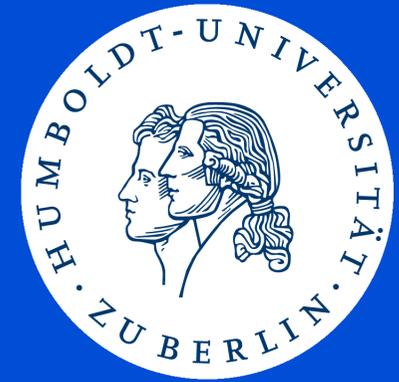


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Is the black sheep effect
stronger for women?

Effects of identification, identity
threat, and gender stereotypes

16th EASP General Meeting in Stockholm, July 13-16 2011

Agenda

1. The black sheep effect
 - a) when and why?
 - b) with regard to sex
 - c) stronger for **women** compared to **men**?
2. An experiment on how the black sheep effect depends on
 - a) sex
 - b) gender identification
 - c) gender identity threat
 - d) gender stereotype
 - e) evaluation dimension: **agency** and **communion**

Black sheep effect (Marques, Yzerbyt, & Leyens, 1988)

= Ingroup members are evaluated more extremely than outgroup members (i.e. when they behave negatively, they will be evaluated more negatively than outgroup members)

Black sheep effect: When and why?

(Marques, Yzerbyt, & Leyens, 1988)

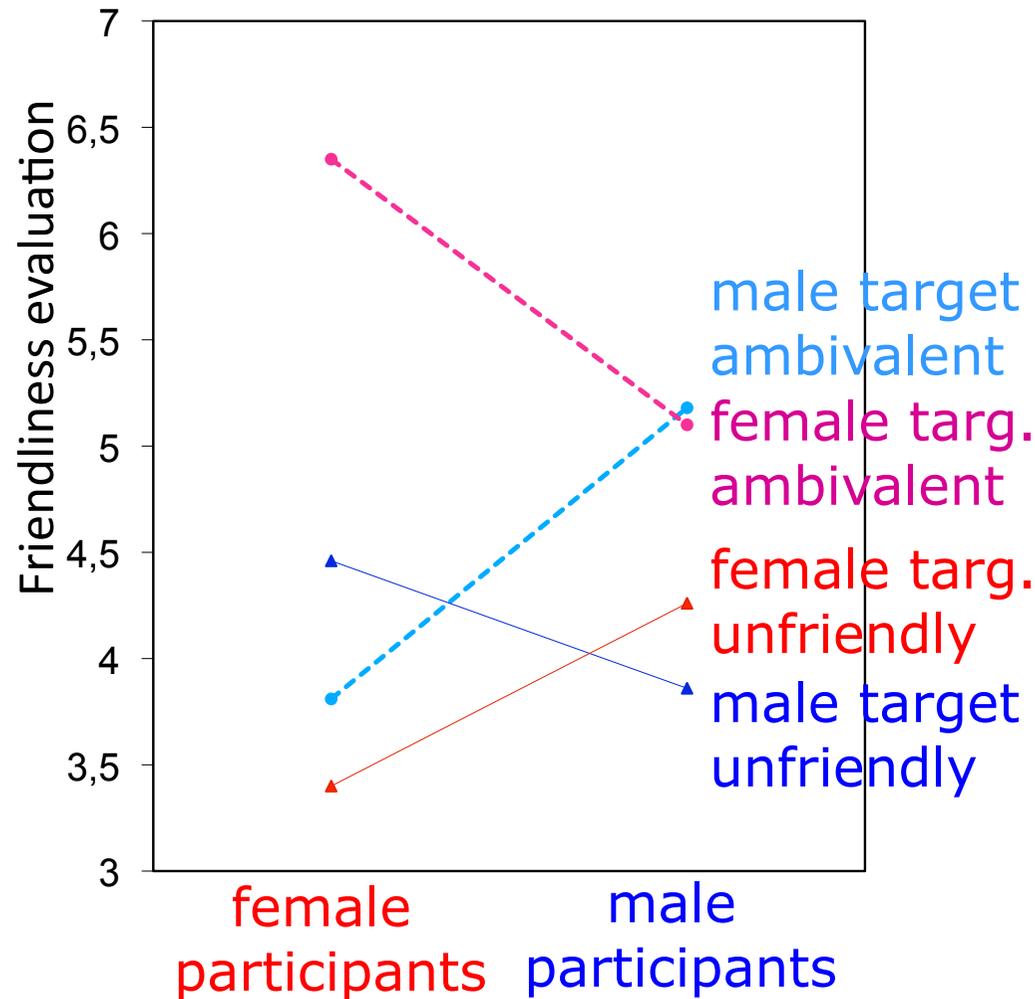
Why?

