerini değerlendirmeniz beklenmektedir.

Lütfen verilen davranışları, Barış Yılmaz'ın sergileyebileceği davranış beklentilerinize göre, 1'den (Kesinlikle Katılmıyorum) 5'e kadar (Kesinlikle Katılıyorum) derecelendirilmiş ölçek üzerinde işaretleyiniz. Lütfen ölçekte bulunan tüm ifadeleri değerlendiriniz.

### BARIŞ YILMAZ



| 1                       | 2                   | 3          | 4                  | 5                      |
|-------------------------|---------------------|------------|--------------------|------------------------|
| Kesinlikle Katılmıyorum | Kısmen Katılmıyorum | Kararsızım | Kısmen Katılıyorum | Kesinlikle Katılıyorum |

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Çalışanlarıyla alay eder.   | 1 | 2 | 3 | 4 | 5 |
| 2. Çalışanların duygu ve düşüncelerini aptalca bulur.                      | 1 | 2 | 3 | 4 | 5 |
| 3. Çalışanlarına küser   | 1 | 2 | 3 | 4 | 5 |
| 4. Çalışanlarını başkalarının önünde aşağılar.                             | 1 | 2 | 3 | 4 | 5 |
| 5. Çalışanlarının özel hayatını ihlal eder.                                | 1 | 2 | 3 | 4 | 5 |
| 6. Çalışanlarının geçmişteki hatalarını yüzüne vurur.                      | 1 | 2 | 3 | 4 | 5 |
| 7. Çalışanlarının işteki çabalarını takdir etmez.                          | 1 | 2 | 3 | 4 | 5 |
| 8. Çalışanlarını kendini utandırmakla suçlar.                              | 1 | 2 | 3 | 4 | 5 |
| 9. Sözünde durmaz.   | 1 | 2 | 3 | 4 | 5 |
| 10. Başkasına olan hincini çalışanlarından çıkarır.                        | 1 | 2 | 3 | 4 | 5 |
| 11. Çalışanları hakkında başkalarına olumsuz yorumlarda bulunur.           | 1 | 2 | 3 | 4 | 5 |
| 12. Çalışanlarına karşı kabadır.   | 1 | 2 | 3 | 4 | 5 |
| 13. Çalışanların iş arkadaşlarıyla etkileşim halinde olmasına izin vermez. | 1 | 2 | 3 | 4 | 5 |
| 14. Çalışanlarının beceriksiz olduğunu söyler.                             | 1 | 2 | 3 | 4 | 5 |
| 15. Çalışanlarına yalan söyler.  | 1 | 2 | 3 | 4 | 5 |

## E. AMBIVALENT SEXISM SCALE

Değerli katılımcı, bu bölümde bulunan ölçek, toplumsal cinsiyet rolleri hakkındaki görüşlerinizi ölçmeyi amaçlamaktadır.

Lütfen, her yargı için, size en uygun gelen seçeneği, 1'den (Kesinlikle Katılmıyorum) 7'ye kadar (Kesinlikle Katılıyorum) derecelendirilmiş ölçek üzerinde işaretleyiniz.

Lütfen ölçekte bulunan tüm ifadeleri değerlendiriniz.

| 1                       | 2            | 3                   | 4          | 5                  | 6           | 7                      |
|-------------------------|--------------|---------------------|------------|--------------------|-------------|------------------------|
| Kesinlikle Katılmıyorum | Katılmıyorum | Kısmen Katılmıyorum | Kararsızım | Kısmen Katılıyorum | Katılıyorum | Kesinlikle Katılıyorum |

|  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 1. Ne kadar başarılı olursa olsun, bir kadının sevgisine sahip olmadıkça, bir erkek gerçek anlamda bütün bir insan olamaz.         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Gerçekte birçok kadın, "eşitlik arıyoruz" maskesi altında, işe alınırken kendilerinin ayrılması gibi özel muameleler arıyorlar. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Bir felaket durumunda kadınlar erkeklerden önce kurtarılmalıdır.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Birçok kadın masum söz veya davranışları cinsel ayrımcılık olarak yorumlamaktadır.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Kadınlar çok çabuk alınırlar.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Karşı cinsten biri ile romantik ilişki olmaksızın insanlar hayatta gerçekten mutlu olamazlar.                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Feministler gerçekte kadınların erkeklerden daha fazla güce sahip olmalarını istemektedirler.                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Birçok kadın, çok az erkekte olan bir saflığa sahiptir.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Kadınlar erkekler tarafından el üstünde tutulmalı ve korunmalıdır.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Birçok kadın erkeklerin kendileri için yaptıklarına tamamen minnettar olmamaktadır.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Kadınlar erkekler üzerinde kontrolü sağlayarak güç kazanmak hevesindedirler.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Her erkeğin hayatında hayran olduğu bir kadın olmalıdır.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Erkekler, kadınsız eksiktirler.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Kadınlar işyerlerindeki problemleri abartmaktadırlar.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

### E. AMBIVALENT SEXISM SCALE (CONTINUED)

| 1   | 2            | 3                   | 4          | 5                  | 6           | 7                      |   |   |   |   |
|---|--------------|---------------------|------------|--------------------|-------------|------------------------|---|---|---|---|
| Kesinlikle Katılmıyorum   | Katılmıyorum | Kısmen Katılmıyorum | Kararsızım | Kısmen Katılıyorum | Katılıyorum | Kesinlikle Katılıyorum |   |   |   |   |
| 15. Bir kadın bir erkeğin bağlılığını kazandıktan sonra genellikle o erkeğe sıkı bir yular takmaya çalışır.   |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 16. Adil bir yarışmada kadınlar erkekler karşı kaybettikleri zaman, genellikle kendilerinin ayırmıçlığa maruz kaldıklarından yakınır.                             |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 17. İyi bir kadın erkeği tarafından yüceltilmelidir.  |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 18. Erkekler cinsel yönden yaklaşılabilir olduklarını gösterircesine sakalar yapıp daha sonra erkeklerin tekliflerini reddetmekten zevk alan birçok kadın vardır. |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 19. Kadınlar erkeklerden daha yüksek ahlaki duyarlılığa sahip olma eğilimindedirler.  |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 20. Erkekler, hayatlarındaki kadının geçimini sağlamak için kendi hayatlarını gönüllü olarak feda etmelidirler.   |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 21. Feministler erkeklere makul olmayan istekler sunmaktadır.   |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |
| 22. Kadınlar erkeklerden daha ince bir kültür anlayışına ve zevkine sahiptirler.  |              |                     |            | 1                  | 2           | 3                      | 4 | 5 | 6 | 7 |

