

**Women's' Perception of Power Differences between Men and Women and its Impact on  
the Effect of Gender-Stereotypical Job Advertisements on Meta-Stereotyping**

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**Abstract**

In this study, we examine whether the perceived power difference between men and women influences the effect of gender-stereotypical job descriptions on meta-stereotyping. Based on previous research, we propose that women who perceive to have less power in society than men engage in more meta-stereotyping than women who perceive to have equal or even higher power than men in society. Also, we expect more positive meta-stereotyping after reading female stereotypical job advertisements, rather than male stereotypical job advertisements. Lastly, compared to women who perceive to have equal or even higher power than men in society, we expect women who perceive to have less power than men in society, to engage in more positive meta-stereotyping after reading stereotypically female job advertisements, and in more negative meta-stereotyping after reading stereotypically male job advertisements. In our study, we randomly assigned one of two job advertisements (male/female) to female university students ( $N = 149$ ) and measured the extent of meta-stereotyping in relation to perceived power differences. Contrary to what we expected, women who perceive to have less power than men did not engage in more meta-stereotyping than women who did not share this view. Secondly, participants applied more positive meta-stereotypes after reading female than male stereotypical job descriptions. Women who perceive to have less power than men engaged in even more positive meta-stereotyping. Surprisingly, women also expected to be perceived based on negative male characteristics after reading male stereotypical job descriptions. This effect was also stronger in women who perceive to have low power.

*Keywords:* gender gap, meta-stereotypes, power, perceived power difference, gender stereotypes, job descriptions

### **Women's Perception of Power Differences Between Men and Women and its Impact on the Effect of Gender Stereotypical Job Advertisements on Meta-Stereotyping**

The world is constantly changing, and humankind has already made progress towards equality and equity. When compared to the past where women in the western world were partly not allowed to work nor vote (Women Suffrage Movement, 2015), women's rights have improved dramatically. Nevertheless, inequality between the sexes continues to exist, calling for further advances in the feminist movement. Especially, the workplace is one societal domain where the disparity is still very prevalent. In fact, in 2010 a report revealed that worldwide 47.2% of women work, whereas 74.2% of men are in employment (United Nations [UN] Development Program, 2020). This imbalance is even more evident in leadership/higher status positions, with only 21% of current government ministers worldwide being female (Bachelet, 2012). But why does this underrepresentation of women in the workforce exist?

A modern perspective suggests that this difference results from the culture of unlimited work hours, as well as implicit gender stereotypes (Ely & Padavic, 2020). Reuben et al. (2014) argue that employers often hire men instead of women based on their confident appearance. For instance, men tend to boast more about future work performance when applying for a job. This is often not considered by the employer, sometimes resulting in suboptimal hiring processes. Most importantly, women tend to apply less than men, especially with respect to high-ranking positions (Schmidt & Stette, 2018). Therefore, it is important to investigate why women tend to have lower application rates than men. One reason might be that companies often rely on gender stereotypes in job descriptions, making it less attractive for women to apply (Born & Taris, 2010; Gaucher et al., 2011). Specifically, male-dominated companies tend to use male stereotypical words in their job descriptions.

Men are stereotypically characterized by ‘agentic traits’ (for instance: strong, assertive, ambitious), and women are stereotypically seen as having communal traits, being rather social, caring, and sensitive (Eagly et al., 2009). One might argue that being aware of such stereotypes results in expectations to be perceived in a certain way, based on that stereotype. A woman might expect to be seen as unsuitable for a position because she is not possessing the required agentic traits. Such a thought process is embedded in the concept of meta-stereotyping which refers to the expectation about how a particular outgroup (here, the employer) perceives one’s group, and thus may stereotype this group in a particular way (Vorauer et al., 1998).

This research aims to examine the relationship between gender-stereotypical wording in job advertisements and meta-stereotyping. Furthermore, we ask the question if such stereotypes affect all women in the same way. We believe that perceived power may play a role here. Power can be defined as “[...] an individual’s potential to have an effect on another person’s or group of persons’ behaviour” (McCroskey & Richmond, 1983, as cited in Kantek & Gezer, 2010, p. 175). As stated before, the majority of high-ranking positions are held by men. Being in a leading position goes hand in hand with having subordinates who follow your commands. By definition, such a person possesses power. But what are the consequences for people perceiving to have less power?

The specific objective of this study is to determine whether a perceived power difference between men and women influences the effect of gender stereotypical job advertisements on meta-stereotyping in female applicants.

### **Stereotypicality in Job Descriptions and its Influence on the Gender Gap**

There is a growing body of literature (Born & Taris, 2010; Gaucher et al., 2011; Wille & Deros, 2018) that recognizes the impact of a job advertisement’s word choice on application intentions. Indeed, the wording of a job advertisement has been found to be one of

the contributing factors influencing women's application behavior, however, not men's (Born & Taris, 2010). It has been found that male-dominated occupations tend to use words in job advertisements that are stereotypically more reflective of male than female characteristics. Women tend to be less attracted by such advertisements (Gaucher et al., 2011).

Research by Johnson et al. (2008) found that we often associate different skills with female leadership than we do with male leadership: Employers require male leaders to express strength whereas female leaders are expected to show strength as well as sensitivity. As already briefly addressed, men are stereotypically seen to possess 'agentic traits' (for instance: strong, assertive, ambitious, self-confident), whereas women are often characterized by 'communal traits' (e.g., being social, caring, kind, and sensitive, see Eagly et al., 2009). Importantly, Eagly et al. (2009) showed that gender-stereotypical behavior that is considered negative in men, is seen as even more negatively in women. When a woman is exhibiting a behavior at work that is, for instance, dominant and controlling (a rather male trait) social shaming can follow.

All in all, the perseverance of gender stereotypes, and social norms of how each gender ought to behave may inject social pressure to conform and create bias in the hiring processes. Thus, it makes sense to conclude that gender-stereotypical job advertisement partly explains the lower female application rates. We believe that gender stereotypes may make women wonder about how the company perceives them, thus making them engage in meta-stereotyping to form the decision of whether the job is a good fit.

### **The Role of Meta-Stereotyping When Applying for a Job**

Several studies have been done on so-called "meta-stereotypes" which acknowledge the idea that what we believe others think about us, can have an impact on how we see ourselves and how we act (Vorauer et al., 2000; Kamans et al., 2009; Koudenburg & Gordijn, 2010). As stated before, meta-stereotyping is defined as the expectations of how a particular

outgroup evaluates one's own group, and might thus stereotype this group (Vorauer et al., 1998). Meta-stereotypes can be positive or negative and the content is dependent on the outgroup at focus. For example, in our case, a woman reading a job advertisement including male stereotypical terms (e.g., they are looking for a person who is strategic, risk-taking, and confident), may engage in negative meta-stereotyping, expecting to be seen as illogical, anxious, and shy. However, if the same woman would read a stereotypically female job advertisement, that is searching for someone social and communicative, she is likely to engage in positive meta-stereotyping, attributing qualities like being social, communicative, and caring, to herself. It has been shown, that the application of negative meta-stereotypes is related to loneliness (Gordijn, & Boven, 2009), reduced self-esteem (Gordijn, 2010), as well as stereotype confirming behavior (Kamans et al, 2009; Koudenburg & Gordijn, 2011). Also, it seems to be connected to negative well-being (Gordijn et al., 2017). Owuamalam & Zagefka (2014) argue that negative meta-stereotypes lower employability beliefs, mediated by momentary self-doubts. Thus, expecting to be seen negatively, makes one question one's abilities, and eventually, doubt the possibility of getting hired. Additionally, job descriptions often require traits that women have negative meta-stereotypes of, thus viewing those jobs as less attractive (Wille & Derous, 2018).

Recent evidence suggests that job descriptions that are stereotypically female in their wording activate positive meta-stereotypes and self-confidence in women which in turn is related to higher application intentions (Wulf, 2019). Self-confidence is connected to self-esteem and is defined as situation-specific thoughts about one's abilities and talents (Hollenbeck & Hall, 2004). Even though women seem to be less attracted by job advertisements using male stereotypical wording, there is yet no support for a mediation of negative and male meta-stereotypes explaining the relationship between job stereotypicality and application intentions (Kutscher et al., 2021; Wulf, 2019). Thus, stereotypically male job

descriptions may evoke negative meta-stereotypes in women, but it does not necessarily influence their application intentions. To further examine the relationship between gender-stereotypical job advertisements and meta-stereotyping, it is important to understand under which conditions meta-stereotyping occurs.