- because ingroup members who behave negatively threaten group esteem
- and can be symbolically excluded by devaluing them (Biernat, Vescio & Billings, 1999)

When?

- when group identification is high (z. B. Branscombe, Wann, Noel & Coleman, 1993)
- when group identity is threatened (Marquez, Abrams & Serôdio, 2001)

Black sheep effekt (BSE) with regard to sex (Khan & Lambert, 1998)



BSE (= interaction target's sex x target's behavior)

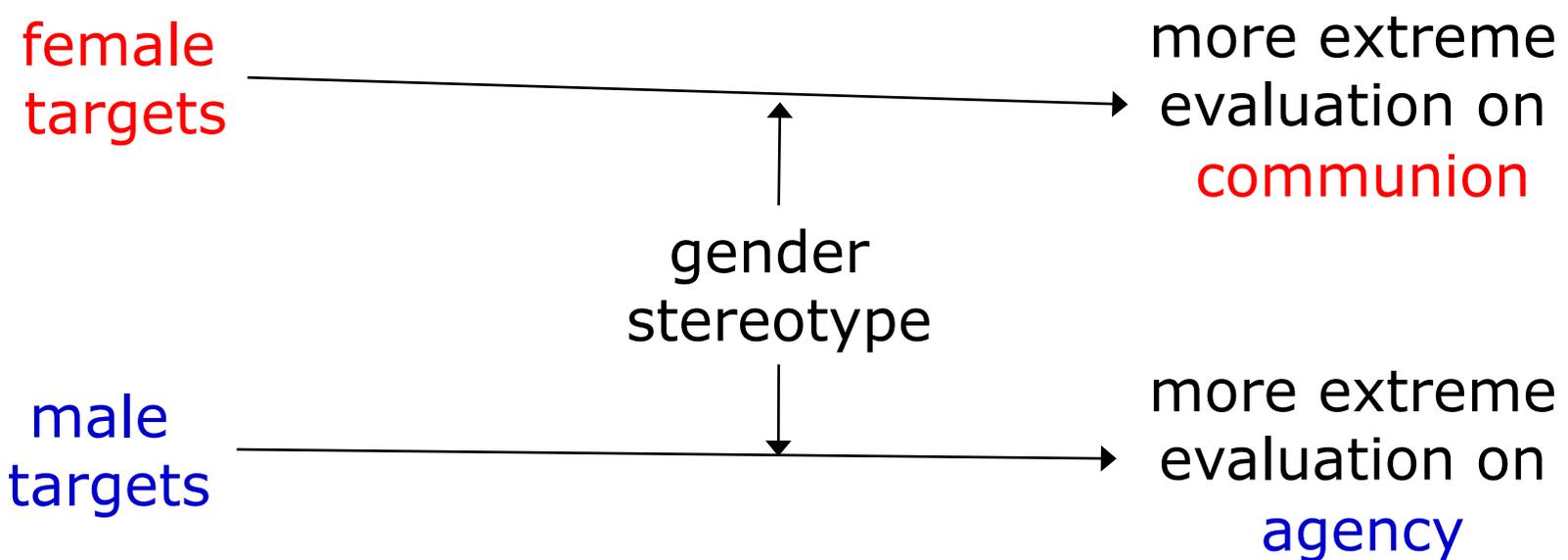
- existed for women:
 $p < .01$
- non-existent for men:
 $p > .20$
- BUT: Result pattern can be interpreted differently ...

Two alternative explanations for the result pattern of Khan and Lambert (1998)

1.



2.