## F. DEMOGRAPHIC INFORMATION

1. Cinsiyetiniz: Erkek \_\_\_\_ Kadın \_\_\_\_
2. Yaşınız: \_\_\_\_\_
3. Okulunuz: \_\_\_\_\_
4. Bölümünüz: \_\_\_\_\_
5. Sınıfınız: \_\_\_\_\_
6. Şu anda bir yerde çalışıyor musunuz: Evet \_\_\_\_ Hayır \_\_\_\_  
(Evetse) Çalıştığınız sektör: Kamu \_\_\_\_ Özel \_\_\_\_  
(Evetse) Bir üst yöneticinizin cinsiyeti: Erkek \_\_\_\_ Kadın \_\_\_\_
7. Toplam iş deneyiminiz (ay veya yıl): \_\_\_\_\_

**Anketin sonuna gelmiş bulunmaktasınız.  
Lütfen tüm soruları cevaplandırdığınızdan emin olunuz.**

Yapılan çalışma ile ilgili belirtmek istediğiniz görüş ve düşünceleriniz varsa lütfen doldurunuz:

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Vakit ayırdığınız ve değerli katılımınız için çok teşekkürler.



## G. TURKISH SUMMARY / TÜRKÇE ÖZET

### **Karanlık Liderliğin İncelenmesi: İstismarcı Yönetim Algısında Toplumsal Cinsiyetin Rolü**

Günümüzde her ne kadar liderlik ve üst düzey yönetim kadrolarında görev alan kadınların sayısı artıyor olsa da, iş yaşamında cinsiyet eşitliğini sağlamak, maalesef ki hala uzak bir hedef olarak görülmektedir. İş yaşamında ve özellikle de liderlik pozisyonları kapsamında mevcut olan cinsiyet eşitsizliğinin nedenleri arasında, liderliğin erkeksilik (maskülinite) ve erkeklerin sahip olduğu düşünülen özelliklerle ilişkilendirilmesi gösterilmektedir. Kadın ve erkeklere yönelik toplumsal cinsiyet yargılarının etkilerinin, zaman içerisinde azaldığı savunulabilse de, günümüz iş dünyasında erkeklik ve erkeklerin sahip olduğu niteliksel özellikler, iyi yönetici olmanın başlıca belirteçleri olarak düşünülmektedir (Parks-Stamm ve ark., 2008).

Toplumsal olarak oluşturulan cinsiyet rolleri, her cinsiyetin niteliklerini belirlemenin yanı sıra bu cinsiyetlerin nasıl davranıyor olmaları gerektiğini de öngörür. Bu roller, kadınların evde durmalarını, itaatkar, uzlaşmacı ve kibar olmalarını dikte ettirirken erkeklerin de eve “ekmek getiren”, baskıcı, atılgan ve mücadeleci olmalarını öngörür. Eğer kadınlar, kendileri için biçilmiş bu rolleri ihlal ederek iş yaşamına dahil olup liderlik pozisyonlarında çalışmaya başlarsa, toplumsal cinsiyet rollerinin gereklilikleri ile öncül olarak erkeklere biçilen liderlik rolünün gereklilikleri arasında bir uyumsuzluk söz konusu olur (Eagly ve Karau, 2002).

Liderliğin, kadın ve erkeğe atfedilen farklı özellikler bağlamında ve bu farklı özelliklerden ortaya çıkması muhtemel farklı liderlik stilleri ile etkili ve olumlu liderlik çalışmaları kapsamında cinsiyetin çalışılmasına ek olarak, literatürde yıkıcı liderlik konusu da çalışılmaya başlanmıştır (örneğin, Schyns ve Schilling, 2013; Tepper, 2007; Einarsen ve ark., 2007). Bu kapsamda, liderlerin ve liderliğin de “karanlık bir yanı” olabileceği kabul edilmiş olup bu konu hem organizasyonlar hem çalışanlar hem de tüm toplum için doğurduğu olumsuz sonuçlardan dolayı önem kazanmaktadır.

Tepper (2000) tarafından “çalışanın, yöneticisinin fiziksel temas hariç olmak üzere, devamlı olarak gösterdiği sözlü ve sözel olmayan düşmanca davranışlarına ilişkin sahip olduğu algı” olarak tanımlanan istismarcı yönetim, literatürde çalışılmakta olan yıkıcı liderlik türlerinden biridir (sf. 178). İstismarcı yönetim, organizasyonlara zarar verir, çalışanların iş tatmininin azalmasına sebep olur ve çalışanların zarar verici iş davranışları göstermelerine zemin hazırlar. İş yerinde gerçekleşen fiziksel davranışlarla karşılaştırıldığında, istismarcı yönetim daha yaygın olarak karşılaşılan bir durumdur ve çalışanların yaklaşık %50’si iş hayatında istismarcı yönetimle karşılaşmaktadır ya da karşılaşacağını düşünmektedir (Tepper, 2006).

İstismarcı yönetimin bu kadar yaygın olması, konuyu daha da önemli hale getirmektedir. İstismarcı yönetimin sonuçları, literatürde daha yaygın bir şekilde çalışılmakta olsa da istismarcı yönetimin öncül sebepleri de artan bir şekilde araştırılmaktadır (Aryee ve ark., 2007). İstismarcı yönetim, çalışanların algısı ve öznel değerlendirmeleri ile ilgili olduğundan, çalışanlar ve yöneticilerin özelliklerinin araştırılması önem arz etmektedir.