### **Conditions for Meta-Stereotyping and the Role of Perceived Power Differences**

Conditions for meta-stereotyping are the feeling of being evaluated (Gordijn, 2010, see also Vorauer et al., 1998), and having an external locus of control (Gordijn & Boven, 2009). Some people apply more meta-stereotypes, and some apply less. Also, the identification with the ideas differs. (Vorauer et al., 1998). In the scenario of applying for a job, those conditions can be easily met. By being compared to other applicants, you indeed are getting evaluated. Also, you might think that you generally do not have a big impact on the decision of the person recruiting, thus you tend to have a rather external locus of control. Furthermore, research by Lammers et al. (2008) has shown that meta-stereotyping results from being powerless or having low status in society. You are powerless to a certain extent since after handing in your application, it is up to the supervisor to either hire you or dismiss you. This is putting them in a position of greater power (Kantek & Gezer, 2010).

Power is known to have a positive effect on stereotyping, and people in power tend to individuate others less (Guinote & Philipps, 2010). As mentioned before, Lammers et al. (2008) examined the link between power and meta-stereotypes. Throughout three experiments, they created interpersonal situations in which participants were either in 'high power', 'low power', or in the 'control condition'. They found a robust effect of power on meta-stereotyping: Powerlessness increased meta-stereotyping (independent of valence). Furthermore, the data suggest that the relationship between low power and meta-stereotyping is mediated by perspective-taking. Kutscher et al. (2021) found that men, as well as women, perceive gender inequality in the workplace. However, women perceived the power difference



as larger. The question is if this perception could influence the extent to which they engage in meta-stereotyping in the context of a job application? As far as we know, no previous study has investigated possible moderating qualities of power perception concerning the effect of gender-stereotypical job descriptions on meta-stereotyping.

Since powerlessness is related to the prevention of threats and losses and predicting those threats is often done by engaging in meta-stereotyping (Lammers et al., 2008), an application situation is, as stated before, prone to evoke meta-stereotyping. Here, the threat is to be perceived in a certain way that would result in not getting the job, thus a loss. Therefore, one takes the perspective of the company and imagines how one is perceived. With a vast majority of men in power positions (Catalyst, 2021) it is necessary to examine women's perception of power differences with their application of meta-stereotypes in a job application context. High power is negatively related to meta-stereotyping (Lammers et al., 2008). Hence, the general perception of belonging to an ingroup low in power (in this case: female applicants) might affect the extent to which meta-stereotyping occurs when reading a gender-stereotypical job advertisement. One could imagine that women who perceive to have less power than men engage in more positive meta-stereotyping after reading female stereotypical job advertisements, and more negative meta-stereotyping after reading male stereotypical job advertisements.

### **Current research**

In this study, we are focusing on perceived power difference as a pre-measure. We are replicating the research of Kutscher et al., (2021) and additionally examining the role of power perception as a possible moderator for the effect of gender-stereotypical job advertisements on meta-stereotyping. Unlike the study by Lammers et al. (2008), we are not manipulating the power allocation between individuals; however, we are aiming to measure

participants' beliefs on power differences between genders in society. Based on the aforementioned literature we formulated the following hypotheses (H):

H1: Women who perceive they have less power in society than men are prone to engage in more meta-stereotyping than women who perceive women have equal or even higher power than men in society.

H2: Female stereotypic job descriptions result in more positive meta-stereotyping than male stereotypic job descriptions.

H3: Women who perceive they have less power in society are more likely to use positive meta-stereotypes after reading female stereotypic job descriptions, and more negative meta-stereotypes after reading male stereotypic job descriptions than women who perceive women have equal or even higher power than men in society.

## **Methods**

### **Participants and Design**

We recruited the participants via the University of Groningen's SONA pool for first-year psychology students as well as through a link shared on social media platforms like Instagram, WhatsApp, and Facebook. For the participation in SONA 0.4 credits were granted.

In total, we collected data from 296 participants.<sup>1</sup> However, the final sample consisted of 149 participants. The average age was between 19 and 21 years. We had to exclude a total of 147 participants for not meeting our selection criteria set prior to collection.<sup>2</sup> Fifteen persons were excluded due to not giving informed consent. As only women were relevant for this research, we removed three participants who clicked 'other' in the question for gender, 82 male participants, and three persons that did not indicate a gender. Furthermore, we removed data of seven people who were Psychology students but were recruited through social media.

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<sup>1</sup> Due to the time constraints of the bachelor thesis, we analyzed the data gathered so far prior to finishing the data collection.

<sup>2</sup> [https://aspredicted.org/see\\_one.php](https://aspredicted.org/see_one.php)

Twelve people were excluded for spending less than ten seconds reading the job advertisements. Lastly, data of 21 participants were excluded for completing less than 50% of the questionnaire, and four were removed for failing two or more attention checks.

Before recruiting participants, the required sample size was computed, using G\*Power. For an  $\alpha = .05$  and power of  $.80$ , a number of 143 participants is needed to obtain support for hypothesis 3, which predicts an interaction effect (we aimed for a small to medium effect size of  $.237$ ).

In our study, we created two job advertisements for a “project management intern position”: one with stereotypically male terms, and one with stereotypically female terms. We randomly assigned 74 participants to the stereotypical-male condition and 75 participants to the stereotypical-female condition. After reading, they were asked several questions about the job descriptions. Before manipulating *job stereotypicality* (male vs female), we measured the extent to which participants perceive there are power differences between men and women in society. We did this in order to examine whether this perception moderates the relation between job stereotypicality and meta-stereotyping. Thus, the design of the study was a between-subjects design with a continuous moderator.

The study was approved by the ethics committee of the University of Groningen.

### **Procedure and Independent Variables**

This study is composed of an English questionnaire, created in Qualtrics (see Appendix A). First, participants received information about the confidentiality and had to give informed consent. After agreeing to participate, some questions about general demographics (their age, whether they are undergraduate or master’s students, and if they study Psychology) followed. Next, self-esteem was measured (not further discussed as it is part of another

project<sup>3</sup>). Then participants were asked to answer questions about their power perception, thus their beliefs about existing/non-existing gender inequalities, and if they believe that one gender dominates in high-ranking positions. This was measured with three items (Cronbach's  $\alpha = .72$ ;  $M = 4.50$ ,  $SD = 0.56$ ,  $p < .001$ ) on Likert-scales ranging from 1 (strongly disagree) to 5 (strongly agree): 1) "I believe that there is gender inequality in high-ranking positions" ( $M = 4.42$ ,  $SD = 0.84$ ); 2) "I believe that men hold most of high-ranking positions" ( $M = 4.57$ ,  $SD = 0.58$ ); 3) "I believe that women hold most of high-ranking positions" ( $M = 4.50$ ,  $SD = 0.64$ ). In order to enable a consistent interpretation of the responses on the Likert scale (high scores always imply the belief of men holding most high-ranking positions, thus a great difference in power), we recoded item 3) in a way that strong agreement indicates a low score on perceived power difference and a low value (e.g. strong disagreement) indicates a high score on perceived power difference. Furthermore, a reliability analysis for this scale revealed that when excluding item 1) ("I believe that there is gender inequality in high-ranking positions"), the reliability would rise to Cronbach's  $\alpha = .83$ . Thus, we excluded this item to have a more reliable measure.

After this, we manipulated *job stereotypicality*. Participants received the information that the researchers work with a company called MediaAtWork. They were told that the purpose of this study is to gather data on how students perceive a job advertisement for this company. This is a made-up company, created by Wulf (2019) to deceive participants about the real purpose of the study. The two conditions for job advertisements were similar to each other concerning the layout and content. However, they differed in terms of *stereotypicality* where for instance the male-stereotypical job description searches for someone "(...) strategic

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<sup>3</sup> This was a group-project. The focus of this paper was on power perception and meta-stereotypes. Other dependent measures were self-esteem, self-confidence, sexism, emotions, and application intention. See the whole questionnaire in Appendix A.

and career-minded (...)” (see Appendix B), while the female-stereotypical version searches for someone “(...) empathetic and socially skilled” (see Appendix C)

After the job advertisement three general questions about the design of the advertisement, concerning qualities like coloring, and structure followed. After that, the dependent measures followed, again in the form of a Likert scale (ranging from 1 for “strongly disagree” to 5 for “strongly agree”). Three items served as an attention check, where a specific answer option was required (e.g., “Please click Strongly agree [this is an attention check]”).

