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THE DARK SIDE OF FAMILY SUPPORTIVE SUPERVISOR BEHAVIORS: IS GETTING HELP WITH FAMILY NEEDS DETRIMENTAL TO WOMEN'S CAREERS?

Gino Howard

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A Thesis

Presented to the

Faculty of

California State University,

San Bernardino

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by

Gino Jeremy Howard

December 2019

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ABSTRACT

This study focuses on the negative impact that family supportive supervisor behaviors may have on career advancement for women in addition to the positive impact of family supportive supervisor behaviors in reducing work-family conflict. Data was collected using an online questionnaire through a university research management system including student participants and snowball sampling through email and social media platforms for a combined sample of 154 participants. Our results showed that increases in family supportive supervisor behaviors is associated with decreases in work-family conflict in agreement with findings in the literature. More specifically, the study showed that family supportive supervisor behaviors are only related to work-family conflict when supervisor's hold primarily egalitarian gender beliefs. Contrary to our hypotheses, family supportive supervisor beliefs were positively related to a predictor of career advancement: Career mentoring. While our findings provide clarity for subordinate outcomes when supervisors hold primarily egalitarian beliefs, future research should further examine the potentially negative impacts of family supportive supervisor behaviors in the context of subordinates who have supervisors that hold primarily traditional gender beliefs.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

Women face unique challenges in the work place due to gender
stereotypes and biases (Heilman, 2001; Heilman, 2012; Heilman & Eagly, 2008;
Koch, D'Mello, & Sackett, 2015), sex-typed roles (Eagly & Steffen, 1984; Eagly &
Wood, 2012; Kray, Howland, Russel, & Jackman, 2017), and issues of role
incongruity (Eagly & Karau, 2002; Garcia-Retamero & López-Zafra, 2006; Hoyt &
Burnette, 2014; Ritter & Yoder, 2004). Research on women at work has focused
on work-family conflict (WFC; Greenhaus & Beutell, 1985; Michel, Kotrba,
Mitchelson, Clark, & Baltes, 2011), the reduction of gender bias (Bishu & Alkadry,
2017), and tools for better balancing work and family such as family supportive
supervisors (Hammer, Kossek, Yragui, Bodner, & Hanson, 2009). Though
progress has been made, there remains a lack of representation of women in
upper level management and even mid-level management, which reveals
limitations on women's career advancement (Eagly & Karau, 2002; Ritter &
Yoder, 2004; Garcia-Retamero & Lopez-Zafra, 2006; Garcia-Retamero, Lopez-
Zafra & Eagly, 2009; Cuadrado, Garcia-Ael, & Malero, 2015). One possibility that
has not been considered is that the lack of career advancement for women may
be an unintended outcome of support for work-family challenges. Though women
are supported in organizations through supervisors who provide FSSB, research
has only examined the benefits of FSSB such as reduction in WFC (Hammer et

al., 2009; Hammer, Kossek, Anger, Bodner, & Zimmerman, 2011; Kossek, Pichler, Bodner, & Hammer, 2011). Why have we not yet asked the question, "How might family supportive supervisors negatively impact the work role, and more specifically limit women's career advancement unintentionally?" To further explore this relationship, we must understand the underlying theories and mechanisms of role conflict as an antecedent of WFC, and how family supportive supervisors may impact the challenges faced by women in the workplace such as the ability to advance in their careers.

Literature Review

Social Role Theory

Social Role Theory argues that an acceptance, understanding and active engagement in socialization of men and women into specific roles associated with their membership in the home, their workplace, and society occurs as a reflection of their gender (SRT; Eagly, 1987; Eagly & Diekman, 2000; Eagly & Wood, 2011; Eagly & Wood, 2012). Sex-based social roles are rooted in sex-based physical differences in which men and women are fundamentally different in average physical makeup (Eagly & Wood, 2012). These differences have then been socially used to ascribe certain roles such as the typical homemaker and breadwinner roles. SRT posits that behavior is based on held beliefs about ascribed gender roles for both men and women. Traditionally, women have been more likely to be the caregiver who remains at home while consequently less

likely to be employed (Eagly & Steffen, 1984; Haines, Deaux, & Lofaro, 2016). Conversely, men more than women have been more likely to be employed and considered the breadwinner, providing financially for their family (Eagly & Steffen, 1984).

Though roles in the home for women, and roles in workplace for men are a common reality, they have also been socially reinforced through both gender stereotypes and sex-based roles (Eagly, 1987; Eagly & Wood, 2012; Riggs, 1997). Women in the workplace are faced with being an active participant in conflicting roles, often left with both work and domestic responsibilities (Rafnsdottir & Heijstra, 2013; Williams, Blair-Loy, & Berdahl, 2013). Gender roles are socially accepted because people are socialized at home from an early age (Eagly & Wood, 2011). In the home for example, women may be the typical person caring for the children and caring for the house, creating a mental representation of how women should behave. In the work context, women may be seen actively engaging in their work role with very little or no family role representation, creating the perception or underlying assumption that work is not a place for family concerns. In both examples, the creation of norms feeds into a cycle reinforcing the ideas of what is considered correct and incorrect behavior in a specific context. When a person behaves in a manner incongruent with their social role, they create an opportunity to be judged negatively (Eagly & Karau, 2002).

Gender roles correspond to observed social behavior in which women and men fulfill their socialized roles creating a belief of inherent disposition for sex-based roles and task efficiency (Eagly & Wood, 2012). Gender roles, and active engagement in such roles, create a consensus in how typical behavior for men and women should appear based on associated gender stereotypes. Because these stereotypes are reciprocal, men and women often view gender roles as inevitable and may engage in a self-fulfilling prophecy mindset resulting in the fulfillment of their associated gender roles (Eagly & Wood, 2012). Simply by believing gender roles exist, people engage in behaviors that affirm their beliefs, and consequently their beliefs reinforce their behaviors.

Though the nature of the workforce is changing and there is a larger representation of women in paid occupations, sex-based roles and gender stereotypes still heavily influence decision making and information processing for people in the workplace (Heilman, 2012; Luksyte, Unsworht, & Avery, 2017). Women in the workplace have become normative in terms of exposure and presence, but there still may be a fundamental issue when people think about women at work as opposed to being in their stereotypical "homemaker role". Gender Stereotypes are used to form judgements towards men and women in the form of biases, both conscious and subconscious in the workplace (Agars, 2004; Heilman, 2012; Heilman & Eagly, 2008; Koch et al., 2015). These assumptions are often grounded in the ideology that men and women

fundamentally contain different attributes such as women being better at caregiving, while men are better at providing resources (Heilman, 2001).

According to Heilman (2012), gender bias functions in a descriptive and prescriptive manner such that people are judged based on what they do and what people think they should do. Consequently, women must balance the act of behaving in manners consistent with feminine typic beliefs such as caring for their family, as well as perform well on the job in their work role. Socially accepted gender roles influence behaviors for men and women such that there is a mental and social constraint on perceived proper behavior with a person's associated gender role (Eagly & Wood, 2011). This constraint dictates the subsequent behavior of women at work because as a woman, she must behave as a caring mother or homemaker even in a work context. In the context of work, a woman may face negative consequences for engaging in the mother or homemaker role, because it conflicts with the work role. A woman also must worry about ignoring the homemaker role because of the associated appropriate gender role perceptions (Eagly & Wood, 2011). This double standard is particularly problematic because it shapes the way women are viewed in the workplace and limits the amount of time they have available for work responsibilities. These realities may have a real impact on women's career outcomes.

Role Congruity Theory

Gender roles in the workplace have been heavily researched and is deeply described in Role Congruity Theory (RCT; Eagly & Karau, 2002). RCT suggests that people exhibit prejudice tendencies when they observe others who do not behave in ways that match with the perceivers currently held ideals of appropriate behaviors for members of the perceived group (Eagly & Karau, 2002). For example, if supervisors observe women focusing on their home role in the workplace such as taking phone calls from family, even with prior approval, these behaviors would be role incongruent with their work role. Gender stereotyping plays a part in how women are perceived in the workplace as a function of role congruity because of the conflicting expressions of behavior. For example, even when women are on task at work, they are role incongruent with their gender role (Eagly & Steffen, 1984; Eagly & Karau, 2002; Eagly & Wood, 2012; Hoyt & Burnette, 2013; Ritter & Yoder, 2004). In addition to stereotypes such as women's primary responsibility caring for their family, when women portray qualities that are considered typical for men, they are more likely to be evaluated poorly than men who portray masculine/ role congruent behaviors such as providing financially (Johnson, Murphy, Zewdie & Reichard, 2008).

In consideration of gender stereotypes and social roles, men are portrayed as behaving in role congruent ways by being at work, while women would be considered role incongruent in the workplace due to the caregiver role perception and the portrayal of a masculine/male gendered behavior. Role incongruent

perceptions and gender biases hold considerable weight when making evaluations of women in leader positions and may be considerable in evaluations of women regardless of the position (Eagly & Karau, 2002). Though gender biases are one factor in evaluation, Hoyt and Burnette (2013) found that when supervisors have more malleable views of gender roles, they are less likely to be influenced by gender bias when perceiving others in non-conforming roles. In contrast, they are more likely to perceive others poorly when supervisors hold less malleable gender role beliefs. Another study also found that women are poorly evaluated regardless of their occupational field and less likely to receive promotions when compared to men in the same field unless the occupation was considered female congruent (Garcia-Retamero & Lopez-Zafra, 2006). In consideration of these findings, it is clear that role congruency has an impact on women's career outcomes. We must further explore both how, and why supervisor's behaviors impact their subordinates when their subordinates are role incongruent.