Geleneksel cinsiyet rollerinden hareketle, erkeklerin kadınlara kıyasla agresif davranışlarda bulunmaya daha meyilli oldukları ve iş yaşamında da bu şekilde davrandıkları düşünülmektedir (Restubog ve ark., 2011). Kadınların, kalıplaştırılan toplumsal cinsiyet rollerine uyum göstermeyip erkeklere atfedilen davranışları gösterdiklerinde, erkeklerin toplumsal cinsiyet rollerine uygun davranmadıkları durumlara kıyasla daha olumsuz değerlendirildikleri ve yargılandıkları ortadadır (Heilman ve Chen, 2005). Kadınların da, kalıplaşmış toplumsal cinsiyet rolleri bakımından erkeklere atfedilen yıkıcı liderlik ve istismarcı yönetim özelliklerini gösterdiklerinde, erkeklere göre daha olumsuz değerlendirilmeleri beklenebilir. Yönetici cinsiyetine ek olarak, çalışan cinsiyetinin de istismarcı yönetim algısı üzerinde etkili olabileceği öne sürülmektedir. Kadın ve erkek çalışanların, iş yerinde aynı oranda istismarcı yönetime maruz kaldıkları düşünülse de erkek çalışma arkadaşlarına kıyasla, kadın çalışanlar iş yerinde daha fazla zorluk ve istismar yaşadıklarını belirtmektedirler (Wang ve ark., 2016). Aynı paralelde, kadın çalışanlar, erkekler çalışanlara oranla iş yerinde daha fazla kötü davranışa maruz kaldıklarını algırlar ve bunu daha sık rapor ederler (McCord ve ark., 2017). Çalışan-yönetici

ilişkisinden ortaya çıkan istismarcı yönetim algısı incelenirken, çalışan-yönetici arasındaki cinsiyet benzerliğinin de değerlendirilmesi de ayrıca faydalı olacaktır.

Bu tez, istismarcı yönetim algısında, yönetici cinsiyeti, çalışan cinsiyeti, çalışan-yönetici ilişkisinde cinsiyet benzerliği ve cinsiyetçi tutumları incelemeyi hedeflemektedir. Özellikle Türkiye bağlamında, istismarcı yönetim algısı ile ilgili çalışmalar oldukça kısıtlıdır. Literatürde de yıkıcı liderlik ve istismarcı yönetim çalışmalarında cinsiyet ya kontrol değişkeni ya da düzenleyici olarak kullanılmakta olup kalıplaşmış cinsiyet rollerinin algısını bu bağlamlarda araştıran bir çalışmaya rastlanmamıştır. Toplumsal cinsiyet rollerinin ve cinsiyetçiliğin kadın ve erkek liderler için çalışanlarda yarattığı algıyı araştıran bu çalışma, aynı zamanda, kadınların liderlik rolleri ve yöneticilik pozisyonları çerçevesinde karşılaştıkları önyargı ve olumsuz değerlendirmelere de ışık tutmayı hedeflemektedir.

### **İstismarcı Yönetim**

İlk defa Tepper (2000) tarafından, yıkıcı liderlik türlerinden biri olarak görülen istismarcı yönetim, “çalışanın, yöneticisinin fiziksel temas hariç olmak üzere, devamlı olarak gösterdiği sözlü ve sözel olmayan düşmanca davranışlarına ilişkin sahip olduğu algı” (sf.178) olarak tanımlanmıştır. Tanım itibariyle, kavramsal olarak ast-üst ilişkisi kapsamında, yöneticilerin alışkanlık haline getirdiği davranışlar olarak değerlendirilir.

Tepper (2007)’e göre, istismarcı yönetimin çalışan algısına bağlı olması, onu öznel bir kavram haline getirmektedir. Çalışanların yöneticileri hakkındaki değerlendirmeleri, çalışanların demografik özellikleri ya da etkilendikleri çevresel faktörler gibi etmenlerin etkisiyle şekillenmektedir. Bu sebeple, aynı yöneticiye bağlı olarak çalışan çalışanların bile, söz konusu yöneticinin istismarcı olup olmadığı yönündeki fikirleri ve algıları farklılık gösterebilir (Tepper, 2000).

İstismarcı yönetim kapsamında, yöneticinin uygunsuz fiziksel temas içeren davranışları yoktur. Fiziksel davranış harici, aşağılayıcı davranışlar, saygısızlık, kabalık, bağıрма, gizliliğin ihlali, agresif göz teması, çalışanı aşağılayıcı davranışlar, alay etmek, çalışan tarafından yapılmış bir işi üstlenerek takdir toplamaya çalışmak gibi çok çeşitli davranışlar istismarcı yönetim kapsamına girer (Bies, 2000; Tepper, 2000; Tepper ve ark., 2011, Burton ve Hoobler, 2006; Keashly ve ark., 1994). Bu

davranışların ortak özelliği, çalışana karşı agresif ve yıkıcı bir tutum takınarak çalışanı sessiz müdahaleye zorlamak ve çalışanı kendini savunamayacak şekilde hissettirmektir. (Pradhan ve Jena, 2017). Tepper (2007) ise istismarcı yönetimin, kimi zaman çalışanın performansını arttırmak, çalışana uyarı vererek motivasyonunu yükseltmek ya da çalışanın disiplinli çalışmasını sağlamak gibi nedenlerle de uygulanabileceğini belirterek istismarcı yönetimin bu yönleriyle, diğer yıkıcı liderlik davranışlarından ayrıldığını belirtmektedir.

İş yerinde yıkıcı ve toksik liderlik özellikleri gösteren yöneticiler, istismarcı olarak kabul edilir (Mehta ve Maheswari, 2013). Lutgen-Sandvik (2006)'e göre, bir yöneticinin, istismarcı olarak kabul edilebilmesi için, söz konusu yıkıcı davranışları 18 ila 20 ay süreyle tekrarlaması gereklidir. Bu çerçevede, bir yönetici, stres altında ya da belirsizliğin hakim olduğu koşullarda bir defaya mahsus olmak üzere istismarcı bir davranış gösterirse, bu onu istismarcı lider yapmaz. Tepper (2000), istismarcı yönetimi, çalışan algısına bağlı olarak ölçmek üzere 15 maddelik bir ölçek geliştirmiştir. Ölçek maddeleri şu soruyu cevaplar niteliktedir: “Yöneticiniz hangi sıklıkta size karşı bu davranışları sergilemektedir?”.