Following that, there were two items ( $M = 2.84$ ;  $SD = 0.76$ ;  $r = .47$ ,  $p < .001$ ) to check the manipulation. The statements: (1) “I think the company and the people working in it are...” ( $M = 2.68$ ,  $SD = 0.87$ ) and (2) “I think the job description is...” ( $M = 2.99$ ,  $SD = 0.91$ ), assessed how gender-stereotypical participants perceived the company to be. They had to respond to these statements on a Likert scale ranging from 1 (*stereotypical male*) to 5 (*stereotypical female*).

In the end, a debriefing followed that informed the participants about the real purpose of the study, including attention checks, as well as the company being fictional. They were thanked for their participation. Furthermore, they were asked to withhold the actual purpose of the study from future participants. Additionally, we provided an e-mail address of one of the researchers to which questions could be sent.

### **Dependent Measure**

The study included several dependent measures. However, for the current project, only one is relevant, which is meta-stereotyping. The corresponding scale included positive male and female traits, as well as negative male and female traits. The chosen terms were based on previous research (Wulf, 2019; Bongiorno et al., 2019). The meta-stereotype scale consists of ten items for *negative female meta-stereotypes* (emotional, bitchy, illogical, unreasonable,

anxious, likely to pick a quarrel, timid, dependent, submissive, and shy) (Cronbach's  $\alpha = .66$ ,  $M = 1.85$ ,  $SD = 0.46$ ), and six items for *positive female meta-stereotypes* (socially-minded, caring, compassionate, warm-hearted, sincere, and honest) (Cronbach's  $\alpha = .77$ ;  $M = 3.99$ ,  $SD = 0.54$ ). We used five items representing *negative male meta-stereotypes* (aggressive, arrogant, power-hungry, selfish, and not concerned about others) (Cronbach's  $\alpha = .75$ ,  $M = 1.89$ ,  $SD = 0.68$ ) and six items for *positive male meta-stereotypes* (strong, strategic, risk-taking, ambitious, assertive, confident) (Cronbach's  $\alpha = .76$ ,  $M = 3.98$ ,  $SD = 0.58$ ). The extent of meta-stereotyping was measured by asking the participants to rate the statement "If I were to submit my application documents for this internship, I think the recruiters of the company would expect that I am..." on a Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree) (for instance, "If I were to submit my application documents for this internship, I think the recruiters of the company would expect that I am illogical").

## Results

### Manipulation Checks

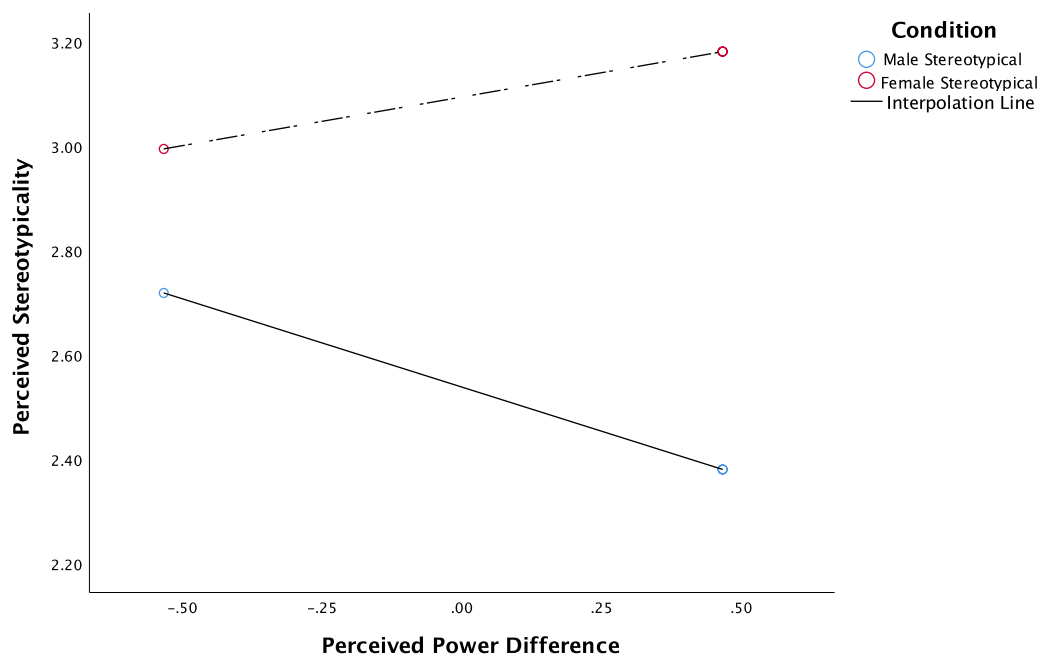
We conducted a univariate Analysis of Variance (ANOVA) in order to see if our manipulation of job stereotypicality was successful. The results yielded a main effect for job stereotypicality,  $F(1, 147) = 21.86$ ,  $p < .001$ ,  $\eta_p^2 = .13$ . Participants in the female job condition ( $M = 3.11$ ,  $SD = 0.75$ ) rated the job advertisement and the company as more stereotypically female than participants in the male job condition ( $M = 2.56$ ,  $SD = 0.67$ ) Thus, our manipulation of job stereotypicality worked.

Next, we wanted to examine whether perceived power difference (more men in high-ranking positions) moderates the effect of job stereotypicality on perceived job stereotypicality. Power perception was mean-centered. We conducted a regression analysis with Process 4.0 by Hayes (2021; model 1), with manipulated job stereotypicality (male/female) as predictor variable, perceived stereotypicality as outcome variable, and power

as moderator. The analysis resulted in a model explaining 17% of the variance in the outcome variable ( $R^2 = .17$ ),  $F(3, 145) = 10.01$ ,  $p < .001$ , with a significant interaction effect between the perceived power difference and manipulated job stereotypicality ( $b = .525$ ,  $t(148) = 2.57$ ,  $p = .011$ , 95%  $CI$  [0.12, 0.93]). The effect was significant for participants perceiving a rather large power difference (+1  $SD$ ),  $b = .80$ ,  $t(148) = 5.37$ ,  $p < .001$ , 95%  $CI$  [0.51, 1.10]. This means that when participants perceive men as having more power than women in society, they see the female stereotypic job description as more female stereotypic than the male stereotypic job description. However, when participants perceive the power difference as rather small (-1  $SD$ ), no significant effect of the condition is found ( $b = .28$ ,  $t(148) = 1.73$ ,  $p = .085$ , 95%  $CI$  [-0.04, 0.59]).

**Figure 1**

*Perceived Power Difference Moderates the Effect of Stereotypicality (Male/Female) on Perceived Stereotypicality*



*Note.* Figure 1 shows perceived stereotypicality for female and male job conditions, plotted by perceived power difference.

### Main Analysis

In order to test hypothesis 1 (“Women who perceive they have less power in society than men are prone to engage in more meta-stereotyping than women who perceive women have equal or even higher power than men in society.”), we carried out a correlational analysis between the perceived power difference and each meta-stereotype. Unlike what we expected we did not find any support for a main effect of perceived power difference on meta-stereotyping. The results of the correlational analysis are shown in Table 1. No significant correlation between perceived power difference and positive or negative female meta-stereotypes was found. Thus, there is no support for hypothesis 1. Women who perceive to have less power than men do not engage in more meta-stereotyping than women who perceive to have equal or even higher power than men.