Traditional versus Egalitarian Sex Roles

Possibilities for role incongruence penalties such as poor evaluations and limited career advancement for women can be more deeply understood in consideration of whether their supervisor perceives women in a traditional or egalitarian framework. Men with traditional sex role views are more likely to adopt the breadwinner role while men with egalitarian views are more likely to accept a home role (Riley, 2003) According to Corrigall and Konrad (2007), people with

more traditional gender beliefs will think men should continue supporting the family, while women should be at home caring for the family. They also state that people who hold egalitarian beliefs would believe that men and women should share the responsibilities of both caring for the family, while also providing financially. For individuals in positions of decision making and evaluation in the workplace, gender stereotypes and their views of gender roles may differentially impact their evaluations. For example, those who evaluate women and have traditional gender views may be more inclined to negatively evaluate women because they are being more attentive to their work role as opposed to their family role (Anderson, Coffey, Byerly, 2002; Rogier & Padgett, 2004). Supervisors who view gender and roles in a more modern or egalitarian framework, may not be influenced by gender stereotypes in their evaluations at all. If a supervisor holds traditional or egalitarian gender beliefs, their perceptions may influence subordinates through their evaluations, interactions and behaviors with subordinates.

The holding of traditional gender role beliefs is more likely to influence men and their evaluations of women such that, male supervisors are less likely to offer mothers career advancement opportunities when compared to female supervisors (Siann, Riley, Wilson, & Callaghan, 2000). With an understanding of social roles, gender role views and role congruity, it is clear that women have been disadvantaged at work such that they are bound to be role incongruent. For example, RCT argues that women are expected to perform in the work role while

gender stereotypes and Social Role Theory argues that women should be the primary caregiver for the family. Compounding the issues of role incongruity is the reality that women in the workplace, far more than their male counterparts, are burdened by an unequal share in family responsibilities (Bianchi & Milkie, 2010.) Consequently, these responsibilities mean women are more often forced into a position where they are dealing with high levels of work-family conflict (Forste & Fox, 2012).

Work-Family Conflict

Employees are constantly attempting to balance their work roles and family roles since both roles often require large amounts of time and mental resources. Greenhaus and Buetell (1985), define WFC as an incompatibility between the demands of the work role and the family role typically based on time, strain, or behavior conflict. Time-based conflict is referred to as an inability to spend time in both the family role and the work role resulting in conflict. Strain-based conflict is when problems or strain in one role negatively effects the performance in the other role. Behavior-based conflict is considered the inability for behavior to be changed when transitioning between roles. According to Allen, French, Dumani, and Shockley (2015), WFC is bidirectional in that conflict is either work interfering with family (WIF) or family interfering with work (FIW; Byron, 2005; Whiston & Cinamon, 2015). According to Greenhaus and Beutell (1985), WFC occurs when the needs and requirements of one role competes with the needs of another role. Therefore, in the case of work and family, the

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work role may demand resources required for the family role resulting in WFC and problems with work-family balance.

The strain experienced by employees may manifest independently in the work and family domains or differentially impact both. When employees experience WFC, there are a variety of negative work outcomes: decreased job and life satisfaction, poorer performance, burnout, and turnover intentions (Amstad, Meier, Fasel, Elfering, & Semmer, 2011). Employees also experience negative life outcomes such as: increased physical and mental health problems, psychological strain, and increased stress in conjunction with WFC (Amstad, et al., 2011; Greenhaus & Beutell, 1985; Michel et al., 2011). Since WFC has many negative outcomes, one of the ways research demonstrates a reduction in WFC is with family support in the workplace (Hammer, Kossek, Yragui, Bodner, & Hanson, 2009). Family support in an organizational setting often falls under one of two types: family supportive supervisors and family supportive work policies (Thomas & Ganster, 1995). Research on supportive supervisors is focused specifically on family supportive supervisor behaviors because of the associated effects on WFC (FSSB; Hammer et al., 2009; Kossek, Pichler, Bodner, & Hammer, 2011; Straub, 2012; Thomas & Ganster, 1995).

Family Supportive Supervisor Behaviors

Family Supportive Supervisor Behaviors (FSSB) are defined as the actions of supervisors to be both considerate and supportive of employee family roles (Hammer et al., 2009). According to Hammer et al. (2011), FSSB

comprises four dimensions: Emotional support, instrumental support, role modeling behaviors, and creative work-family management. *Emotional support* posits that as a supervisor, they are providing care and concern for their subordinate's feelings related to work and family. *Instrumental support* shows that the supervisor is showing concern and action by utilizing both policy and practice to give their subordinates more workplace flexibility such as altered work hours. *Role-modeling support* is provided to subordinates via the supervisor's personal actions and that help regulate their own work-family balance, such as the supervisor taking time off altering their work role in order to care for their family. Finally, *creative work-family management* can be defined as methods used to proactively decrease WFC such as implementing new work procedures or policies that will improve the ability for all employees to have more time with family. Examples of such procedures include new work hour structures, such as working 4 days a week and 10 hours a day as opposed to typical 5 days and 8 hours per day schedules.

A family supportive supervisor is more understanding of an employee's family needs and is accommodating (Kossek et al., 2011). There is a need for flexibility in subordinate schedules, or acceptance of temporary work hindrances in order to improve family outcomes, such as an example given by Thomas and Ganster (1995), phone calls during work to provide support to their family members. Though formal policies exist that supervisors need to adhere to, it is both the formal and informal support that supervisors give that can have

meaningful implications in light of the demands for women in the workplace (Kossek et al, 2011).

  <u>Family Supportive Supervisor Behaviors and Work-Family Conflict.</u> As WFC has been an issue for employees, we have wrongfully come to accept that all family support at the workplace is important in balancing work and family roles through work-life benefits, such as at workplace childcare, and telework (Lapierre & Allen, 2006). Research demonstrates on-site childcare and telework do not significantly reduce WFC and are not related to employee performance (Muse & Pichler, 2011). A family supportive supervisor's behavior, however, is centered around the idea that they have an impact on helping employees balance their work and family needs to reduce conflict therefore improving employee outcomes (Muse & Pichler, 2011; O'Driscoll et al., 2003). FSSB has been shown to reduce WFC and improve performance, demonstrating a need to focus specifically on FSSB as opposed to other family support strategies (Muse & Pichler, 2011). The behaviors exhibited by a family supportive supervisor can buffer the effects of the work strain on the family needs. According to Michel, Kotrba, Mitchelson, Clark, and Baltes (2011), family supportive supervisors reduce WFC by improving conditions in the work role and subsequently mitigating both time and strain-based conflict in the family role. The crossover from supervisor to subordinate in positive affect and work-family enrichment shows the ability and power that supervisors have to influence the lives of subordinates inside and outside of the work domain (Carlson, Ferguson, Kacmar, Grzywacz, &, Whitten, 2011).

Though the research on FSSB primarily focuses on WFC, it also has shown positive relationships with work related outcomes such as better mental health, higher job satisfaction, better work life balance, high job satisfaction, lower turnover intentions, higher affective organizational commitment, and fewer problems with absenteeism (Basuil, Manegold, & Casper, 2016; Hammer et al., 2009; Kossek et al., 2011; Mills, Matthews, Henning, & Woo, 2014; Odle-Dusseau, Britt, & Greene-Shortridge, 2012; Straub, 2012). Research by Allen (2001), showed that when a subordinate believes that they have a family supportive supervisor, they are more likely to seek out organizational resources and utilize them to help with balancing work and family. According to Allen (2001), the effects of using organizational resources operates in a cyclical manner such that, when they believe they have a family supportive supervisor they are not only more likely to utilize work benefits, but they are also more likely to perceive they have a supportive supervisor when those resources are available. Various practices and policies that reduce problems of WFC, as well as behaviors that improve the work dynamic for women such as FSSB have been examined (Breaugh & Frye, 2008; Kossek et al., 2011; Lawson & Lips, 2014). In consideration of the contribution to the WFC, family supportive supervisors and their behaviors are believed to reduce conflict most effectively when they provide support directly related to work and family as opposed to general support such as caring about overall well-being (Kossek et al., 2011). Researchers have been conflicted on whether men or women experience more

WFC though we would expect based on RCT, and gender roles, women may have more to balance in terms of work and family (Allen & Finkelstein, 2014; Clininger, Selvarajan, Singh, & Huang, 2015; Frone, Russell, & Barnes, 1996; Hagqvist, Gadin, & Nordenmark, 2017). In consideration of RCT and SRT, when women utilize FSSB to address such WFC problems, they are technically being work role incongruent because they are caring for family instead of tending to their work responsibilities. Though inherently this may not appear to be a concern for reducing WFC, FSSB may be impacting career outcomes (Goh, Ilies, & Wilson, 2015; O'Neil, Hopkins, & Bilimoria, 2008).