Hakkında yapılan araştırmaların kısıtlılığına rağmen, istismarcı yönetim iş yerinde oldukça yaygındır. Hatta, istismarcı yönetim, diğer yıkıcı liderlik davranışlarına kıyasla daha sık rastlanan bir durumdur çünkü çalışanlar tarafından daha çok tahammül edilir ancak bu sebeple de etkileri daha zarar verici olabilir (Keashly ve ark., 1994). Söylendiğine göre, istismarcı yönetim, işyerinde karşılaşılan fiziksel şiddetten daha yaygın olup çalışanların neredeyse %50'si iş yaşamları boyunca istismarcı bir liderle karşılaşmakta ya da karşılaşmayı beklemektedir (Tepper, 2006).

### **İstismarcı Yönetim Öncülleri**

Literatür, henüz istismarcı yönetim algısına sebebiyet veren faktörler konusunda bir anlaşmaya varamamakla birlikte bu faktörler tam olarak tespit edilememiştir (Aryee ve ark., 2007; Tepper ve ark., 2011; Harvey ve ark., 2007; Restubog ve ark., 2011). Yine de, istismarcı yönetimin öncüllerinin tespiti, olumsuz sonuçlarıyla mücadele konusunda büyük önem arz etmektedir (Liang, 2016).

Tepper ve arkadaşlarına (2006) göre, daha önce istismarcı yönetime maruz kalan liderler de kendi çalışanlarına istismarcı yönetim uygulamaya daha meyillidirler. Bu durum, adalet-temelli model olarak açıklanmıştır. Liu ve arkadaşları. (2012) ve Zhang ve Bedall (2015) da bu modele katılmaktadırlar.

İstismarcı yönetimin nedenlerini ortaya koymak ve Tepper (2007)'in görüşlerini desteklemek amacıyla, Martinko ve arkadaşları (2013) bir çalışma gerçekleştirmiştir. Buna göre, çalışan algısı, istismarcı yönetimin birincil öncülüdür. Bu paralelde, yönetici davranışını algılamada çalışan faktörü önem taşımaktadır. Aynı paralelde, Zhang ve Bednall (2015) da istismarcı yönetim öncüllerini 4 grupta incelemiştir: Yönetici kaynaklı öncüller, organizasyon kaynaklı öncüller, çalışan kaynaklı öncüller ile çalışan ve yöneticinin demografik özelliklerinden kaynaklı öncüller. Yönetici kaynaklı öncüller, yöneticinin liderlik davranışlarını ve kişilik özelliklerini yansıtırken organizasyon kaynaklı öncüller, iş yerinin kurum kültürünü ve normlarını temel almaktadır. Çalışan kaynaklı öncüller, çalışanın kişilik özellikleri ile ilişkilirken, çalışanın ve yöneticinin demografik özellikleri de cinsiyet, yaş gibi faktörler olup bunlar düzenleyici olarak model dahilinde değerlendirilmiştir. Zhang ve Bednall (2015)'in modelinde düzenleyici olarak değerlendirilmiş olan demografik özellikler, bazı çalışmalarda ise kontrol değişkeni olarak kullanılmıştır (Örneğin; Ouyang ve ark, 2015).

### **İstismarcı Yönetim Sonuçları**

İstismarcı yönetim mağdurları, kimi zaman yaşadıkları tecrübeleri paylaşmaya ve rapor etmeye korkup çekindiklerinden, istismarcı yönetimin sonuçlarını kesin olarak tespit etmek oldukça zordur (Thoroughgood ve ark., 2012). Bu durum, istismarcı yönetimin sonuçlarını tespit etmeyi ve kapsamlı bir sonuç elde etmeyi zorlaştırmaktadır.

İstismarcı yönetim kapsamında hem organizasyon hem maruz kalan çalışanlar hem de lider olumsuz olarak etkilenmektedir; bu nedenle istismarcı yönetim, organizasyonlarda yayılcı bir şekilde vücut bulur (Xu ve ark., 2012). Genel olarak, istismarcı yönetime maruz kalan çalışanlarda, düşük iş tatmini ve işyeri bağlılığı ile

yüksek düzeylerde psikolojik sıkıntı ve işyerinde üretkenlik dışı davranışlar gösterme eğilimleri görülür (Tepper ve ark., 2009).

Her ne kadar istismarcı yönetim, tanımı gereği düşmanca davranışları içerse de, liderler istismarcı yönetimi kimi zaman çalışanın motivasyonunu ve performansını arttırmak amaçlı da kullanabilmektedirler (Kedharnath, 2015). Yine de, istismarcı yönetime maruz kalan çalışanlarda daha yüksek oranlarda işten ayrılma niyeti, daha düşük oranlarda iş memnuniyeti, daha düşük oranlarda organizasyon bağlılığı ve uzun vadede daha düşük iş performansı olduğu belirtilmektedir (Tepper, 2007). Sonuç olarak, istismarcı yönetim, öncelikli olarak, olumlu sonuçlar değil de olumsuz sonuçlar doğurmaktadır.

### **Toplumsal Cinsiyet Roller ve Liderlik Algısı**

Kadın ve erkeklerin aynı liderlik ve yöneticilik pozisyonları için aynı liderlik davranışlarını gösterdikleri yönündeki tartışmalara ek olarak (Atwater ve ark., 2001), toplumsal cinsiyetin liderlik davranışı üzerinde ayırıcı bir etkisinin olduğu da savunulmaktadır (Eagly ve Johannesen-Schmidt, 2001).

Cinsiyet rolleri kalıplarına göre, kadın ve erkek birbirinden farklı olarak değerlendirilmektedir. Bu çerçevede, erkekler daha kararlı, güçlü ve iddialı olarak tanımlanırken kadınlar daha kırılgan, şefkatli ve yardımsever olarak tanımlanır (Heilman, 2001). Bu bağlamda, liderlik ve yöneticilik rolleri erkeklerle ve erkeklerin sahip olduğu özelliklerle ilişkilendirilmektedir (Schein, 1978).