Methods

- Online-assessment
 - Cover story: „evaluation of student peer advising“
 - Four „transcripts“, each with one advising student (target) and one advised student of the opposite sex
 - Participants evaluated the targets behavior on adjective scales
 - 518 participants (recruited by a student mailing list)
 - 26 excluded due to short processing time ($<$ median / 2)
 - 66 excluded because they permanently doubted that the situations were real
- ⇒ 426 participants analyzed (73% women, age: $M = 25$ years, $SD = 5$ years)

Methods: Assessment of person variables: Item examples

Sex	
Gender identification 3 Items, Cronb. $\alpha = .74$	„On the whole, the fact that I am a women/men is hardly related to how I view myself.“ (reversed)
Gender identity threat (real und symbolic) 10 Items, Cronb. $\alpha = .86$	“Women/men are discriminated in Germany.” „The TV often portrays women/men in a derogatory way.“
Gender stereotype 20 Items, Cronb. $\alpha = .67$	„In general men/women are gentle , sympathetic , independent , confident ...“ = agentic men + communal women - agentic women - communal men

Methods:

Manipulation of independent variables (within)

Target's
sex

by the first name of the interaction partners: e.g.
Felix, Melanie, Katharina, Jan

Target's
behavior

Positive (= **communal and agentic**): E.g. „Ok, so when you are sure what job you like to do later, then you have already reached an important point. Then I suggest that we consider how you can make the way more comfortable for you.“

Negative: E.g. „Puh, it really looks difficult ... I don't know ... Maybe you should consider doing something totally different when all the things are so difficult for you? I mean, it won't become easier.“

Permutation of

- order of transcripts
- target's sex

Methods: Assessment of dependent variables

How is your general impression of [target's name]?

communal evaluation
(Cronb. $\alpha = .89$ to $.90$)

- likable vs. unlikable
- not helpful vs. helpful
- cold vs. warm
- friendly vs. unfriendly
- considerate vs. ruthless
- tactless vs. empathetic

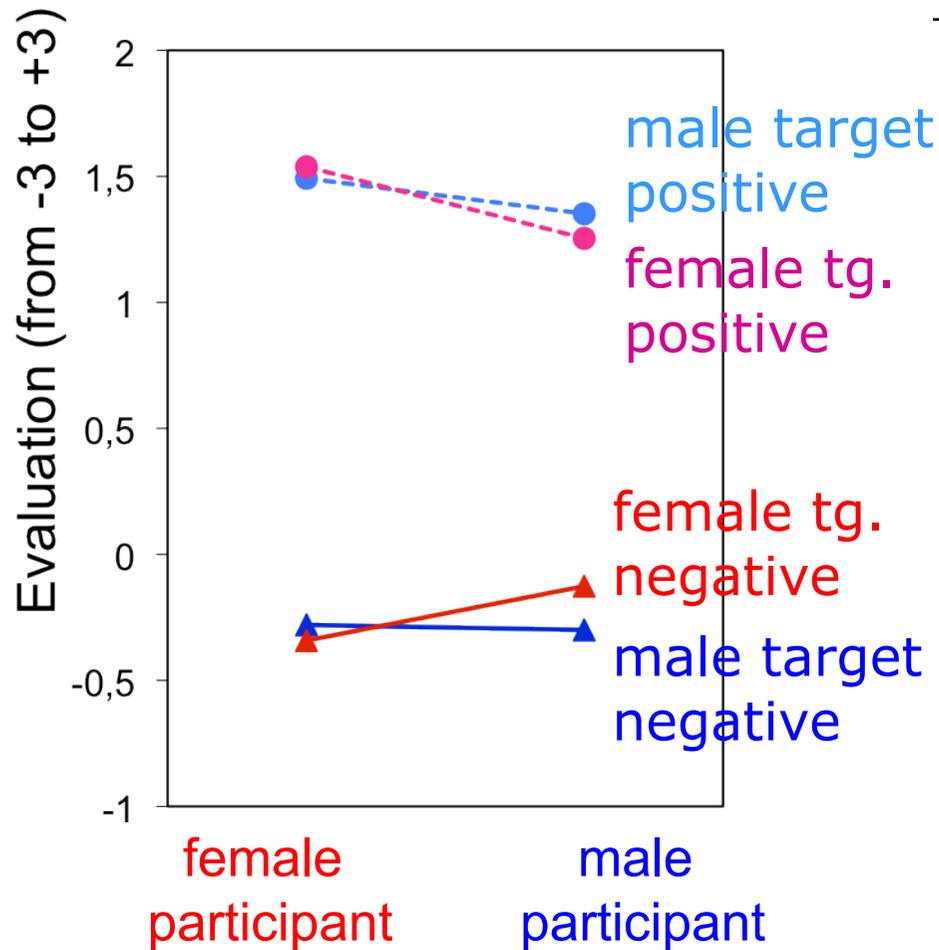
agentic evaluation
(Cronb. $\alpha = .58$ to $.72$)