Current Study

In light of research on FSSB, outcomes for women in the workplace, and the well-established challenges associated with gender norms and beliefs, the present study attempts to test the presence of negative outcomes of FSSB utilization. Given the relationships between FSSB and WFC in that FSSB received by employees is related to a reduction in WFC, the current study aims to also further support this relationship.

Hypothesis 1: Family supportive supervisor behaviors will be negatively related to Work-family conflict.

Though the FSSB and WFC relationship has been established, the issues surrounding gender beliefs and role incongruity may give a more complete

picture in respect to understanding negative effects of FSSB since such a relationship has yet to be considered. Brescoll, Glass, and Sedlovskaya (2013), stated that though there are employees, both men and women, who have negotiated with their employer to have a flexible schedule or other work needs to better provide for their family role, some may have paid large prices. These negative outcomes were noted as being passed on for promotion and a lack in raises. Since the study by Brescoll et al. is in the context of negotiations as opposed to FSSB, we aim to observe the relationship between receiving family support in a context where the support is supposed to be helpful for family but may be detrimental for the work role. New relationships will help us understand both intentional and unintentional negative effects of FSSB on subordinates such as a reduction in positive self-perceptions in the form of occupational self-efficacy and career support in the form of career mentoring.

<u>Career Mentoring and Occupational Self-Efficacy</u>

Family supportive supervisor behaviors (FSSB) are a beneficial support for employees in balancing work and family, but supervisors can also provide support directly to employee's careers as well. Mentoring has been shown to predict both employee level and organizational level outcomes that are typically beneficial. Employees who receive career mentoring are more likely to be successful in their career, perceive themselves as more successful, and more likely to be satisfied with their career overall (Blickle, Witzki, & Schneider, 2009; Ng & Feldman, 2014). Career mentoring is also indicative of subjective and

objective career outcomes such that when mentored, employees receive higher compensation, receive more promotions, and subsequently also experiencing higher career satisfaction (Allen, Eby, Poteet, Lentz, & Lima, 2004; Whitely, Dougherty, & Dreher, 1991). According to Craig, Allen, Reid, Reimenschneider and Armstrong (2013), professional mentoring also has an impact on affective organizational commitment, and turnover intentions such that when mentoring was received, employees had higher levels of affective organizational commitment and subsequently lower turnover intentions. In regard to women achieving managerial positions in organizations, women who receive mentoring are more likely to advance in their careers (Dworkin, Maurer, & Schipani, 2012).

Though career mentoring has many positive effects for employees in the workplace, when an employee needs FSSB to improve their work life balance, we must consider how the opportunity to receive career mentoring might be impacted. When women are present in the workplace, they are role incongruent with their gender role and role incongruent with their work role as their focus is on family needs. The utilization of FSSB support may afford employees to balance problems but may negatively impact their role as an employee as they may consequently receive less work-based support in the form of career mentoring. We aim to demonstrate that FSSB is negatively associated with mentoring in that those who receive FSSB would be less likely to receive career mentoring due to the support they are already receiving.

Hypothesis 2: Family supportive supervisor behaviors will be negatively related to career mentoring.

Occupational self-efficacy is defined as the competence a person feels in direct relation to their ability to accomplish or successfully perform job specific tasks (OSE; Rigotti, Schyns, & Mohr, 2008). Since OSE based on the self-perception of competence, gender beliefs and perceptions of women may have a negative impact in that even when women are objectively successful, their work may be devalued and perceived as incompetent in their work roles, stunting their occupational self-efficacy (Heilman, 2001; 2012). Rigotti et al. (2008), have demonstrated that OSE is related to performance in that when an employee has higher OSE they perform better. Huttges and Fay (2015), have shown that the underrepresentation of women in higher ranks throughout the workforce may be attributed to a lack of career support as well as women's work being devalued when compared to the work of men. In conjunction with these factors such that just by being a woman, their work is undervalued. In addition, role incongruity for women in the workplace may compound this influence for women's occupational self-efficacy. In a research study by Feugen et al. (2004), undergraduates rating fake job applications were less likely to promote and hire a mother in comparison to a non-mother even though when comparing to men in the same experiment, there was no differences in the likelihood of hiring or promoting a man regardless of their parent status. This shows that in light of fulfilling social roles such as having a family, women are in an unpredictable situation when considering

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factors regarding gender beliefs and role congruity. With people in the workplace inherently negatively evaluating women even when conforming to gender roles and receiving support for their family such as FSSB, women may perceive themselves as less competent in their work role paying an unintended price in their careers. Research has yet to examine the relationship between FSSB and OSE such that, women who care for their family may be rewarded with social behaviors such as praise when occupying their family role but may be negatively affected by not being focused on their work role. We aim to examine the relationship between FSSB utilization and perceived OSE.

Hypothesis 3: Family supportive supervisor behaviors will be negatively related to Occupational Self-Efficacy.

In the current study, I will investigate the unintended negative outcomes of FSSB moderated by traditional and egalitarian views of women from the supervisor's perspective. We also aim to confirm the positive aspects of FSSB on WFC and simultaneously examine the consequences of the utilization of FSSB on OSE, and career mentoring. Since egalitarian supervisors are more likely to support women in the workplace, we expect that the relationship between FSSB and WFC will be stronger when supervisors hold egalitarian beliefs.

Hypothesis 4: Supervisor's gender beliefs will moderate the relationship between Family supportive supervisor behaviors and Work-family conflict such that the relationship will be stronger when supervisor's views are egalitarian.

We expect that supervisors who hold traditional gender beliefs would be less likely to provide career mentoring when already providing family support in the form of FSSB's.

Hypothesis 5: Supervisor's gender beliefs will moderate the relationship between Family supportive supervisor behaviors and Career Mentoring such that the relationship will be stronger when supervisor's views are traditional.

Finally, when women are provided FSSB's, they may have poorer self-perceptions in the form of OSE and we expect that the relationship would be stronger when their supervisor holds traditional gender beliefs because they would have to deal with gender stereotypes as well as role incongruence.

Hypothesis 6: Supervisor's gender beliefs will moderate the relationship between Family supportive supervisor behaviors and Occupational self-efficacy such that the relationship will be stronger when supervisor's views are traditional.

These relationships are shown below in the hypothesized moderated multiple regression model within Figure 1. In consideration of the importance of traditional and egalitarian views of women in evaluating women in the workplace, RCT and views of women has shown that perceptions of others will impact our own thoughts and behaviors.
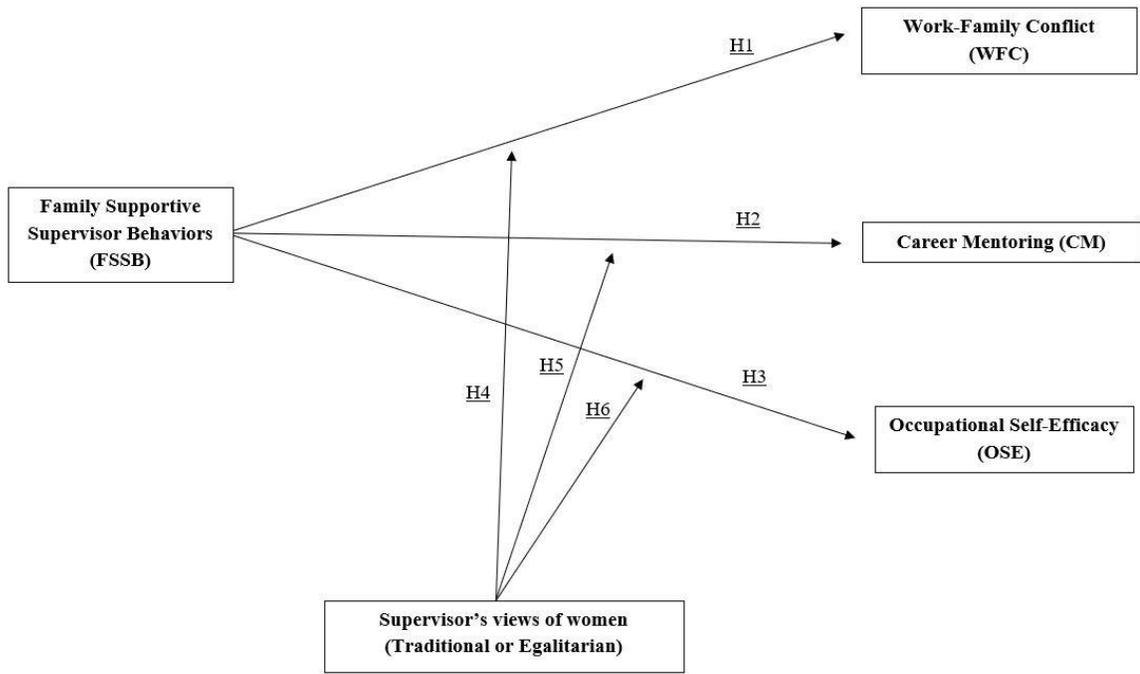
Figure 1. Proposed model illustrating study hypotheses