Bu düşünceye paralel olarak, Schein (1996, 2007) “yönetici düşün-erkek düşün” kavramını öne sürmüştür. Cinsiyet rollerinin yönetici algısını şekillendirdiği ve bu algının da kadınları yöneticilik pozisyonlarına atanmaları yönünde bir bariyer olduğu savunulmuştur (Schein ve Müller, 1992).

Goldberg tarafından 1968 yılında öne sürülen “Goldberg Paradigması” da, kadın ve erkeklerin farklı karakterlerde ve özelliklerde olduğunu belirtmiş olup bu durumun kadınları hem erkekler hem de hemcinsleri tarafından erkeklerden daha alt pozisyonda görmelerine sebebiyet verdiğini savunmaktadır.

Heilman ve Eagly (2008)'ye göre, toplumsal cinsiyet rolleri kapsamında daha iyi ve olumlu özellikler taşıyan cinsiyetin kadınlara atfedilmesine rağmen, kadınların liderlik pozisyonları kapsamında önyargılarla karşılaşılıyor olmaları bir ikilem yaratmaktadır. Bu çerçevede, Heilman (1983, 1995)'a göre, geleneksel olarak erkeksilikle ilişkilendirilen iş tanımlarına kadınların atanması, kadınların liderliğinde bir yetersizlik olduğu şeklinde algılanır. Eagly (1987) ise konuyu toplumsal rol teorisiyle açıklamaktadır. Bu teoriye göre, kadın ve erkek davranışlarının farklı algılanmasının temelinde, toplumsal rollerinin farklı ve zıt dağılımı yatmaktadır (Eagly, 2000).

### **Toplumsal Cinsiyet ve Çelişik Duygulu Cinsiyetçilik**

Glick ve Fiske (1996) tarafından tanımlanan çelişik duygulu cinsiyetçilik, düşmanca cinsiyetçilik ve korumacı cinsiyetçilik olmak üzere iki bileşenden oluşur. Düşmanca cinsiyetçilik, erkek gücünü ve kadının istismarına yol açan, erkeğin toplumsal cinsiyet rolünü ifade ederken korumacı cinsiyetçilik, kadına karşı daha romantik bir bakış açısını temsil etmesine karşın kadınları, erkeklerin egemenliğine ve korumasına muhtaç olarak tanımlar (Glick ve Fiske, 1996). Çelişik duygulu cinsiyetçiliği oluşturan bileşenler her ne kadar terminolojik olarak farklılık gösterse de, iki bileşen de kadınları daha zayıf görür (Glick ve Fiske, 1997). Çelişik duygulu cinsiyetçiliğin kökleri, iş gücünün sosyal ve toplumsal cinsiyet rollerinden kaynaklanan bölünmesine ve hakim grubun erkekler olduğuna dayanır (Lee, Fiske ve Glick, 2010).

### **Toplumsal Cinsiyet ve İstismarcı Yönetim**

Literatürdeki mevcut çalışmalar, bireylerin ya da grupların istismarcı yönetimi neden farklı algıladıklarına yönelik araştırmalar yapmamışlar (McCord ve ark., 2017). Literatür, istismarcı yönetim algısında bireylerin farklılıklarını incelemeyi tavsiye etse de, istismarcı yönetim çoğunlukla yöneticilerin özellikleri bazlı incelenmiştir (Martinko ve ark., 2012).

İstismarcı yönetim, genellikle çalışanın algısı temelli ölçülmektedir (Martinko ve ark., 2011). Harvey ve arkadaşları (2007), istismarcı yönetim algısında bireylerin özelliklerini düzenleyici olarak değerlendirmenin önemini vurgulamışlardır. Baron ve

arkadaşları (1999) ise yaş ve toplumsal cinsiyet gibi demografik özelliklerin, iş yerindeki agresif davranışları tahmin etmede önemli etmenler olduklarını belirtmişlerdir. Tepper (2007) de, çalışan özelliklerinin, istismarcı yönetim algısında değerlendirilmeleri gerektiğine dikkat çekmiştir.

İstismarcı yönetim algısının araştırılmasında cinsiyet de araştırmalara dahil edilmiştir (Restubog vd., 2011). Kadın ve erkeğin toplumsal cinsiyetlerinden kaynaklanabilecek algısal farklılıkları literatürde çok fazla ilgi çekmemiştir (Chua ve Murray, 2015). Yine de lider cinsiyeti, çalışan cinsiyeti ve lider-çalışan ikili ilişkisinde cinsiyet benzerliği istismarcı yönetim algısı kapsamında çalışılmaktadır (Park ve ark., 2016).

İnsanların genel olarak toplumsal cinsiyet rolleri doğrultusunda hareket ettikleri ve bu roller çerçevesinde algısal beklentilerini oluşturdukları öngörülür (Atwater ve ark., 2001). Kadınlar, lider ve üst düzey yönetici olarak kendileri için biçilmiş toplumsal cinsiyet rolünün aksine hareket etmiş olurlar. Öyle ki, kadınlar, kendileri için öngörülen kalıplaşmış cinsiyet rollerinin dışına çıktıklarında erkeklere kıyasla daha olumsuz değerlendirilirler (Heilman ve Chen, 2005). Bu bağlamda, toplumsal cinsiyet rollerinden hareketle, erkeklerin kadınlara kıyasla iş yerinde daha sıklıkla agresif davranışlar sergilemesi beklenmektedir (Baron ve ark., 1999). Çünkü agresiflik ve acımasızlık, erkeksilikle ilişkilendirilen kavramlardır (De Hoogh ve ark., 2013).