**Table 1**

*Correlations of Perceived Power Difference and Meta-Stereotypes*

		Perceived power differences	Negative female meta- stereotype	Positive female meta- stereotype	Positive male meta- stereotype	Negative male meta- stereotype
Perceived power differences	Pearson	1	-.131	.005	.081	.036
	Correlation					
	Sig. (2-tailed)		.111	.951	.326	.667
Negative female meta-stereotype	N	149	149	149	149	149
	Pearson	-.131	1	-.046	-.403**	.243**
	Correlation					
	Sig. (2-tailed)	.111		.579	<.001	.003
Positive female meta-stereotype	N	149	149	149	149	149
	Pearson	.005	-.046	1	.199*	-.240**
	Correlation					
	Sig. (2-tailed)	.951	.579		.015	.003
Positive male meta- stereotype	N	149	149	149	149	149
	Pearson	.081	-.403**	.199*	1	.350**
	Correlation					



	Sig. (2-tailed)	.326	<.001	.015		<.001
	N	149	149	149	149	149
Negative male meta-stereotype	Pearson Correlation	.036	.243**	-.240**	.350**	1
	Sig. (2-tailed)	.667	.003	.003	<.001	
	N	149	149	149	149	149

Note. \*  $p < .05$ . \*\*  $p < .01$

### ***Job Stereotypicality and Meta-Stereotypes***

To analyze the effect of *job stereotypicality* on *meta-stereotypes* we carried out four separate ANOVAs for each meta-stereotype (*negative female meta-stereotypes*, *positive female meta-stereotypes*, *negative male meta-stereotypes*, and *positive male meta-stereotypes*).

Firstly, we examined the application of *negative female meta-stereotypes*. No significant main effect was found,  $F(1, 147) = .00, p = .965, \eta_p^2 = .00$ . The means in the male condition ( $M = 1.85, SD = 0.48$ ) as well as in the female condition ( $M = 1.85, SD = 0.45$ ) were rather low and showed no significant difference. Thus, the results of our study do not provide support for an effect of job stereotypicality on the application of negative female meta-stereotypes.

Secondly, we analyzed the application of *positive female meta-stereotypes*. Here, we found a significant main effect of job stereotypicality,  $F(1, 147) = 18.25, p < .001, \eta_p^2 = .11$ . Positive female meta-stereotyping was higher in the female condition ( $M = 4.17, SD = 0.50$ ) than in the male condition ( $M = 3.82, SD = 0.52$ ). Hence, female stereotypic job descriptions resulted in more positive meta-stereotyping than male stereotypic job descriptions, thereby supporting our second hypothesis.

Thirdly, we conducted an analysis to examine the application of *negative male meta-stereotypes*. We found an unexpected significant main effect of job stereotypicality,  $F(1, 147) = 11.59, p = .001, \eta_p^2 = .07$ . The stereotypically male job descriptions ( $M = 2.08, SD = 0.69$ )

resulted in more negative male meta-stereotyping than the female condition ( $M = 1.71$ ,  $SD = 0.63$ )

Lastly, we analyzed the effects of job stereotypicality on *positive male meta-stereotypes*. The results indicate an unanticipated significant main effect,  $F(1, 147) = 6.30$ ,  $p = .013$ ,  $\eta_p^2 = .04$ . The stereotypically male job condition ( $M = 4.10$ ,  $SD = 0.61$ ) resulted in more frequent application of positive male meta-stereotypes than the female condition ( $M = 3.87$ ,  $SD = 0.51$ )

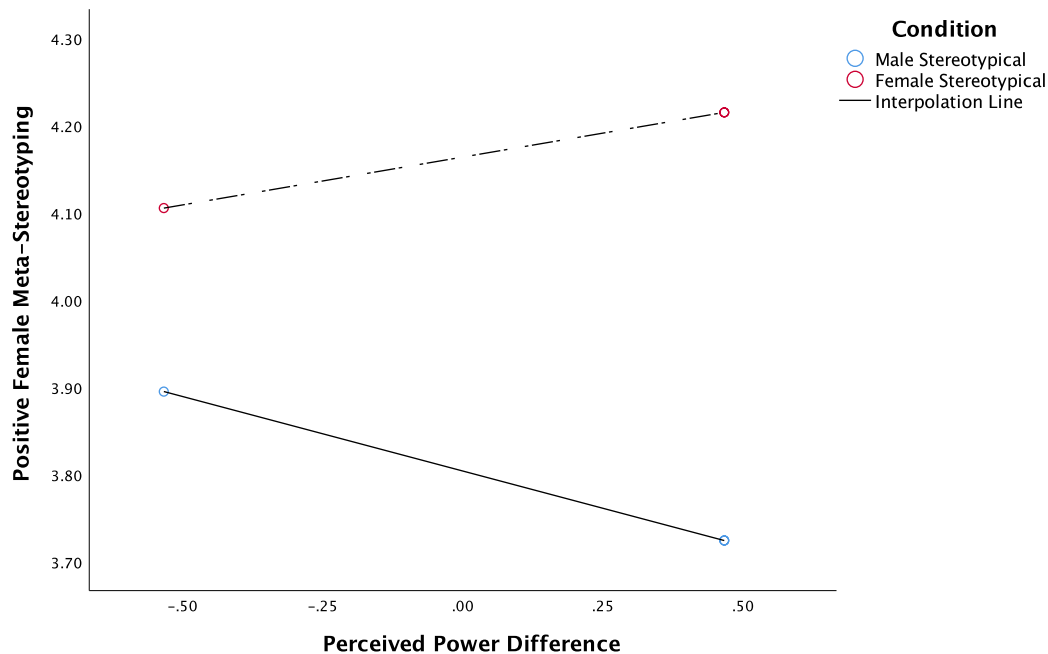
### ***Testing for Perceived Power Difference as Moderator***

Subsequently, we examined whether perceived power difference influences the effect of job stereotypicality on meta-stereotyping. We performed a regression analysis with Process 4.0 by Hayes (2021, model 1), separately for all four meta-stereotypes. Power perception was mean-centered prior to analysis.

We first tested the effects on *positive female meta-stereotypes*. This resulted in a significant model,  $F(3, 145) = 7.46$ ,  $p < .001$ , explaining 13% of the outcome variable ( $R^2 = .13$ ). The interaction approaches significance,  $b = .280$ ,  $t(148) = 1.90$ ,  $p = .059$ , 95%  $CI [-0.01, 0.57]$ . The effect was significant for people that perceive a large power difference (+ 1  $SD$ ),  $b = .49$ ,  $t(148) = 4.56$ ,  $p < .001$ , 95%  $CI [0.28, 0.70]$ , but non-significant for people perceiving a small power difference (-1  $SD$ ),  $b = .21$ ,  $t(148) = 1.83$ ,  $p = .069$ , 95%  $CI [-0.02, 0.44]$ . As Figure 2 indicates, especially women perceiving men to have more power in society, apply more positive female meta-stereotypes in the female condition than in the male condition. Those findings are in line with the first part of hypothesis 3 (“Women who perceive they have less power in society are more likely to use positive meta-stereotypes after reading female stereotypic job descriptions [...]”)

### **Figure 2**

*Perceived Power Difference Moderates the Effect of Job Condition (Male/Female) on the Application of Positive Female Meta-Stereotypes*



*Note.* Figure 2 shows the application of positive female meta-stereotypes in the male and female conditions, plotted by perceived power difference.

Next, we checked for a moderating influence of power with respect to *negative female meta-stereotypes*. The results indicate that there is no presence of an interaction effect ( $b = -.149$ ,  $t(148) = -1.10$ ,  $p = .272$ , 95% CI [-0.42, 0.12]). Thus, perception of power difference did not moderate an effect of the manipulation on negative female meta-stereotypes.