The figure contains the following labeled boxes and hypothesis paths:

- Family Supportive Supervisor Behaviors (FSSB)
- Work-Family Conflict (WFC)
- Career Mentoring (CM)
- Occupational Self-Efficacy (OSE)
- Supervisor's views of women (Traditional or Egalitarian)

Hypotheses: H1, H2, H3, H4, H5, H6

CHAPTER TWO

METHOD

Pilot Study

A pilot study was conducted to develop an instrument to measure a supervisor views of women scale. The scale was developed using items that are behaviorally anchored based on gender belief literature (Corrigal & Konrad, 2007; Judge and Livingston, 2008; Walker, 2014). Ten items were developed by two SME's, with the intention of capturing employee perceptions of their supervisor's gender beliefs, ranging from traditionalism to egalitarianism. After intial development and discussion by the SME's, the items were assessed for readability and clarity by ten naïve participants. Following, scale reliability was tested using an online survey with a sample of 54 participants. SPSS was used to calculate the Cronbach's alpha coefficient and inter-item correlations. One scale item was removed to improve the internal consistency of the scale. The conclusion of the pilot study yielded a 9-item scale with a Cronbach's alpha coefficient of .82

Participants

The participants in this study consisted of 154 women ranging in age from 18 to 65 years old (mean = 31, SD = 11.85). Participants varied in ethnic background and the majority were of Hispanic or Latino background (63%), 1.9%

were American Indian or Alaskan Native, 3.9% were Asian, 1.3% were Black or African American, 0.6% were Native Hawaiian or Pacific Islander, 28.6% were White or Caucasian, and 3.9% indicated Other for ethnicity. Participants indicated various hours worked per week ranging from 20-24 to 50+ hours per week with an average of 25-29 hours worked per week. Participants who were students received incentive for participation resulting in study participation points. All participants completed the survey voluntarily in which they were free to withdraw at any time free of penalty in conjunction of the standards of the Ethics code of the American Psychological Association (APA, 2013). A table summarizing the full study demographics is available in Appendix A.

Procedure

Participants were recruited using the SONA research management program at California State University (CSUSB), as well as online snowball sampling using email and social media websites such as LinkedIn.com, Facebook.com, and Instagram. Email and social media platforms were also used as a method for forwarding the survey link to invite other interested individuals. An anonymous internet-based link was provided to all participants who were invited to the survey that was generated and hosted through Qualtrics.com. Participants were first given an informed consent form to make them aware that all participation was completely voluntary and that they could withdrawal for any

reason without penalty. The survey consisted of 120 Likert-type items, in addition to a demographics questionnaire with took approximately 30 minutes to complete. All CSUSB students who completed the survey received 1 unit of SONA credit for their participation. A debriefing form was then presented at the conclusion of the study to give information in the event that results are requested, or any questions may arise.

<div align="center">Measures</div>

The following scales were used to measure the five variables: FSSB, WFC, CM, OSE, and views of women. The means, standard deviations and scale correlations can be seen in Table 2.

Family Supportive Supervisor Behaviors (FSSB)

Family Supportive Supervisor Behaviors was assessed using the fourteen-item Family Supportive Supervisor Behavior scale developed by Hammer et al. (2009). The scale determines an employee's level of perceived family support from their supervisor and is rated using a 7-point Likert scale ranging from 1("strongly disagree") to 7 ("strongly agree"). The scale is considered multidimensional in which FSSB is characterized by 4 facets: Emotional, Instrumental, Role Modeling, and Creative family-work management. In terms of the four dimensions (emotional, instrumental, role modeling, and creative work-family management), reliability was .90, .73, .86, and .86 in that respective order. For the purpose of this study, the overall reliability will be considered and is

measured at a .94. A sample question from the emotional dimension is, "My supervisor takes time to learn about my personal needs." Instrumental dimension sample item, "I can depend on my supervisor to help me with scheduling conflicts if I need it." Role modeling dimension sample item, "My supervisor is a good role model for work and nonwork balance." Creative work-family management dimension sample item, "My supervisor is creative in reallocating job duties to help my department work as a better team". The full scale is shown in Appendix B. In the current study, the scale reliability was.97.

<u>Work-Family Conflict (WFC)</u>

Work-Family Conflict was assessed using the eighteen-item WFC scale developed by Carlson, Williams and Kacmar, (2000). The scale measures an employee's level of perceived WFC by measuring perceived work demand and perceived family demand. The scale uses a 7-point Likert scale ranging from 1("strongly disagree") to 7 ("strongly agree"). The scale has six factors in which WFC is characterized by: Time-based work interference with family, time-based family interference with work, strain-based work interference with family, strain-based family interference with work, behavior-based work interference with family, and behavior-based family interference with work, and had reliability coefficients respectively: .87, .79, .85, .87, .78, .85. A sample item from the time-based WIF dimension is, "My work keeps me from my family activities more than I would like'. A sample item from the time-based FIW dimension is, "The time I spend on family responsibilities often interfere with my work responsibilities". A

sample item from the strain-based WIF dimension is, "When I get home from work I am often too frazzled to participate in family activities/ responsibilities". A sample item from the strain-based FIW dimension is, "Due to stress at home, I am often preoccupied with family matters at work". A sample item from the behavior-based WIF dimension is, "The problem-solving behaviors I use in my job are not effective in resolving problems at home". A sample item from the behavior-based FIW dimension is, "The behaviors that work for me at home do not seem to be effective at work".

<u>Occupational Self-Efficacy (OSE)</u>

Participants were assessed on their workplace self-efficacy using the Occupational Self-Efficacy Scale Short-Form. It is a short version of the Occupational Self-Efficacy Scale which is originally 20 items covering multiple dimensions of self-efficacy. The scale uses a 7-point Likert response scale, 1 (not at all) to 7 (completely). The scale was originally scored on a 6-point Likert scale, but for the comparison in this study, it has been adapted. According to Rigotti et al. (2008), the scale's reliability coefficient is .90. A sample item from the scale is, "Whatever comes my way in my job, I can usually handle it". The full scale is shown in Appendix D. In the current study, the scale reliability was .80.

<u>Career Mentoring</u>

Participants were assessed using the 12-item scale developed by Dreher and Ash (1990). It is a self-report scale for the employees to report the extent to which participants had positive experiences with more senior, mentor-type

individuals in their organization. The scale uses a 5-point Likert scale ranging from 1("not at all") to 5 ("to a very large extent"). Scale reliability for the overall scale is .93, .94, and .93 for the men, women, and combined samples, respectively. All items are answered with reference to the statement, "To what extent has a more senior (or experienced) member of your organization:". A sample item from the scale is, "Given you, or recommended you, for challenging assignments that present opportunities to learn new skills?". The full scale is shown in Appendix E. In the current study, the scale reliability was .85.

Supervisor's Views of Women

For the moderating variable, supervisor's views of women, we developed to examine supervisor's views of women based on observations from their subordinates. The scale has nine items that were answered with a 7-point Likert scale ranging from 1("strongly disagree") to 7 ("strongly agree). The scale is shown in Appendix F. A sample item from the scale is, "My supervisor allows all employees, regardless of gender, to leave work to care for their family". In the current study, the scale's alpha reliability was .82.

Demographics

Participants were asked demographic questions which were composed of their ethnic background, gender, age, employment status, relationship status, educational level, and industry of work.

Table 1. Table of Means, Standard Deviations, and Correlations for Main Variables

	M	SD	1	2	3	4
Supervisor's Views of Women	5.26	1.11	--			
Work-Family Conflict	3.22	1.11	-.403**	--		
Family Supportive Supervisor Behaviors	5.14	1.60	.540**	-.376**	--	
Occupational Self-Efficacy	6.30	0.71	.308**	-.434**	.182*	--
Career Mentoring	3.45	0.88	0.112	-0.123	.213**	0.033

*Note: *p < .05, **p < .01, two-tailed, N=154, For supervisor's views of women, 1 = traditionalist and 7 = egalitarian*

CHAPTER THREE

RESULTS

Data Screening

Data collection concluded with a total of 276 responses downloaded from the online survey platform Qualtrics. The data screening process began with removal of participants who did not meet the inclusion criteria of working a minimum of 20 hours per week resulting in the removal of 98 participants (N=178). Data were then screened for participants who did not complete entire scales or over 50% of the scale's items, therefore 22 participants were removed from the data set because of excessive missing data (N=156).

The resultant data were then examined for violations of assumptions of normality. Univariate outliers were assessed using a z-criterion of z= ±3.3 p<.001. The Occupational Self-Efficacy variable had one univariate outlier z = 3.17. While the univariate outlier for Occupational Self-efficacy did not exceed the ±3.3z's criteria, it was not continuous with the data, confirming that it did not belong with the sample population (Field, 2018). Both of the univariate outliers were subsequently removed from the sample due to exceeding or nearing the z-criterion of ±3.3 in conjunction with being discontinuous with the sample (N=154). There were no multivariate outliers found when assessed using the Mahalanobis Distance (df= 2, χ^2 = 13.815, p <.001). Skewness and kurtosis were then assessed using histograms, as well as Q-Q plots for visual inspection.