Yönetici ile çalışan arasındaki benzerliklerin yönetici-çalışan ilişkisini etkilediği savunulmaktadır (Wang ve ark., 2016). Cinsiyet de, ikili ilişkilerde tarafların benzerlik ve farklılık algıladıkları değişken temellerinden biri olarak değerlendirilmektedir (Park ve ark., 2016). Lider-üye etkileşimi teorisine göre, taraflar ortak buldukları özelliklere göre belirli algılar oluştururlar ve bu algılar onların ilişkilerini olumlu ya da olumsuz etkiler (Graen ve Uhl-Bien, 1995). Cinsiyetin de aynılık ya da farklılık yargısında önemli bir faktör olduğu düşünüldüğünde, bu faktörün istismarcı yönetim algısı çerçevesinde değerlendirilmesi de önemli hale gelir. Park ve arkadaşları (2016) yönetici-çalışan arasındaki cinsiyet benzerliğini düzenleyici olarak değerlendirmiştir ve yöneticisiyle cinsiyet farklılığı olan çalışanların, istismarcı yönetimi, yöneticisiyle cinsiyet benzerliği olan çalışana kıyasla



daha az oranda algıladıđı ortaya koymuřtur. Avery ve arkadaşları (2013) ise kadın çalışanların erkek yöneticiler tarafından daha çok istismarcı yönetime uğradıklarına dair sonuçlar bulmuřtur.

### **Çalışmanın Amacı ve Denenceleri**

Bu çalışma, yönetici cinsiyetinin, çalışan cinsiyetinin ve yönetici-çalışan ikiliğinde cinsiyet benzerliğinin istismarcı yönetim algısındaki etkisini arařtırmaktadır. Aynı zamanda, çeliřik duygulu cinsiyetçiliğın, istismarcı yönetim algısındaki düzenleyici etkisini arařtırmaktadır. Çalışma, toplumsal cinsiyeti, istismarcı yönetim algısında bağımsız deęiřken olarak kullanarak, bulunacak olan sonuçlar ışığında, kadınların iş hayatında liderlik pozisyonları kapsamında karşılařtıkları önyargılara da ışık tutmayı hedeflemektedir.

Çalışmanın denenceleri ařağıdaki gibidir:

1. Kadın yöneticiler, erkek yöneticilere kıyasla daha istismarcı algılanır.
2. Kadın çalışanlar, her durumda (olumlu, nötr ve istismarcı), erkek çalışanlara kıyasla daha yüksek seviyede istismarcı yönetim algırlarlar.
3. Kendileriyle farklı cinsiyette yöneticiye sahip olan çalışanlar, kendileriyle benzer cinsiyette yöneticiye sahip olan çalışanlara kıyasla, daha yüksek istismarcı yönetim algırlarlar.
4. Çeliřik duygulu cinsiyetçiliğın istismarcı yönetim algısında şöyle bir düzenleyici etkisi vardır:
  - a. Yüksek düşmanca cinsiyetçiliğe sahip olan çalışanlar, kadın yöneticileri, erkek yöneticilere kıyasla daha istismarcı algırlar.
  - b. Yüksek korumacı cinsiyetçiliğe sahip olan çalışanlar, kadın yöneticileri, erkek yöneticilere kıyasla daha istismarcı algırlar.

### **Çalışmanın Yöntemi**

Çalışma kapsamında, Ankara'da bulunan çeřitli üniversitelerde (Orta Doęu Teknik Üniversitesi, Bilkent Üniversitesi, Bařkent Üniversitesi, TOBB Ekonomi ve Teknoloji Üniversitesi) lisans ve yüksek lisans seviyesinde, %90.3ü İşletme Bölümü'nde kalanı da İktisat dahil çeřitli bölümlerde öğrenim görmekte olan 260 (130

kadın, 130 erkek) öğrenciye anket uygulanmıştır. Kadın katılımcıların yaş ortalaması 22,51 ( $SS=2.02$ ) olup %16.1'i halihazırda çalışmaktadır. Erkek katılımcıların ise yaş ortalaması 22.73 ( $SS=1.87$ ) olup %17.7'si çalışmaktadır.

Ana çalışmadan önce 2 tane ön test uygulanmıştır. Ana çalışmada, liderlik davranışlarını tasvir eden olumlu senaryo, nötr senaryo ve istismarcı senaryo olmak üzere 3 çeşit varsayımsal hikaye oluşturulmuştur. 1. ön test kapsamında, tasarlanan varsayımsal liderlik hikayelerinin algılanmasına yönelik bir değerlendirme anketi uygulanmıştır. Ön test için, istismarcılık seviyeleri farklı 4 çeşit senaryo kullanılmıştır. Senaryo 1, olumlu liderlik özellikleri gösteren; Senaryo 2, nötr liderlik özellikleri gösteren, Senaryo 3 ve Senaryo 4 ise düşük ve yüksek seviyelerde istismarcı yönetim özellikleri gösteren liderlik davranışları içeren varsayımsal hikayelerdir. 1. ön testin sonuçlarına göre, Senaryo 1, 1.71'lik ortalamasıyla en az istismarcı senaryo, Senaryo 4, 4.71'lik ortalamasıyla en istismarcı senaryo olmuştur. Senaryo 3 ise 4.00 ortalamaya sahip çıkmıştır. Bu nedenle, ana çalışmada kullanılmak üzere, Senaryo 3 ve Senaryo 4 birleştirilmiştir.

2. ön test kapsamında ise, Bahar Yılmaz ve Barış Yılmaz isimli varsayımsal liderlerin fotoğrafları çalışmaya dahil edileceğinden, ana çalışmada olası bir önyargının önüne geçebilmek adına, fotoğraflara çekicilik testi yapılmıştır. Testin sonuçlarına göre, kadın ve erkek lider fotoğraflarının çekicilik algısında anlamlı bir farka rastlanmamıştır ( $p=.07$ ).