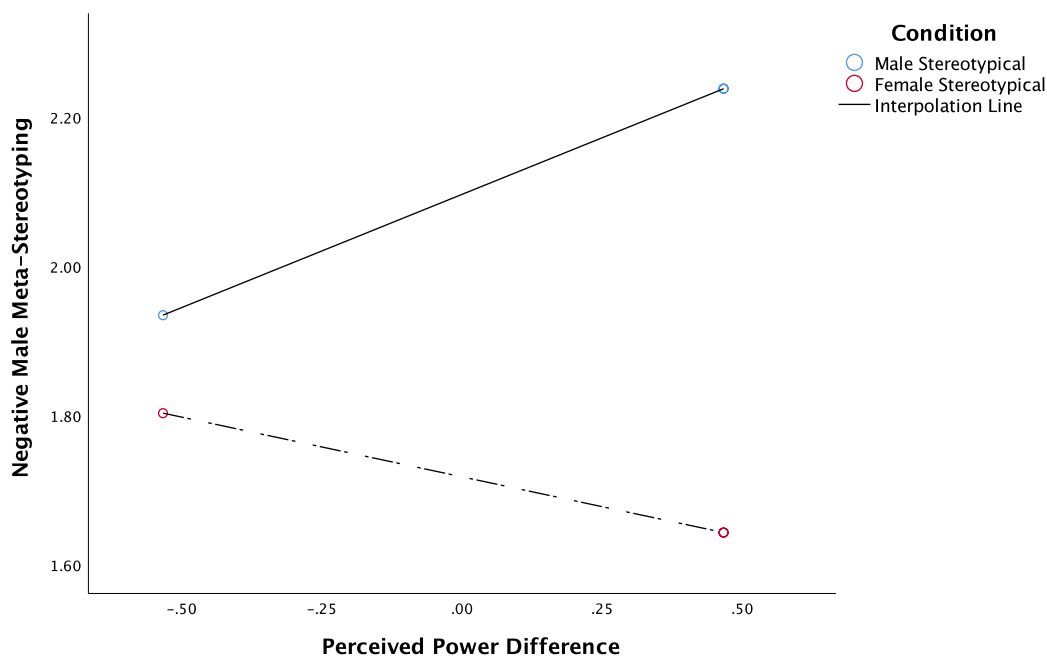
After that, we examined *positive male meta-stereotypes*. Perceived power difference was non-significant as interaction ( $b = -.008$ ,  $t(148) = -.05$ ,  $p = .963$ , 95% CI [-0.33, 0.32]). Hence, we found no evidence for perceived power differences moderating the relationship of job stereotypicality and positive male meta-stereotypes.

Lastly, we performed a regression analysis for *negative male meta-stereotypes*. The model was significant,  $F(3, 145) = 6.23$ ,  $p = .005$ , explaining 11% ( $R^2 = .11$ ) of the variance in the outcome variable. We found a significant interaction effect ( $b = -.464$ ,  $t(148) = -2.44$ ,  $p$

= .016, 95% *CI* [-0.84, -0.09]). With respect to participants perceiving the power difference as small (-1 *SD*), the manipulation did not influence application of negative male meta-stereotypes,  $b = -.13$ ,  $t(148) = -.89$ ,  $p = .376$ , 95% *CI* [-0.42, 0.16]. For participants perceiving the power difference as large (+1 *SD*), the effect was significant ( $b = .60$ ,  $t(148) = -4.28$ ,  $p < .001$ , 95% *CI* [-0.87, -0.32]). If the perceived power difference is large, participants in the male stereotypic condition expected to be seen more in terms of negative male stereotypic traits than participants in the female stereotypic condition. See Figure 3.

**Figure 3**

*Perceived Power Difference Moderates the Effect of Job Condition (Male/Female) on the Application of Negative Male Meta-Stereotypes*



*Note.* Figure 3 shows application of negative male meta-stereotypes in the female and male job conditions, plotted by perceived power difference.

Those findings are in line with hypothesis 3 (“Women who perceive they have less power in society are more likely to use positive meta-stereotypes after reading female

stereotypic job descriptions, and more negative meta-stereotypes after reading male stereotypic job descriptions than women who perceive women have equal or even higher power than men in society.”). However, it should be noted that we did not assume that women expect to be perceived based on stereotypically male characteristics.

### **Discussion**

In this paper, we aimed to further investigate the relationship between gender-stereotypical job advertisements and meta-stereotyping. The focus was on possible moderating qualities of perceived power differences. Previous research by Wulf (2019) and Kutscher et al., (2021), suggests that meta-stereotyping mediates the effect of gender-stereotypical job advertisements on application intentions in women. Hence, it is of great interest to shed light on the undergoing processes explaining the application of meta-stereotypes in this context. The main goal of this research was to find explanations for the existing gender gap as this could suggest possible strategies to reduce gender inequality in the workplace.

Based on the aforementioned literature we hypothesized women engage in more positive meta-stereotyping after reading stereotypically female job descriptions than after reading stereotypically male job advertisements. Furthermore, previous research by Lammers et al. (2008) suggests powerlessness to be one of the factors predicting meta-stereotyping. This made us hypothesize that women perceiving to have low power in society engage in more meta-stereotyping compared to women who perceive to have equal or even higher power than men in society. Also, we assumed that the perceived power difference would influence the effect of job stereotypicality (male/female) on meta-stereotyping. Specifically, we expected women who perceive to have less power in society than men, to engage in more positive meta-stereotyping after reading stereotypically female job advertisements and more negative meta-stereotyping after reading stereotypically male job descriptions.

We were able to replicate Kutscher et al.'s (2021) findings. Our results indicated that women apply more positive female meta-stereotypes after reading stereotypically female job descriptions compared to male stereotypical job descriptions. This finding is in line with hypothesis 2. Unexpectedly, we found that women reading stereotypically male job descriptions apply more positive male meta-stereotypes than after reading stereotypically female job descriptions. Also, participants expected to be seen more in terms of negative male characteristics after reading stereotypically male job descriptions. This was not the case for stereotypically female job descriptions, here only positive meta-stereotyping took place. One may interpret the absence of negative meta-stereotyping in the stereotypically female job descriptions as further support for the claim that female stereotypical descriptions contribute to overall more positive meta-stereotyping in women than male stereotypical descriptions (hypothesis 2).

Regarding hypothesis 1, we did not find any support for a direct effect of perceived power difference on meta-stereotyping. Women who perceive to have less power than men did not engage in more meta-stereotyping than women who perceive to have equal or more power than men. However, we were able to demonstrate that perceived power differences function as a moderator, namely strengthening the effect of job stereotypicality on positive female as well as negative male meta-stereotyping. When women perceived to have less power in society than men, they engaged in more positive female meta-stereotyping than women who perceived the power difference as low or perceived to have higher power than men. Surprisingly, women who perceived that they have less power in society than men expected to be evaluated based on negative male characteristics after reading stereotypically male job descriptions. This is interesting since we expected more negative female meta-stereotyping in the male condition, however, not in terms of male characteristics. Nevertheless, these findings support hypothesis 3.

All in all, we found support for hypothesis 2 as well as hypothesis 3. Furthermore, it is important to note that we found women expecting to be perceived in terms of negative male characteristics, as we did not expect this.

### **Theoretical and Practical Implications**

Concerning the theoretical implications, we were able to replicate the effects of job stereotypicality on meta-stereotyping found by Kutscher et al. (2021) and Wulf (2019). Female stereotypic job descriptions resulted in more positive meta-stereotyping in women than male stereotypic job descriptions. Thus, these findings further confirm the association between gender-stereotypical job descriptions and meta-stereotyping. However, different from Kutscher et al., (2021) we found that women applied more negative male meta-stereotypes after reading stereotypically male job advertisements. This means that women who have read the male instead of the female stereotypic job description, expected the company to see them as more aggressive, arrogant, power-hungry, selfish, or not concerned about others, or a combination of them all. These findings raise intriguing questions regarding the nature and extent of the application of male meta-stereotypes in women. Since meta-stereotypes are seen as the beliefs of which stereotypes the outgroup would apply to one's own group (Vorauer et al., 1998), this finding challenges the basic idea of the concept. The participants applied meta-stereotypes of a different group, namely men. The advertisement only included positive 'male' traits and women engaged in positive as well as negative male meta-stereotyping. Turning now to possible explanations for the observed effects.

It is known that agentic traits are more desirable in men and communal traits are more desirable in women (Eagly et al., 2009). Our stereotypically male job description was worded in rather agentic terms. Based on the social identity theory (Tajfel & Turner, 1979), Steele et al. (2002) speak of "social identity threat" which can occur in a situation where one gets treated as a group member, for instance as woman, instead of based on their profession. Some

participants possibly identified with the required qualities in the male job condition and are aware of them being stereotyped as male. Thus, they may have felt social identity threat to their role as female individual, and therefore believed to be seen in a rather negative light (for instance as power hungry or not concerned with others) when applying.

We were able to demonstrate that women who perceive that they have less power than men in society/in the working environment, are affected more by gender-stereotypical job advertisements and apply more meta-stereotypes than women who perceive a low power difference/perceive to have more power than men. This knowledge brings us a step further in understanding the relationship between job stereotypicality and meta-stereotypes (Kutscher et al., 2021; Lammers et al., 2008; Wulf, 2019). A possible explanation for this result might be that women who perceive a big power difference (perceive to have less power than men) were also more aware of the stereotypes in the job advertisement. That is, the perception of being low in power resulted in women viewing the male job description as more stereotypically male and the female job description as more stereotypically female. Thus, there is a possibility that the effect of perceived power difference is explained by a heightened awareness of job stereotypicality, resulting in an increased effect of job stereotypicality on meta-stereotyping in women who perceive to have low power.