Occupational Self-efficacy and Family Supportive Supervisor Behaviors were negatively skewed, while career mentoring was leptokurtic. Logarithmic and square root transformations were done for initial analyses and did not significantly change any of the results. Therefore, for more meaningful interpretations, data were left in their untransformed state. Each of the other variables were approximately normal. The resulting sample included 154 participants after data screening and cleaning.

All six study hypotheses were tested using the PROCESS Macro from Andrew Hayes (2012), a statistical software add-on for IBM's SPSS. PROCESS was used to specifically test the moderated regression models in this study. Three separate analyses were performed using PROCESS in which FSSB was the predictor and supervisor's views of women was used as a moderator for each of the three outcome variables (WFC, OSE, and career mentoring).

<center>Main Effects</center>

Hypothesis 1, in which we hypothesized that family supportive supervisor behaviors would be negatively related to work-family conflict, was supported therefore family supportive supervisor behaviors was a significant predictor of work-family conflict, b= -.20 (-.28), $t(136)=-3.19$, $p=.002$, CI -.33, -.08. For every one-unit increase in family supportive supervisor behavior ratings, there is a .20 decrease in work family conflict ratings. Therefore, as the amount of family supportive supervisors increase, work-family conflict decreases.

<center>29</center>

Hypothesis 2 in which we hypothesized family supportive supervisor

behaviors would be negatively related to career mentoring, was not supported,

b=.08 (.26), t(136)=2.58, p=.01, CI .02, .14. Contrary to the hypothesized

direction of the relationship, family supportive supervisor behaviors were

positively related to career mentoring. As employees experience higher amounts

of family supportive supervisor behaviors, they experience higher levels of career

mentoring implying that family supportive supervisors are also supportive of

employee careers.

Hypothesis 3, for which we hypothesized that family supportive supervisor

behaviors would be negatively related to occupational self-efficacy was not

supported as family supportive supervisor behaviors was not a significant

predictor of occupational self-efficacy, b= .02 (.05), t(136)= .53, p=.59, CI -.06,

.10.

Interaction

Each of the three moderation hypotheses were examined using the

Johnson-Neymen test and zone of significance (p=.05) for further understanding

of the moderation interactions as an additional test using the PROCESS macro

add-on from Andrew Hayes. The Johnson-Neymen test is used to find the

specific point of moderation in which the interaction becomes significant.

For Hypothesis 4, we hypothesized that supervisor's gender beliefs would

moderate the relationship between family supportive supervisor behaviors and

work-family conflict such that the relationship would be stronger when supervisor's views are egalitarian, was supported in that supervisor's views of women was a significant moderator of the relationship between family supportive supervisor behaviors and work-family conflict, b=-.11 (-.16), t(136)=-2.46, p=.02, CI -.019, -.02. In a model consisting of family supportive supervisor behaviors, supervisor's views of women, and the relationship between family supportive supervisor behaviors and supervisors views of women, the relationship uniquely explained 3.3% of the variance in work family conflict F(1,136) = 6.03, p=.02. More specifically using the Johnson-Neymen zone of significance, supervisor's views of women (ranging from traditional 1 to egalitarian 7) is not a significant moderator between family supportive supervisor behaviors and work-family conflict when supervisors are considered more so traditional (ranging from 1-4 on a 7-point Likert scale). Therefore, for traditional supervisors, there is no relationship between family supportive supervisor behaviors and work-family conflict, b= -.09, t(139)=-1.20, p = .23.

For traditional/egalitarian supervisors (ranging from 4-5 on a 7-point Likert scale), b= -.20, t(139)=-3.19, p = .002, there is a significant relationship between family supportive supervisor behaviors and work-family conflict such that for every one point increase in perceived family supportive supervisor behaviors, there is a .20 decrease in work-family conflict. For egalitarian supervisors (ranging from 5 to 7 on a 7-pint Likert scale), b= -.32, t(139)= -3.70, p <.001, there is a significant relationship between family supportive supervisor behaviors

and work-family conflict such that for every one-point increase in perceived family supportive supervisor behaviors, there is a .32 decrease in work-family conflict. The more egalitarian the supervisor, the stronger the relationship between family supportive supervisor behaviors and work-family conflict in that the more egalitarian the supervisor the more family supportive supervisor behaviors matters in decreasing work-family conflict experiences for the subordinate. According to the Johnson-Neymen test, when supervisor's rating on the supervisors views of women scale is 4.57 (egalitarian/traditional), the relationship becomes significant and it matters how much family supportive supervisor behaviors the subordinates receives, b= -.13 t(139)=-1.98, p=.05. When Supervisors are more egalitarian, the relationship between family supportive supervisor behaviors and work-family conflict becomes more negative with the highest rating of supervisor egalitarianism (Likert rating of 7), b=1.72, t(139)=-3.62, p<.001.
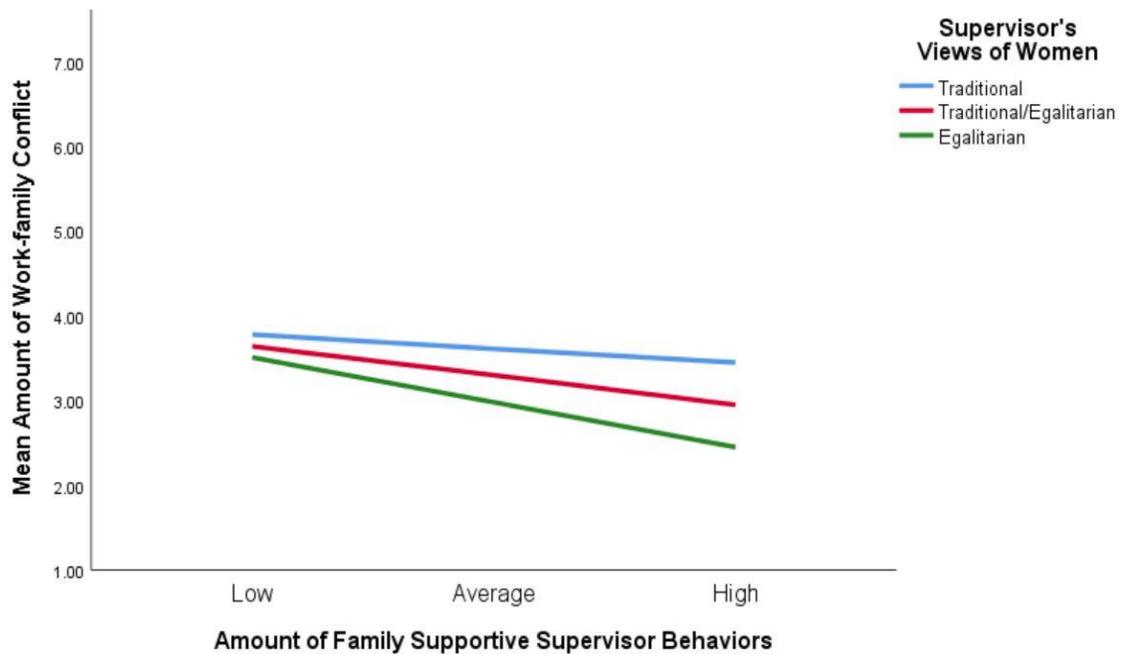
Figure 2. Supervisor's views of women as a moderator between family supportive supervisor behaviors and work-family conflict.

Hypothesis 5 in which we hypothesized that supervisor's gender beliefs would moderate the relationship between family supportive supervisor behaviors and career mentoring, was not supported in that supervisor's views of women was not a significant moderator between family supportive supervisor behaviors and career mentoring, b = .03 (.10), $t(136) = 1.39$, $p = .17$.

Hypothesis 6 in which it was hypothesized that supervisor's gender beliefs will moderate the relationship between family supportive supervisor behaviors therefore perceiving less occupational self-efficacy, was not supported and supervisor's views of women was not a significant moderator between family