Ön testleri takiben, ana çalışma için bir anket kitapçığı hazırlanmıştır. Gönüllü katılım formunda, çalışmanın ana amacı gizli tutulmuş olup katılımcılar çalışmayı tamamladıktan sonra çalışmanın ana amacı açıklanmıştır. Anket kitapçığının ilk kısmında, rastgele olarak, kadın (Bahar Yılmaz) ya da erkek (Barış Yılmaz) yöneticilerden birinin fotoğrafı kısa özgeçmişi verilmiştir. Kısa özgeçmişi takiben, katılımcıdan, rastgele olarak, 3 liderlik senaryosundan birini, özgeçmişini okudukları liderin bu davranışları gerçekleştirdiğini düşünerek okumaları istenmektedir. Katılımcılardan, sonrasında, okudukları senaryodaki liderleri İstismarcı Yönetim Ölçeği (Tepper, 2000) üzerinden değerlendirmeleri istenmiştir. Takip eden bölümde, katılımcılardan Çelişik Duygulu Cinsiyetçilik Ölçeği (Glick ve Fiske, 1990)'ni doldurmaları istenmiştir. Katılımcılar, anket kitapçığının en son bölümünde ise

kendileri hakkında demografik bilgileri belirtmişlerdir (yaş, cinsiyet, üniversite, bölüm, sınıf, iş tecrübesi). İstismarcı Yönetim Ölçeği 5 puanlı Likert Ölçeği tarzında olup Çelişik Duygulu Cinsiyetçilik Ölçeği ise 7 puanlı Likert Ölçeği tarzında değerlendirilmiştir.

### **Çalışmanın Bulguları**

Çalışma, farklı üniversitelerden katılımcılar tarafından tamamlandığından, üniversite önce kontrol değişkeni olarak analiz edilmiştir. Analiz sonucunda üniversitenin istismarcı yönetim algısı ile anlamlı bir ilişki vermemesi sonucunda, üniversite ilerleyen analizlerde kontrol değişkeni olarak kullanılmamıştır.

Beklendiği gibi, çalışma sonuçlarına göre, istismarcı yönetim algısında senaryo tipinin ana etkisi tespit edilmiştir (Figür 5).

Beklenenin aksine, lider cinsiyetinin, istismarcı yönetim algısında ana etkisi gözlenmemiştir. Figür 6'da görüldüğü üzere, lider cinsiyetinin senaryo tipi ile etkileşimi de, istismarcı yönetim algısında belirleyici bir etki yaratmamaktadır.

Beklendiği gibi, çalışan (katılımcı) cinsiyetinin senaryo tipi göz önüne alındığında, istismarcı liderlik algısı üzerinde anlamlı etkisi tespit edilmiştir. Ancak, kadın katılımcıların her senaryo koşulunda (olumlu, nötr, istismarcı) erkek katılımcılara kıyasla, daha fazla istismar algılayacakları denencesi tamamen desteklenmemektedir. Figür 9'da da görüldüğü üzere, kadın katılımcılar, olumlu ve istismarcı senaryo tiplerinde erkek katılımcılara kıyasla daha yüksek istismar algımlarken erkek katılımcılar, olumlu senaryo durumunda kadın katılımcılara kıyasla daha fazla istismar algılamışlardır.

Çalışmanın en önemli bulgusu ise, istismarcı yönetim algısında lider (yönetici) cinsiyeti ile katılımcı (çalışan) cinsiyeti etkileşiminin etkisidir. Figür 7'de görüldüğü üzere, kadın katılımcılar (çalışanlar) kadın liderleri, erkek çalışanlar ise erkek liderleri daha istismarcı olarak algılamışlardır.

Buradan hareketle, yönetici-çalışan ikili ilişkisinde cinsiyet benzerliğinin, istismarcı yönetim algısına anlamlı bir etkisi olduğu tespit edilmiştir. Yönetici-çalışan ikili ilişkisinde cinsiyet benzerliği söz konusu olduğunda, çalışanın istismarcı yönetim

algısı, yönetici-çalışan ikili ilişkisinde cinsiyet farklılığı olan çalışanın istismarcı yönetim algısından daha düşük bulunmuştur.

Beklenilenin aksine, regresyon analizleri sonucunda, çelişik duygulu cinsiyetçiliğin bileşenlerinden olan düşmanca cinsiyetçiliğin ve korumacı cinsiyetçiliğin, lider cinsiyeti ile istismarcı yönetim algısı arasında düzenleyici olarak dahil edildiği analizler anlamlı sonuçlar ortaya koymamıştır.

### **Tartışma ve Sonuç**

Bu çalışmanın amacı, cinsiyetin istismarcı yönetim algısına etkisini araştırmaktır. Çalışma, literatürde son yıllarda dikkat çeken ve henüz tam anlamıyla keşfedilmemiş bir kavram olan istismarcı yönetimin öncüllerinin keşfi ve yönetici-çalışan bağlamında yaşanan bu algının aydınlatılması konusunda birtakım önemli bulgular ortaya koymuştur.

Literatürde de örneklerine rastlanıldığı gibi (örneğin; Brees ve ark., 2016; Garcia-Retamero ve Lopez-Zafara, 2009; Ozanser ve Hovardaoğlu,2011; Stewart-Williams, 2002) varsayımsal senaryolar kullanılarak uygulanan bu çalışmada, istismar seviyesinin yönetim algısında anlamlı bir etkisi olduğu tespit edilmiştir. Bu durum, liderlik algısının da, liderlik türü gibi bağlama bağlı olduğunun da bir göstergesidir (Eagly, 2007).

Çalışmada, lider cinsiyetinin istismarcı liderlik algısına ana etkisi gözlenmemiştir. Literatürde, toplumsal cinsiyet rollerinden hareketle, kadınların erkeklere kıyasla daha nazik, erkeklerin ise kadınlara kıyasla daha etkin algılandıkları belirtilmiştir (Carli, 2001; Heilman, 2001; Eagly ve Johannesen-Schmidt, 2001). Yine de, tamamen kaybolmasa da, toplumsal cinsiyet hakkındaki yargı ve kalıpların, toplumlar ilerledikçe ve geliştikçe azaldıkları öne sürülmüştür (Heilman, 2012). Buradan hareketle, karanlık liderlik özelliklerinin atfedilmesinde, toplumsal cinsiyet rollerinin ana etkisinin olmadığı, bu çalışma dahilinde de tespit edilmiştir.