In addition, the relationship between power and meta-stereotyping is known to be mediated by perspective-taking (Lammers et al., 2008). Being low in power makes it more likely for a woman to adopt the perspective of the company. While imagining what kind of person they are looking for, one begins to reflect on one's own qualities and wonders about their perspective on female applicants. Therefore, one searches for cues, and stereotypes in the advertisements may be experienced as more salient. This heightened awareness of stereotypes possibly explains more meta-stereotyping. Future research should further examine these explanations. It should aim to bring social identity threat, perspective-taking as well as



the relationship of perceived power difference and perceived stereotypicality into the context of meta-stereotyping in job advertisements.

In a practical sense, these findings, while preliminary, suggest that companies aiming for more female applicants may consider using more female stereotypical job advertisements. Research until now suggests that men are not influenced by the gender-stereotypical wording of job advertisements (Born & Taris, 2010; Kutscher et al., 2021). The findings of Kutscher et al. (2021) had comparably low power due to a small sample of men, hence, requiring some replication. Nevertheless, using more stereotypically female words in job advertisements may be a fair approach to decrease gender inequality.

Furthermore, the gained knowledge about the moderation effect of perceived power difference raises the question of if and how this information can be implemented into hiring practices. It is important to note that positive female meta-stereotyping is associated with greater application intentions in women (Kutscher et al., 2021; Wulf, 2019). Women who perceive to have less power than men in society tend to apply more positive female meta-stereotypes after reading female stereotypic job descriptions than women who perceive to have equal or more power. Ergo, when female stereotypic job descriptions are used, the perception of a big power difference is most likely contributing to higher female application intentions. In their advertisements, companies could emphasize that they value equality and diversity. Therefore, the company acknowledges the existence of gender inequality which possibly attracts more female applicants that perceive a big power difference between men and women.

### **Limitations and Future Directions**

One definite limitation was the time constraint of the project, preventing us from gathering more data. More time would have resulted in a greater sample which would have enabled more reliability in our findings. Future research should aim to replicate the findings

with a larger sample size. Specifically, research should examine the association between gender-stereotypical wording in job advertisements and social identity threats. This may help to explain our findings concerning negative male meta-stereotyping in women.

Secondly, with a duration of approximately fifteen minutes to complete, the questionnaire was rather long which could explain the high incompleteness rate. On top of that, we used an imaginary job application setting, which possibly limits ecological validity. There are possible additional factors like stress and the prevention of threats and losses (Lammers et al., 2008) which would foster meta-stereotyping in real life.

It is important to note that the majority of our participants were first-year Psychology students, thus a fictional job advertisement for a media company might not be suitable/interesting. Future studies could either aim at designing a job advertisement tailored more in favor of this sample or use a different sample overall, perhaps students from a different program, further in their education, making applying for an internship more plausible.

Furthermore, we included self-esteem as a pre-measure whereas previous studies (Wulf, 2019; Kutscher et al., 2021) only included a post-measure. Based on the self-affirmation theory (Steele, 1988), one is less influenced by threats from the environment when engaging in positive self-affirmation. Thus, questions like “I feel that I’m a person of worth, at least on an equal plane with others” could have potentially made participants less susceptible to the stereotypicality of the job descriptions by reassuring them of their strengths and values. In order to avoid the possible influence of self-affirmations on participants’ responses, future studies may include solely post-measures of self-esteem.

Lastly, upcoming research needs to examine if the influence of gender stereotypical wording changes once female applicants are made aware of their tendency to meta-stereotype. It should be made clear that women compared to men rely more on how they believe to be

perceived rather than solely reflecting on their actual abilities (Kutscher et al., 2021; Wille & Derous, 2018). Studies could emphasize that one cannot always know how they are getting perceived by others. This may result in women relying more on their perception of skills, abandoning meta-stereotyping and contributing to higher female application rates in a more natural sense.

### **Conclusion**

This study set out to further examine the relationship between gender-stereotypical job advertisements and meta-stereotyping in female applicants. We conducted this research to understand the cognitive effects of gender stereotypical wording in job advertisements on female applicants. We were able to gain additional support for stereotypically female job advertisements evoking more positive female meta-stereotypes. Furthermore, stereotypically male job advertisements were found to evoke both positive as well as negative male meta-stereotypes, both being unanticipated findings, requiring further research. The most interesting finding to emerge from this study is the influence of perceived power difference on the effect of job stereotypicality on meta-stereotyping. Women who perceive to have less power than men in society engaged in more positive female meta-stereotyping after reading stereotypically female job descriptions and in more negative male meta-stereotyping after reading stereotypically male job descriptions. However, women perceiving a small power difference did not show this behavior. The question raised by this study is what explains the influence of perceived power difference on the effect of job stereotypicality on meta-stereotyping. Follow-up studies should focus on factors like social identity threat as well as perspective-taking to further explain this relationship. This research stresses once again that the wording in a job advertisement can be considered an important variable influencing female application behavior, thus requiring cautiousness. In theory, companies may achieve higher female application rates by using more stereotypically female job advertisements.

Nonetheless, one should keep in mind that the existence of gender stereotypes seems to be one of the underlying causes of the gender gap (Born & Taris, 2010; Gaucher et al., 2011; Eagly et al., 2009; Wille & Derous, 2018). Future studies should therefore explore ways of increasing female applicants without relying on stereotypes. For instance, it should be examined whether spreading awareness of women's tendency to meta-stereotype may be an approach to increase female application intentions.

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## Appendix A

*Online questionnaire created with Qualtrics*

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### Start of Block: Information Sheet

#### INFORMATION ABOUT THE RESEARCH – SOCIAL MEDIA VERSION

**"Would you like to apply for this internship?"**

##### **Why am I receiving this information?**

- You are being invited to participate in this research because you have been granted access to the invitation link to this online study.
- The start date of the research is 02.02.2022 and the end date of the research will be 01.06.2022
- The primary investigator of this study is Ernestine Gordijn. Marla Baisch, Alissa Müller, Pia Neza Sorli and Julian Ritterbach will also be conducting this research.

##### **Do I have to participate in this research?**

- Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research. If there are any questions, do not hesitate to ask.

##### **Why this research?**

- We want to examine the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. This information can be used to improve job advertisements.
- For this research we are looking for participants:
  - who are 16 or older
  - who are currently studying to obtain a Bachelor or Master's Degree.

##### **What do we ask of you during the research?**

- First, we will ask you for your consent to participate.
- When you agree to participate, you will be guided to the online questionnaire. In the questionnaire, you will first answer some demographic questions, such as your age and gender. After that, you will be asked questions about how you perceive yourself and others in society.
- After that, you will be presented with a job advertisement. Lastly you will be asked to answer some questions, for example, how likely you would be to apply for this job.
- The questionnaire will take approximately 15 minutes to complete.

##### **What are the consequences of participation?**

- Advantages are limited to gaining experience regarding participation in a scientific study.
- Disadvantages are limited to the time investment of an average of 15 minutes and having to read information, which may arouse a variety of feelings or thoughts.
- We believe there are little to no risks associated with participating in this study. However, it is possible that you may find some questions difficult to answer or would prefer not to

answer them. Please remember that you may always skip questions or even withdraw from the study, which does not have any negative consequences for you.

**How will we treat your data?**

- Your data will be used to write a Bachelor's thesis and a scientific paper.
- Your data is confidential. While no personal data is collected, some information may act as identifiers when combined (i.e., gender, age-range). Only the researchers of this study will have access to it. The data consists of your responses to the questions which will be collected using an online questionnaire. We collect this data for scientific purposes.
- If the data is published, we will anonymize information that could be used to identify individual participants.
- When the study is finished, the data will be stored on a safe University of Groningen server.

**What else do you need to know?**

- You may always ask questions about the research: now, during the research, and after the end of the research. You can do so by sending an email to [m.baisch@student.rug.nl](mailto:m.baisch@student.rug.nl).

Do you have questions/concerns about your rights as a research participant or about the conduct of the research? You may also contact the Ethics Committee of the Faculty of Behavioural and Social Sciences of the University of Groningen: [ec-bss@rug.nl](mailto:ec-bss@rug.nl).