supportive supervisor behaviors and occupational self-efficacy, b =.02 (.05),

$t(136) = .70$ $p = .49$.
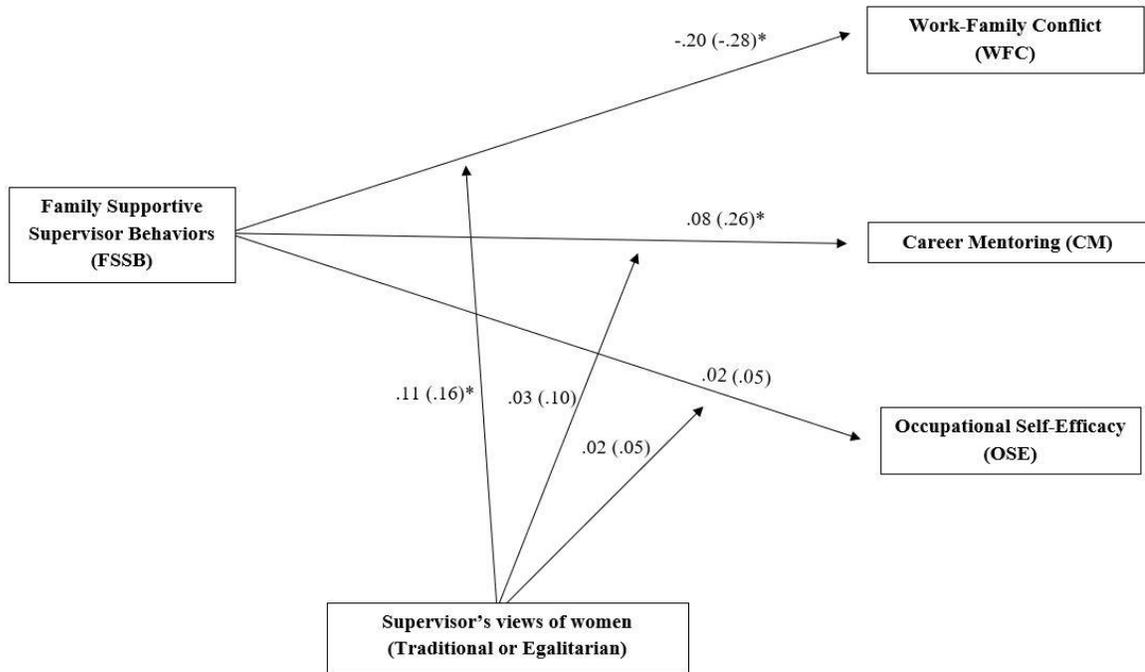
Figure 3. Thesis model including standardized beta coefficients.
*p<.05

CHAPTER FOUR

DISCUSSION

Women in the workplace continue to face barriers to career advancement. As a result, further understanding of the factors that improve or hinder career advancement of women is needed. Due to the gendered nature of work and gendered societal structure, women are often at a disadvantage in terms of role incongruity in the workplace hindering career advancement and increasing work and family needs (Heilman, 2001; 2012; Heilman & Eagly, 2008; Koch, D'Mello, & Sackett, 2015). Although family supportive supervisor behaviors have generally been researched for positive outcomes that would be considered helpful for individuals in balancing work and family, the present study aimed to examine the potential for FSSB to have a detrimental impact on employees in terms of career advancement while still reducing work-family conflict (Hammer et al., 2007). Established predictors of career advancement were used in consideration of women's career advancement consisting of career mentoring, and occupational self-efficacy (Blickle, Witzki, & Schneider, 2009; Rigotti et al., 2008). The present study also sought out to examine the moderating effects of the supervisor's views of women (i.e., traditional or egalitarian) in how FSSB predicts work-family conflict, career mentoring, and occupational self-efficacy.

Results of our study confirm the relationship between work-family conflict and FSSB in which higher amounts of FSSB was related to lower levels of work-

family conflict. While reinforcing this established relationship was one of the aims of the study, supervisor's view of women was also a significant moderator in the relationship between work-family conflict and FSSB. This relationship suggests that the significance of this relationship emerges when supervisors do not have traditional views of women such as the breadwinner (men), homemaker (women) views. We expected that the amount of family supportive supervisor behaviors that occur would be minimal or non-existent for supervisors who align with traditionalism beliefs for women in the workplace because traditionalism posits the belief that women should be caring for their family as opposed to being in the workplace (Corrigal & Conrad, 2007; Desia, Chugh, & Brief, 2014). As we examined, when supervisors hold more egalitarian gender beliefs, the relationship between FSSB and WFC was negative and increases in strength as the supervisor's beliefs more closely align with egalitarianism which is indicative of the strengthening relationship between FSSB and WFC for egalitarian supervisors.

Contrary to expected findings for the relationship between FSSB and career mentoring, the direct effect between FSSB and career mentoring was in the opposite direction than hypothesized. Specifically, higher levels of FSSB were associated with higher levels of career mentoring. A possible explanation is that career mentoring is related to both FSSB and other reducers of work-family conflict which is indicative of a balanced leadership style similar to egalitarianism (Litano & Major, 2016). This possible explanation is evident through the whole-

life approach of organizational leadership in which organizations and more specifically leaders/supervisors approach employee improvement by addressing both issues of the workplace as well as non-work issues such as family (Litano & Major, 2016). While it is evident that family support is related to work-family conflict and career mentoring, supervisor gender views give us a clearer picture of the relationship. Though we expected to find that more family support would come at the cost of less career support, our results suggest that family support is both reducing work-family conflict but also related to an increase in career mentoring from family supportive supervisors whose beliefs align with egalitarianism. This relationship gives us a greater understanding that FSSB may not independently be related to an increase in career mentoring, but rather supervisor gender beliefs are the mechanism by the relationship between family support and career mentoring emerges as meaningful.

Implications for Theory and Research

Focusing research on both helpful and harmful outcomes helps ensure that we are considering how FSSB may impact employees in a more well-rounded nature. This study has shown that FSSB is a predictor of work-family conflict, which is consistent with previous research (Hammer et al., 2009; Michel et al., 2011; Muse & Pichler, 2011), However, trends in the data suggest that FSSB is positively related to career advancement predictors with egalitarian supervisors, but not supervisors with traditional gender views. Consideration of

other predictors of performance and career advancement in future research will be needed to further understand the relationship between FSSB and career advancement.

This study also demonstrates that supervisor beliefs about subordinates are one of the critical factors in determining whether or not FSSB's are functional or dysfunctional. While this study provides evidence that egalitarian beliefs of supervisors is related to reduced work family conflict and increases in career mentoring, supervisors with traditional beliefs may still be meaningful in understanding how FSSB may negatively impact career advancement. In addition, future studies should include variables that more closely relate to subordinate career outcomes to illuminate and clarify the relationship between FSSB and negative career outcomes. For example, measuring the supervisor's specific evaluation of the subordinate as opposed to the subordinate's OSE may be more pragmatic in establishing the connection between FSSB and negative career outcomes. Future studies should be focused specifically on how FSSB's impact subordinates who have supervisors that hold traditional gender beliefs. Research must continue to examine the negative impact of FSSB on career outcomes to further understand how we may help mitigate the potentially poor outcomes and improve upon the helpful outcomes of FSSB. Inclusion of supervisors who hold traditional beliefs and variables that directly measure performance outcomes will help clarify the potentially harmful outcomes of FSSB in terms of career advancement.

Implications for Practice

The present study affirms the previous research finding that FSSB is a strong predictor of WFC and opens the door to considering FSSB as a predictor of employee career advancement. Also, this study shows how considering supervisor characteristics and how they view women moderates the relationship between employee work-family balance and their ability to progress in their career. To ensure that the practices that we introduce and the characteristics that we search for in our organizations are complementary of both meaningful and positive outcomes for the organization, we must continue the conversation for long-term outcomes for the people who make up the organization. The fact that FSSB is a predictor of WFC and career outcomes when supervisors are egalitarian sheds light on the impact of supervisor beliefs as a necessary condition for understanding the effects of family supportive supervisor behaviors within a workplace. Though the relationship between FSSB and OSE was not observed in this sample, the significant relationship between career mentoring and FSSB sprouts a promising notion that investing in subordinate's family life and work-family balance shows not only improvements in well-being, but also improvements in career advancement seeing how career mentoring is a predictor of performance and success.

Organizations that select supervisors with characteristics that align with employee family support and equal treatment across genders may experience the benefits of increased organizational commitment, organizational citizenship

behaviors and task performance which predicts employee success (Colinger et al., 2015). In understanding that supervisor's traditionalist gender beliefs potentially disadvantage female subordinates, organizations may benefit from raising an awareness to the existence of gender beliefs and how they may impact supervisor behaviors. Potential supervisor behaviors may include workplace mistreatment and biased family support based on personal gender beliefs. Organizations might also consider implementing training to not only raise awareness for their supervisors but reduce the likelihood of gender beliefs impacting evaluations of subordinates (Fritz & Knippenberg, 2019). Training for example should focus on eliminating the disadvantages of biased behavior, but also support the advantages of FSSB such as reducing work-family conflict through creative work-family management. While FSSB can have positive impacts on subordinates and is useful in reducing WFC, supervisors can focus on equal treatment for subordinates regardless of their gender. Supervisors must ensure that family supportive supervisor behaviors are not based on gender, and do not alter their views of the subordinate. Performing family supportive behaviors in conjunction with maintaining open communication will facilitate responsible and accountable actions. Supervisors need to both clearly communicate and demonstrates the resources available to their subordinates. Additionally, welcoming and utilizing feedback to make meaningful changes as needed would help in keeping themselves accountable. In consideration of career advancement, supervisors should promote the idea of supervisor

aspirations through both employee support and behaviors that can be modeled

by their subordinates (Fritz & Knippenberg, 2019).

Limitations

The direct effect between FSSB and OSE may have been undetectable

due to a measurement issue in that the occupational self-efficacy measure used

in this study demonstrated a ceiling effect and there was not enough variance to

discriminate in the data and detect meaningful differences across the sample

(Johnson, Deary & Bouchard, 2018). Additionally, the sample was predominantly

supervisors who held more egalitarian beliefs rather than traditionalist gender

beliefs in which the mean of supervisor gender beliefs was 5.27 on a 7-point

Likert scale ranging from 1 (traditional) to 7 (egalitarian). The mean of supervisor

gender beliefs similarly shows a restriction of range limitation for sample itself in

that supervisors were primarily egalitarian and not traditional. We would expect to

find stronger negative effects if the sample included a greater proportion of

supervisors who hold traditionalist gender beliefs.