Çalışma bulguları, çalışan cinsiyetinin, iş yerindeki saldırgan davranışların algılanmasında önemli bir gösterge olduğunu desteklemektedir. Aynı zamanda, kadınların, erkeklere kıyasla daha yüksek seviyelerde istismar algıladıklarını da literatürle uyumlu olarak ortaya koymaktadır (McCord ve ark., 2017; Wang ve ark.,

2016). Olumlu senaryo kapsamında ise erkek katılımcıların kadın katılımcılara kıyasla daha yüksek seviyede istismar algılaması ise erkeklerin saldırganlığa olan eğilimi ile açıklanabilir. Olumlu senaryo kapsamında, liderin istismar ve saldırganlıktan uzak olarak sergilediği liderlik özellikleri, erkeklerin bir liderlikten beklediği komuta ve kontrol tarzına uygun olmadığı için (Eagly, Johannesen-Schmidt ve Van Engen, 2003) maskülenite ve liderlik arasındaki uyumsuzluk olarak algılanmış olup bu sebeple kadın katılımcılara kıyasla daha istismarcı olarak algılanmış olması muhtemeldir.

Denencenin aksine, tüm istismar seviyeleri için, 3 senaryo durumunda da, kadın katılımcıların kadın lideri, erkek katılımcıların ise erkek lideri daha istismarcı olarak algılamışlardır. Yönetici-çalışan ikili ilişkisindeki benzerliklere odaklanan yönetici-üye etkileşim teorisi çerçevesinde toplumsal cinsiyet, lider-üye etkileşiminde tarafların birbirlerini benzer ve farklı olarak gruplandırmasında etkili bir faktör olarak görülmektedir (Hobfoll, 1989). Ancak bu teori, çalışma bulgularını açıklayamamaktadır. Park ve arkadaşları (2016) tarafından gerçekleştirilen, yönetici-çalışan ilişkisinde cinsiyet benzerliğinin istismarcı yönetime algısını ölçen çalışmada, Hobfoll (1989)'un kaynakları koruma teorisinden yararlanılmıştır. Teoriye göre, yönetici-çalışan ikili ilişkisi bir bilişsel kaynak olarak değerlendirilmiş ve bu çerçevede benzer toplumsal cinsiyete mensup çalışanların, liderlerinden daha olumlu ve nazik davranışlar bekleme eğiliminde oldukları öne sürülmüştür (Park ve ark., 2016). Benzer cinsiyetteki yöneticisinden istismarcı yönetime maruz kalan çalışan ise, bu beklentisi karşılanmadığından, farklı cinsiyetteki yöneticisinden istismarcı yönetim gören çalışana kıyasla daha büyük ölçüde istismar algılamaktadır denmektedir (Park ve ark., 2016). Bu doğrultuda, yönetici-çalışan ilişkisinde cinsiyet benzerliğinin istismarcı yönetime algısını incelerken kaynakların korunması teorisi daha yararlı olacaktır.

Kadın ve erkek liderlik davranışları arasındaki potansiyel farkları araştıran çalışmalarda çelişik duygulu cinsiyetçilik düzenleyici olarak kullanılsa da (örneğin; Glick ve Fiske, 1996; Ryan ve Haslam, 2006), bu çalışma, istismarcı yönetim algısında çelişik duygulu cinsiyetçiliğin düzenleyici etkisini araştıran ilk çalışma olma özelliğindedir. Çalışma bulguları, lider cinsiyeti ve istismarcı yönetim algısında, düşmanca cinsiyetçiliğin ve korumacı cinsiyetçiliğin düzenleyici etkisine yönelik

sonular bulmasa da, alıřma ğrenciler haricinde, iř tecrübesi olan farklı bir rneklem üzerinde de denenebilir. Neticede, yüksek dūřmanca cinsiyetilięe sahip alıřanlar, iř yerinde erkek liderlięi savunacak (Glick ve Fiske, 1996), kadın lider ise hem ynetici pozisyonuna atanarak hem de feminen zelliklerinin aksine istismarcı ynetim zellikleri gstererek bu grūře zıt bir durum ortaya koyacaktır. Aynı paralelde, yüksek korumacı cinsiyetilięe sahip alıřanlar da, kadınların anne ve iyi bir eř olarak ev iřleriyle ilgilenmesini savunacak (Glick ve Fiske, 1996), istismarcı ynetim zellikleri gsteren kadın lider de yine, kadınlar iin biilmiş olan kalıplařmıř toplumsal cinsiyet rollerinin aksi ynnde hareket ediyor olacaktır. alıřma denenceleri arasında bulunmasa da, korumacı cinsiyetilięin, ynetici-alıřan ikili iliřkisinde cinsiyet benzerlięi ve istismarcı ynetim algısı arasındaki dzenleyici etkisini de lider-ye etkileřim teorisi ve liderlik algısındaki toplumsal cinsiyet rolleri ile aıklamak mmkndr. Dūřuk korumacı cinsiyetilięe sahip alıřanların, kadınların liderlik pozisyonlarına atanmasını destekleyerek hem kadınlar hem de erkekler iin eřitliki bir alıřma ortamı prensibine sahip olma eęilimleri, yüksek korumacı cinsiyetilięe sahip alıřanlara oranla daha fazladır. Bu eęilime raęmen, benzer cinsiyette yneticiye sahip alıřanlar, bu olumlu grūřlerine raęmen takdir edildiklerini dūřnmeyip farklı cinsiyette yneticiye sahip alıřanlara kıyasla daha yüksek seviyelerde istismarcı ynetim algılayabilirler.

Bu alıřma, toplumsal cinsiyetin ve eliřik duygulu cinsiyetilięin istismarcı ynetim algısındaki etkisini varsayımsal senaryolar ile Trkiye baęlamında inceleyen ilk alıřma olma zellięini tařımaktadır. Gelecekteki arařtırmalar, iř tecrübesi olan katılımcılardan bir rneklem oluřturulması yolu ile ve farklı zaman dilimlerinde alıřmanın uygulanması ile liderlik davranıřının sregelen řekilde tekrarlandıęının vurgulanması yolu ile gerekleřtirilerek alıřma denenceleri test edilebilir. Bu řekilde, alıřma bulgularının genellenmesi de daha mmkn olacaktır. Toplumsal cinsiyetin istismarcı ynetim algısına etkisine ek olarak da, istismarcı ynetime maruz kalan alıřanlardaki davranıřsal sonulara etkisini incelemek de bir arařtırma konusu olabilir.

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