Do you have questions or concerns regarding the handling of your personal data? You may also contact the University of Groningen Data Protection Officer: [privacy@rug.nl](mailto:privacy@rug.nl).

As a research participant, you have the right to receive a copy of this research information. In case you would like a copy, we suggest you take a screenshot of this page.

Click the arrow below to proceed.

**INFORMATION ABOUT THE RESEARCH – SONA VERSION****"Would you like to apply for this internship?"****Why am I receiving this information?**

- You are being invited to participate in this research because you have been granted access to the invitation link to this online study.
- The start date of the research is 02.02.2022 and the end date of the research will be 01.06.2022
- The primary investigator of this study is Ernestine Gordijn. Marla Baisch, Alissa Müller, Pia Neza Sorli and Julian Ritterbach will also be conducting this research.

**Do I have to participate in this research?**

- Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research. If there are any questions, do not hesitate to ask.

**Why this research?**

- We want to examine the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. This information can be used to improve job advertisements.

**What do we ask of you during the research?**

- First, we will ask you for your consent to participate.

- When you agree to participate, you will be guided to the online questionnaire. In the questionnaire, you will first answer some demographic questions, such as your age and gender. After that, you will be asked questions about how you perceive yourself and others in society
- After that, you will be presented with a job advertisement. Lastly you will be asked to answer some questions, for example, how likely you would be to apply for this job.
- The questionnaire will take approximately 15 minutes to complete.

**What are the consequences of participation?**

- Advantages are gaining experience regarding participation in a scientific study and receiving 0.4 SONA credits.
- Disadvantages are limited to the time investment of an average of 15 minutes and having to read information, which may arouse a variety of feelings or thoughts.
- We believe there are little to no risks associated with participating in this study. However, it is possible that you may find some questions difficult to answer or would prefer not to answer them. Please remember that you may always skip questions or even withdraw from the study, which does not have any negative consequences for you.

**How will we treat your data?**

- Your data will be used to write a Bachelor's thesis and a scientific paper.
- Your data is confidential. While no personal data is collected, some information may act as identifiers when combined (i.e., gender, age-range). Only the researchers of this study will have access to it. The data consists of your responses to the questions which will be collected using an online questionnaire. We collect this data for scientific purposes.
- If the data is published, we will anonymize information that could be used to identify individual participants.
- When the study is finished, the data will be stored on a safe University of Groningen server.

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Do you have questions or concerns regarding the handling of your personal data? You may also contact the University of Groningen Data Protection Officer: [privacy@rug.nl](mailto:privacy@rug.nl).

As a research participant, you have the right to receive a copy of this research information. In case you would like a copy, we suggest you take a screenshot of this page.

Click the arrow below to proceed.

End of Block: Information Sheet

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Start of Block: Informed Consent

**Informed consent – SOCIAL MEDIA VERSION****"Would you like to apply for this internship?"**

In this research we want to study the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. We will first ask for your consent to participate in this research. If you agree to participate in our study, you will automatically be redirected to the questionnaire. The questionnaire will take approximately 15 minutes to complete. More information about this study can be found in the information sheet.

This research is carried out by a group of four bachelor students at the University of Groningen in The Netherlands under the supervision of their professor, and meets the ethical guidelines of the University of Groningen. We believe there are little to no risks associated with participating in this study.

By agreeing to participate in this study you understand the following:

1. I have the right to receive a copy of this informed consent form by taking a screenshot.
2. **My participation is voluntary**, and I can withdraw from this study at any moment without having to give a reason and without any negative consequences.
3. **I may refuse to answer or skip any questions** that I do not wish to answer. I do not have to provide any reason for this, and this does not have any negative consequences.
4. My **responses are confidential** and will not be shared with anyone besides the research team.
5. All my responses will be **securely stored and are only accessible to the researchers**.
6. After completing the questionnaire, I will receive more information on the purpose of this research.

---

Do you agree to participate in this study (if you don't want to participate, click no and you will leave the questionnaire)?

- Yes, I agree (1)
- No (4)

**Informed consent – SONA VERSION****"Would you like to apply for this internship?"**

In this research we want to study the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. We will first ask for your consent to participate in this research. If you agree to participate in our study, you will automatically be redirected to the questionnaire. The questionnaire will take approximately 15

minutes to complete. You will earn 0.4 SONA credits. More information about this study can be found in the information sheet.

This research is carried out by a group of four bachelor students at the University of Groningen in The Netherlands under the supervision of their professor, and meets the ethical guidelines of the University of Groningen. We believe there are little to no risks associated with participating in this study.

By agreeing to participate in this study you understand the following:

1. I have the right to receive a copy of this informed consent form by taking a screenshot.
2. **My participation is voluntary**, and I can withdraw from this study at any moment without having to give a reason and without any negative consequences.
3. **I may refuse to answer or skip any questions** that I do not wish to answer. I do not have to provide any reason for this, and this does not have any negative consequences.
4. My **responses are confidential** and will not be shared with anyone besides the research team.
5. All my responses will be **securely stored and are only accessible to the researchers**.
6. After completing the questionnaire, I will receive more information on the purpose of this research.

If you do not consent or want to withdraw you can quit the questionnaire now without any consequences.

End of Block: Informed Consent

---

Start of Block: Demographics

### Part 1: Background questions

First, please answer the general questions below. These questions will not be used to identify you as an individual but they will help the researcher to describe the sample of participants.

-----

Please indicate your gender:

- Male (1)
- Female (2)
- Other (3) \_\_\_\_\_
-

Please indicate your age:

- Under 16 (1)
  - 16 - 18 (2)
  - 19 - 21 (3)
  - 22 - 24 (4)
  - 25 - 27 (5)
  - 28 - 30 (6)
  - Above 30 (7)
- 

(Only asked in social media version)

Are you currently studying to obtain a master or bachelor degree?

- Yes (1)
  - No (2)
- 

(Only asked in social media version)

Are you a Psychology Student?

- Yes (1)
  - No (2)
- 

Page Break

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## End of Block: Demographics

## Start of Block: Self-esteem pre-measure

Here we would like to know how you feel about yourself.

Please indicate to what extent you agree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (2)	Somewhat agree (4)	Strongly agree (5)
On the whole, I am satisfied with myself. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At times I think I am no good at all. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I'm a person of worth, at least on an equal plane with others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am inclined to feel that I am a failure. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## End of Block: Self-esteem pre-measure

## Start of Block: Power perception

The following statements concern gender differences in high-ranking positions in companies and organizations.



Please indicate to what extent you agree with each statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I believe that there is gender inequality in high-ranking positions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that men hold most of high-ranking positions. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that women hold most of high-ranking positions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Power perception

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Start of Block: Introduction

## Part 2: Job advertisements

Thank you for taking part in this research about job application intentions of university students. We are working together with a company based in Amsterdam. This company is interested in how a job advertisement for their internship program is perceived by university students that are interested in making their first work experiences or are soon to do so after graduation.

We are particularly interested in the expectations that students have about the company. Further, we want to know about the feelings and thoughts of potential applicants when being presented with this job advertisement.

Therefore, we will present you with the job advertisement of the company and ask you several questions regarding: Your momentary feelings, whether you would consider applying for an internship like the one described, and your evaluations and expectations of the company.

The outcome of this study will be presented to the company. The resulting knowledge will be used to give the company advice on how to best develop their job advertisements in order to attract young and motivated job applicants.

End of Block: Introduction

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Start of Block: First instruction

In the following you will be presented with the job advertisement of the company. Please read through this carefully and take some time to investigate the job advertisement. After this you will be asked several questions about it.

End of Block: First instruction

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Start of Block: MC

TimingMC Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

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## ARE YOU OUR NEW STRATEGIC AND CAREER-MINDED PROJECT MANAGEMENT INTERN?

### Who are we?

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oréal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

### Who are you?

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are strategic, willing to take risks, have strong analytical thinking skills, and you are career-minded. The internship requires you to be resistant to stress, and to be able to compete in a fast-developing international environment.