Another limitation of this study is that direct measures of career

advancement were not used and ideally, a study would include a direct measure

such as a supervisor's performance evaluations for their subordinates.

Additionally, supervisor beliefs were measured with subordinate observations

and should have also included a measure of supervisor gender beliefs collected

directly from the supervisors. By including a measure directly from the

supervisors, we may have better captured supervisor gender beliefs but also limited the impact of social desirability on part of the supervisor, and bias on part of the subordinate by comparing measures from both groups.

Another limitation with the methodology of this study includes the use of the student research management system, in that increased amounts of missing data resulted in the removal of a large amount of cases from the data set. Additionally, as noted by Allen, French, Braun, and Fletcher (2019), the use of cross-sectional data when measuring constructs such as WFC and similarly OSE may be problematic as WFC and OSE may change throughout the day, day to day, and longitudinally. Also, since all measures were given to participants at the same time, common method variance may impact the predictor-criterion relationship (Podsakoff, Mackenzie & Podsakoff, 2012).

Conclusion

Our current study provides a promising outlook for improving career related outcomes and reducing work-family conflict through FSSB when subordinates have egalitarian supervisors. This study supports that FSSB is positively related to work-family conflict and provides further support for the relationship that has been established in the literature. More specifically, this study helps clarify the relationship between FSSB and work-family conflict in that the relationship is meaningful in the context of subordinates who have supervisor's that specifically hold primarily egalitarian beliefs and not traditional

beliefs. In consideration grounding of this study in role congruity, this theoretical

lens is still useful in trying to understand both the positive and negative effect that

FSSB may have had on outcomes for women in the workplace.

APPENDIX A

PARTICIPANT DEMOGRAPHICS

Table 2

Demographic Information for Study Sample

		Total Sample	SONA Sample	Snowball Sample
Gender				
	Female	154	55	99
Occupation Position				
	Sales	11	4	8
	Finance	2	1	1
	Marketing	1	1	0
	Manufacturing	4	2	2
	Technology	2	2	0
	Health	13	11	2
	Education	50	12	38
	Hospitality	24	3	21
	Retail	12	4	8
	Other	35	16	19
Relationship Status				
	Single	35	5	30
	Committed Relationship	60	12	48
	Domestic Partnership	4	1	3
	Live with Partner	14	6	8
	Married	37	30	7
	Divorced	2	1	1
	Separated	1	0	1
	Did not indicate	1	0	1
Ethnicity				
	American Indian or Native American	3	2	1
	Asian	6	4	2
	Black or African American	2	0	2
	Hispanic/ Latino	97	15	82

	Native Hawaiian or Pacific Islander	1	0	1
	White/Caucasian	44	33	11
	Other	6	5	1
Education level Completed				
	Less than High school	2	2	0
	High School	14	5	9
	Some College	52	15	37
	2 Year Degree	42	3	39
	4 Year Degree	28	15	13
	Professional Degree	1	1	0
	Master's Degree	13	12	1
	Vocational Degree	2	2	0
Supervisor Gender				
	Male	63	31	32
	Female	91	25	66

Note. All Participants were Women.

APPENDIX B

FAMILY SUPPORTIVE SUPERVISOR BEHAVIORS SCALE

The following questions are to assess your relationship with your supervisor in regard to support. Please indicate the extent to which you agree or disagree with each of the following statements.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Neither agree nor disagree, 5 = Somewhat agree, 6 = Agree, 7 = Strongly agree

Emotional

1. My supervisor is willing to listen to my support problems in juggling work and nonwork life.

2. My supervisor takes the time to learn about my personal needs.

3. My supervisor makes me feel comfortable talking to him or her about my conflicts between work and nonwork.

4. My supervisor and I can talk effectively to solve conflicts between work and nonwork issues.

Instrumental

5. I can depend on my supervisor to help me support with scheduling conflicts if I need it.

6. I can rely on my supervisor to make sure my work responsibilities are handled when I have unanticipated nonwork demands.

7. My supervisor works effectively with workers to creatively solve conflicts between work and nonwork.

Role model

8. My supervisor is a good role model for work and nonwork balance.

9. My supervisor demonstrates effective behaviors in how to juggle work and nonwork balance.

10. My supervisor demonstrates how a person can jointly be successful on and off the job.

Creative

11. My supervisor thinks about how the work in my department can be organized for work-family management to jointly benefit employees and the company.

12. My supervisor asks for suggestions to make it easier for employees to balance work and nonwork demands.

13. My supervisor is creative in reallocating job duties to help my department work better as a team.

14. My supervisor is able to manage the department as a whole team to enable everyone's needs to be met.

(Hammer, Kossek, Yragui, Bodner, & Hanson, 2009)

APPENDIX C

WORK-FAMILY CONFLICT SCALE

The following questions are about your work/family life. Please indicate the

extent to which you agree or disagree with the following statements

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Neither agree nor

disagree, 5 = Somewhat agree, 6 = Agree, 7 = Strongly agree

Time-based work interference with family

1. My work keeps me from my family activities more than I would like.

2. The time I must devote to my job keeps me from participating equally in

    household responsibilities and activities.

3. I have to miss family activities due to the amount of time I must spend on

    work responsibilities.

Time-based family interference with work

4. The time I spend on family responsibilities often interfere with my work

    responsibilities.

5. The time I spend with my family often causes me not to spend time in

    activities at work that could be helpful to my career.

6. I have to miss work activities due to the amount of time I must spend on

    family responsibilities.

Strain-based work interference with family

7. When I get home from work I am often too frazzled to participate in family

    activities/ responsibilities.

8. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.

9. Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.

Strain-based family interference with work

10. Due to stress at home, I am often preoccupied with family matters at work.

11. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.

12. Tension and anxiety from my family life often weakens my ability to do my job.

Behavior-based work interference with family

13. The problem-solving behaviors I use in my job are not effective in resolving problems at home.

14. Behavior that is effective and necessary for me at work would be counterproductive at home.

15. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.

Behavior-based family interference with work

16. The behaviors that work for me at home do not seem to be effective at work.

17. Behavior that is effective and necessary for me at home would be counterproductive at work.

18. The problem-solving behavior that work for me at home does not seem to

be as useful at work.

(Carlson, Williams, & Kacmar, 2000)

APPENDIX D

OCCUPATIONAL SELF-EFFICACY SCALE

The following questions are about your experiences with your job demands. Please indicate the extent to which you find each statement true or false.

1 = Definitely true, 2 = Probably true, 3 = Might be true, 4 = Neither true nor false,

5 = Might be false, 6 = Probably false, 7 = Definitely false

1. I can remain calm when facing difficulties in my job because I can rely on my abilities.

2. When I am confronted with a problem in my job, I can usually find several solutions.

3. Whatever comes my way my job, I can usually handle it.

4. My past experiences in my job have prepared me well for my occupational future.

5. I meet the goals that I set for myself in my job.

6. I feel prepared for most of the demands in my job.

(Rigotti, Schyns, & Mohr, 2008)

APPENDIX E

CAREER MENTORING SCALE

When answering the following questions, please refer to a formal or informal workplace mentor in which you have had the most meaningful relationship.

To what extent has a mentor...

1 = Not at all, 2 = To a very small extent, 3 = To a small extent, 4 = To some extent, 5 = To a large extent, 6 = To a very large extent, 7 = To an extremely large extent

1. Given you, or recommended you, for challenging assignments that present opportunities to learn new skills?

2. Given you, or recommended you, for assignments that increased your contact with higher level managers?

3. Given you, or recommended you, for assignments that helped you meet new colleagues?

4. Gone out of his/her way to promote your career interests?

5. Kept you informed about what is going on at higher levels in the company?

6. Conveyed feelings of respect for you as an individual?

7. Conveyed empathy for the concerns and feelings you have discussed with him/her?

8. Discussed your questions or concerns regarding feelings of competence, commitment to advancement, or work relationships?

9. Shared history of his/her career with you?

10. Encouraged you to prepare for advancement?

11. Encouraged you to try new ways of behaving on the job?

12. Served as a role model?

(Dreher & Ash, 1990)

APPENDIX F

SUPERVISOR'S VIEWS OF WOMEN SCALE

The following questions are about your relationship with your direct supervisor.

Please indicate the extent to which you agree or disagree with each statement.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Neither agree nor disagree, 5 = Somewhat agree, 6 = Agree, 7 = Strongly agree

1. My supervisor allows all employees, regardless of gender, to leave work to care for their family.

2. My supervisor is more likely to ask a male employee for help when performing challenging work.

3. My supervisor is more likely to ask a female employee for help with secretarial assistance at work.

4. When new projects arise, my supervisor tends to give them to male employees first rather than female employees.

5. My supervisor makes sure women have as much access to professional networking in this organization as men do.

6. My supervisor treats women as if they are just as capable at work as men.

7. My supervisor is just as likely to help a female employee as a male employee.

8. My supervisor tends to look the other way when employees engage in light hearted jokes about women.

9. My supervisor is more likely to be supportive of male employee participation when making a decision.

APPENDIX G

DEMOGRAPHICS AND OPEN-ENDED QUESTIONS

Demographics

To begin, we are asking you a few questions which will help us describe our results. Your participation remains anonymous.