### What will be your tasks?

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. We will need you to be able to be resistant to stress in an ever-changing work environment, work independently even within a team, and also have a strong sense for analytic and strategic thinking as the work is interconnected with the different departments and locations of the company. Depending on your interests and expertise, you can choose what you would like to focus on

### What do we offer?

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

### How to apply?

Interested? If you are the strategic and career-minded intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to [projectmanagement.intern@work.eu](mailto:projectmanagement.intern@work.eu) before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

**Corona-Note:** As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!

**MEDIA AT WORK**

End of Block: MC

---

Start of Block: FC

TimingFC Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

---

## ARE YOU OUR NEW EMPATHIC AND SOCIALLY SKILLED PROJECT MANAGEMENT INTERN?

### Who are we?

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

### Who are you?

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are empathic, responsible, and you have very strong social skills. You are able to communicate well with the other interns, our employees, as well as with our (often international) clients. The internship thus requires you to be a socially-minded team-worker and to relate easily to others in a fast-developing international work environment.

### What will be your tasks?

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. For this, as well as for the development and understanding our new online media campaigns, you need very good social and communication skills, a high level of empathy, and a sense of responsibility. Depending on your interests and expertise, you can choose what you would like to focus on.

### What do we offer?

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

### How to apply?

Interested? If you are the empathic and socially skilled intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to [projectmanagement.intern@work.eu](mailto:projectmanagement.intern@work.eu) before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

**Corona-Note:** As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!



**MEDIA AT WORK**

End of Block: FC

Start of Block: RandomQuestion

Now, we would like you to rate the job advertisement for the internship that you just read. Here, we focus on the structure, colouring and information of the job advertisement. Please indicate to which extent you agree with the statements below.

---

I like the choice of colours that was used in the job advertisement.

- Strongly disagree (1)
  - Somewhat disagree (2)
  - Neither agree nor disagree (3)
  - Somewhat agree (4)
  - Strongly agree (5)
- 

The structure of the job advertisement makes sense considering the information that is presented.

- Strongly disagree (1)
  - Somewhat disagree (2)
  - Neither agree nor disagree (3)
  - Somewhat agree (4)
  - Strongly agree (5)
- 

The job advertisement provides me with all the information that I need for writing an application letter.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

End of Block: RandomQuestion

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Start of Block: Meta/self-stereotyping measurement

Now that you have read about this internship and the company, you may have some expectations about how people in the company would think of you if you were to apply for it.

Additionally, we would like to know how such expectations relate to how you see yourself.

On the following pages you will read through short statements that focus on these possible expectations.

Please indicate to what extent you agree with the following statements.

-----

Page Break

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If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Emotional (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bitchy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm-hearted (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illogical (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Emotional (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bitchy (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm-hearted (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please click Strongly agree (this is an attention check) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illogical (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Aggressive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-minded (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unreasonable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likely to pick a quarrel (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Aggressive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-minded (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unreasonable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likely to pick a quarrel (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Shy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please click somewhat disagree (this is an attention check) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power-hungry (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependent (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Shy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power-hungry (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependent (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Not concerned about others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selfish (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timid (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincere (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submissive (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Not concerned about others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selfish (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timid (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincere (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submissive (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Page Break

 End of Block: Meta/self-stereotyping measurement
 

---

Start of Block: Self-confidence

Now we would like to learn more about the extent that you believe in your abilities to do this internship.

Please indicate to what extent you agree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I have confidence to handle the tasks mentioned in the internship description. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what it takes to successfully finish the internship. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I have a number of good qualities that are needed for this internship. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the company would consider me for this internship. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

 Page Break

End of Block: Self-confidence

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Start of Block: Emotions

In this part of the questionnaire we would like to learn more about how you felt when reading about this company and the job advertisement.

-----

Reading the job description of Media At Work made me feel:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Hopeless (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Angry (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annoyed (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depressed (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Emotions

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Start of Block: Application intentions

Page Break

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Please indicate the degree to which you agree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I can imagine sending an E-mail to MediaAtWork and ask for more information about their internship program. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I saw an internship like this in an advertisement, I would consider applying for it. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would actively look for an internship like the one described. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please click Somewhat agree (attention check). (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Application intentions

---

Start of Block: Self-esteem post-measure

Please indicate the degree to which you agree with the following statements:

	Disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly Agree (5)
I feel that I have a number of good qualities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other people. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I do not have much to be proud of. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I'm a person of worth, at least on an equal plane with others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could have more respect for myself. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Self-esteem post-measure

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Start of Block: check

Page Break

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The following 2 statements concern the job advertisement that you just read. To what extent do you agree with the following statements?

	Stereotypically male (1)	Somewhat more stereotypically male (2)	Neutral (3)	Somewhat more stereotypically female (4)	Stereotypically female (5)
I think the company and the people working in it are... (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the job description is... (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

End of Block: check

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Start of Block: Sexism

Finally, we would like to know how you see relationships between men and women in our society. Please indicate to what extent you agree with each statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Many women have a quality of purity that few men possess. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should be cherished and protected by men. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every man ought to have a woman whom he adores. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men are incomplete without women. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women, compared to men, tend to have a superior moral sensibility. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Sexism

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Start of Block: End

You have almost reached the end of the survey.

Before you finish the survey, we would like to ask two more questions.

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Was there anything language wise unclear, if yes, what?

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Page Break

If you have any comments or thoughts about the study, which you would like to share with us, please write them in the box below. If not, please continue to the debriefing by clicking on the arrow below.

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Page Break

## Debriefing

### Thank you for your participation in this study!

Please read the following information about this study very carefully.

#### What was the aim of our study?

We are interested in how people read job advertisements. For this purpose we created a job advertisement and we varied parts of the text to see whether people find the advertisement more or less attractive and whether it influenced their application intentions.

You were informed that the present research is about job application intentions of university students and that the research team is working together with a company to help them improve their job advertisements to target young professionals. However, this is not true. Further, please note that the company MediaAtWork and the job advertisement are fictional and do not exist. The researchers created them for the purpose of this research project. This was necessary to investigate the above-mentioned topic. It was important to hide the actual purpose of the study, otherwise it could have distorted the results.



**Control questions**

Additionally, as you may have noticed, we used control questions in this study. It is important for the reliability and quality of our research to use control questions. This allows us to potentially exclude responses that have been given without full attention and active consideration.

**Finally**

We would like to thank you again for your participation. It is very meaningful for us and possibly helps to add new findings about the job market.

Also, we ask you kindly not to share the actual purpose of the study with others who might also participate. This could affect the results.

If you are interested in the results of this research, feel free to send an email to [m.baisch@student.rug.nl](mailto:m.baisch@student.rug.nl). Please click on the arrow below to complete and submit the questionnaire.

End of Block: End

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## Appendix B

### *Male stereotypical job description*

# ARE YOU OUR NEW STRATEGIC AND CAREER-MINDED PROJECT MANAGEMENT INTERN?

#### **Who are we?**

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

#### **Who are you?**

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are strategic, willing to take risks, have strong analytical thinking skills, and you are career-minded. The internship requires you to be resistant to stress, and to be able to compete in a fast-developing international environment.

#### **What will be your tasks?**

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. We will need you to be able to be resistant to stress in an ever-changing work environment, work independently even within a team, and also have a strong sense for analytic and strategic thinking as the work is interconnected with the different departments and locations of the company. Depending on your interests and expertise, you can choose what you would like to focus on

#### **What do we offer?**

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

#### **How to apply?**

Interested? If you are the strategic and career-minded intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to [projectmanagement.intern@work.eu](mailto:projectmanagement.intern@work.eu) before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

**Corona-Note:** As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!

The logo for Media At Work, featuring the company name in a bold, white, sans-serif font on a blue rectangular background.

**MEDIA AT WORK**

## Appendix C

### *Female stereotypic job description*

# ARE YOU OUR NEW EMPATHIC AND SOCIALLY SKILLED PROJECT MANAGEMENT INTERN?

#### **Who are we?**

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

#### **Who are you?**

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are empathic, responsible, and you have very strong social skills. You are able to communicate well with the other interns, our employees, as well as with our (often international) clients. The internship thus requires you to be a socially-minded team-worker and to relate easily to others in a fast-developing international work environment.

#### **What will be your tasks?**

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. For this, as well as for the development and understanding our new online media campaigns, you need very good social and communication skills, a high level of empathy, and a sense of responsibility. Depending on your interests and expertise, you can choose what you would like to focus on.

#### **What do we offer?**

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

#### **How to apply?**

Interested? If you are the empathic and socially skilled intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to [projectmanagement.intern@work.eu](mailto:projectmanagement.intern@work.eu) before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

**Corona-Note:** As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!

**MEDIA AT WORK**