What is your age?
_____
What is your gender?
_Male
_Female

What is your current employment status?
_Employed Full-time
_Self-employed
_Out of work and looking for work
_Out of work but not currently looking for work
_A homemaker
_A student
_Military
_Retired
_Unable to work

How many hours per week do you typically work?
_Less than 20 hours a week
_20 or more hours a week

Based on the level of your current position, are there higher-level positions in your current organization that offer you the potential for career growth or promotion in the future?
_Yes
_No

In the future, how likely are you to pursue a higher-level position in your current organization?
_Highly Likely
_Likely
_Somewhat Likely
_Neutral
_Somewhat unlikely
_Unlikely
_Highly unlikely

What is your current relationship status?
_Single

_Committed relationship
_Domestic partnership
_Live with partner
_Married
_Widowed
_Divorced
_Separated

Please indicate your ethnicity.
_American Indian or Alaska Native
_Asian
_Black or African American
_Hispanic / Latino
_Middle Eastern
_Native Hawaiian or Pacific Islander
_White / Caucasian
_Other

What is the highest level of education you have completed?
   _Less than high school
   _High school graduate
   _Some college
   _Vocational degree
   _2 year degree
   _4 year degree
   _Master's degree
   _Professional degree
   _Doctorate

How many hours per week do you work ?
_Less than 10
_10-14
_15-19
_20-24
_25-29
_30-34
_35-39
_40-44
_45-49
_50+

Industry What industry do you currently work in?

_Sales

_Education
_Hospitality
_Retail
_Finance
_Marketing
_Manufacturing
_Technology
_Health
_Other (Please specify) _____

How many supervisors do you have?

_____

What is the gender of your direct supervisor?
_Male
_Female

Approximately how many employees work in your department?

_____

Approximately how many employees work in your organization?

_____

APPENDIX H

INFORMED CONSENT

Informed Consent

You are invited to participate in a study designed to study your work experiences as they relate to your interactions with your supervisor. This study is conducted by Gino Howard, Industrial/Organizational Psychology Graduate Student, California State University, San Bernardino under the supervision of Dr. Mark D. Agars. This study has been approved by the Institutional Review Board of the California State University, San Bernardino.

Purpose: The objective of the present study is to understand workplace outcomes for women in relation to family supportive supervisor behaviors. This study will help to inform the scientific literature on unexplored outcomes for women in the workplace when family supportive supervisors provide support to their subordinates in the form of family supportive supervisor behaviors.

Description of Research: You will be asked to report the extent to which you agree or disagree with statements about job characteristics, experiences in your work environment and personal characteristics via an online survey offered through an online survey system (Qualtrics.com). Your responses will be recorded electronically once the survey has been completed.

Duration: Participation in this survey will require approximately 20 to 30 minutes of your time.

Risks: Risks associated with this study are low and no more than risks that would be encountered in one's daily activities. The nature of the questions are noninvasive. The act of answering questions via the online survey is no riskier than other computer-based online activities.

Benefits: Participants will receive no direct benefits for their participation. Individual responses collected will contribute to scientific understanding of structural and psychological boundaries in the context of work and potentially to the application of insights gained in this study.

Participation: Your participation in this study is entirely voluntary. You can skip questions or withdraw from this study at any time without consequences. Your participation is important for advancing research done at California State University, San Bernardino. Your willingness to take part in the study or your decision to withdraw from this study is entirely your decision and will not affect your relationship with the university in any way.

Confidentiality: Information collected for this study will be confidential. Respondents will not be required to provide any identifying information, and any information that was willingly provided will be kept confidential. Any data published in a report relating to this study will only be reported in aggregate form with no information identifying any one person. No individual information will be published under any circumstances. All the information collected will be kept secure through encryption protocols used by the survey service. Data from this project will be used for a master's thesis, presented at academic conferences, and potentially submitted for publication in professional and academic journals.

Data Storage: Original responses will be stored on a password protected and encrypted server hosted by Qualtrics.com. Dataset files downloaded will be stored on a encrypted flash drive. The dataset file will be accessed by the primary and co-investigator. Any and all identifying information will be removed from the. Data will be kept for a period of five years as is mandated by the American Psychological Association.

Results: Immediately after the study is complete (Approximately August 2019), a report of the study findings will be compiled. This report will contain a summary descriptive statistic of group means, general trends among responses, and a brief description of how these trends can be interpreted. Data may also be presented at scientific conferences and submitted for publication.

Contact: In case of questions or if there are concerns, problems, or other issues, the primary researchers Gino Howard can be contacted at 004860644@coyote.csusb.edu or Dr. Mark D. Agars can be contacted at magars@csusb.edu or (909)537-5433. Michael Gillespie can be contacted for concerns regarding the Institutional Review Board of the California State University, San Bernardino at mgillesp@csusb.edu

APPENDIX I

DEBREIFING STATEMENT

Post Study Form

Thank you for agreeing to participate in this study. The general purpose of this research is to develop an understanding of the work environment and supervisor-subordinate relationships.

This study is an attempt to understand and measure the views of supervisors in reference to gender. More specifically this study aims to measure how supervisors view women in the workplace in terms of egalitarianism and traditionalism. Thank you for your participation in this study. If you have any further questions or concerns about any aspect of the study, please contact Dr. Mark Agars at magars@csusb.edu or 909.537.5433. For questions regarding the results of the study please contact Dr. Mark Agars after June 2019.

APPENDIX J

INSTITUTIONAL REVIEW BOARD APPROVAL

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

February 22, 2019

CSUSB INSTITUTIONAL REVIEW BOARD
Administrative/Exempt Review Determination
Status: Determined Exempt
IRB-FY2019-108

Gino Howard and Mark Agars
Department of CSBS - Psychology, Users loaded with unmatched Organization affiliation.
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

DearGino Howard Mark Agars :

Your application to use human subjects, titled "The Dark Side of Family Supportive Supervisor Behaviors" has been reviewed and approved by the Chair of the Institutional Review Board (IRB) of California State University, San Bernardino has determined that your application meets the requirements for exemption from IRB review Federal requirements under 45 CFR 46. As the researcher under the exempt category you do not have to follow the requirements under 45 CFR 46 which requires annual renewal and documentation of written informed consent which are not required for the exempt category. However, exempt status still requires you to attain consent from participants before conducting your research as needed. Please ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.

Your IRB proposal (IRB-FY2019-108 - The Dark Side of Family Supportive Supervisor Behaviors) is approved. You are permitted to collect information from 220 participants for No Compensation from Online Community. This approval is valid from 2/22/19 to 2/21/20.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

Your responsibilities as the researcher/investigator include reporting to the IRB Committee the following three requirements highlighted below. Please note failure of the investigator to notify the IRB of the below requirements may result in disciplinary action.

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- Submit a protocol modification (change) form if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before implemented in your study to ensure the risk level to participants has not increased,
- If any unanticipated/adverse events are experienced by subjects during your research, and
- Submit a study closure through the Cayuse IRB submission system when your study has ended.

The protocol modification, adverse/unanticipated event, and closure forms are located in the Cayuse IRB System. If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

If you have any questions regarding the IRB decision, please contact Dr. Joseph Wellman, Assistant Professor of Psychology.Dr. Joseph Wellman can be reached by email at Jwellman@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.
Best of luck with your research.

Sincerely,

Donna Garcia

Donna Garcia, Ph.D., IRB Chair
CSUSB Institutional Review Board

DG/MG

APPENDIX K

INSTITUTIONAL REVIEW BOARD MODIFICATION

May 1, 2019

CSUSB INSTITUTIONAL REVIEW BOARD
Protocol Change/Modification
IRB-FY2019-108
Status: Approved

Gino HowardMark Agars
CSBS - Psychology, Users loaded with unmatched Organization affiliation.
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Gino Howard Mark Agars:

The protocol change/modification to your application to use human subjects, titled "The Dark Side of Family Supportive Supervisor Behaviors" has been reviewed and approved by the Chair of the Institutional Review Board (IRB). A change in your informed consent requires resubmission of your protocol as amended. Please ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.

You are approved to collect 200 female participants from Sona in exchange for 1 Sona Unit.

You are required to notify the IRB of the following by submitting the appropriate form (modification, unanticipated/adverse event, renewal, study closure) through the online Cayuse IRB Submission System.

1. If you need to make any changes/modifications to your protocol submit a modification form as the IRB must review all changes before implementing in your study to ensure the degree of risk has not changed.
2. If any unanticipated adverse events are experienced by subjects during your research study or project.
3. If your study has not been completed submit a renewal to the IRB.
4. If you are no longer conducting the study or project submit a study closure.

You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, Research Compliance Officer. Mr. Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely,

Donna Garcia

Donna Garcia, Ph.D, IRB Chair
CSUSB Institutional Review Board

DG/MG

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