- passive vs. active
- direct vs. indirect
- self-assured vs. not self-assured
- compliant vs. assertive

Results: Influence of experience as a client of student advising

- Effects of target's sex (e.g. black sheep effect) only appear for participants who had been in student advising before (N = 302)
 - ⇒ relevance of the situation
 - ⇒ relevance of the target's sex
- ⇒ Exclusion of participants without experience as a client of student advising (N = 124) from further analyses

Result: Black sheep effect



Source of variance	η^2
Target's behavior	*** .777
Participant's sex	.004
Target's sex	.000
Targ. beh. x Part. sex	** .029
Targ. beh. x Targ. sex	.003
Part. sex x Targ. sex	.001
Part. beh. x Part. sex x Targets' sex	* .017
Targ. beh. x Part. sex x Targ. sex x Eval. dim.	.009

* $p < .05$ ** $p < .01$ *** $p < .001$

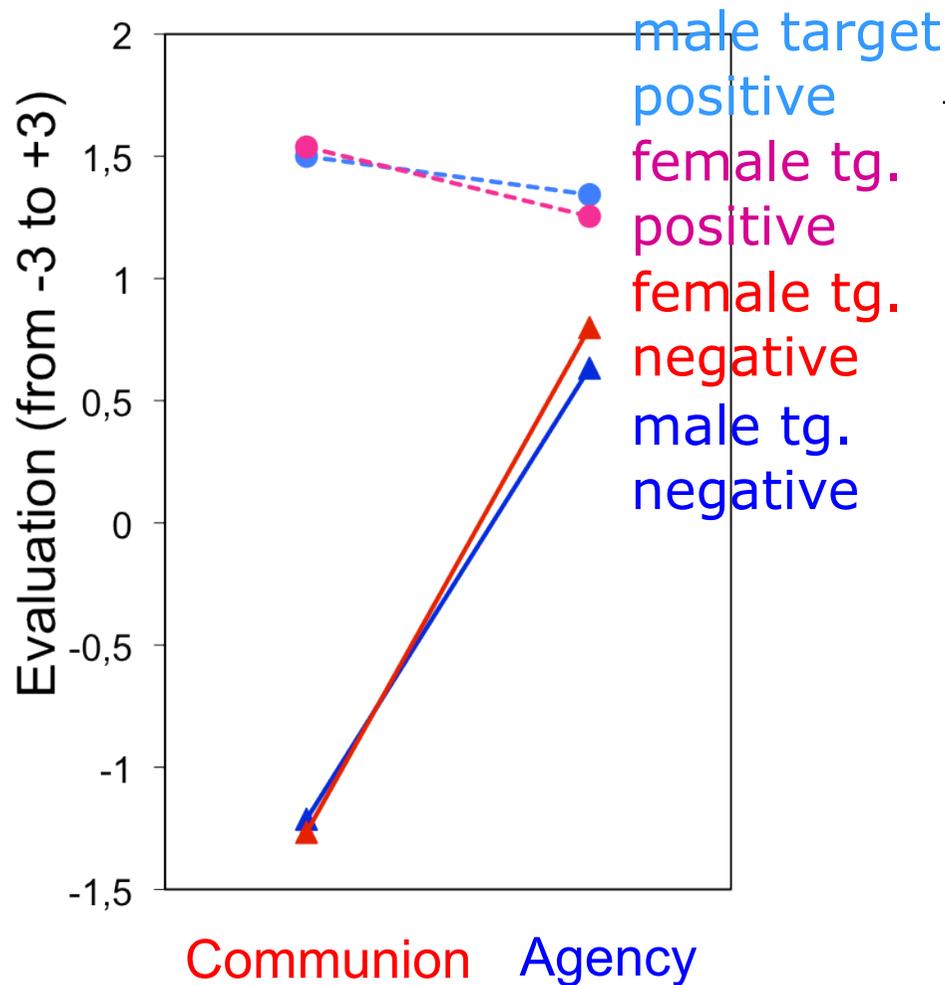
Results: Predictors of the black sheep effect (BSE)

	Total BSE	Communal BSE	Agentic BSE
Participant's sex (male) (r)	.05	-.04	* .13
Gender identification (β)	.05	# .10	-.03
Gender identity threat (β)	.03	.06	-.02
Gender identification x gender identity threat(β)	-.04	-.02	-.02

$p < .10$ * $p < .05$

No sex difference with regard to the prediction of the BSE by identification and threat

Results: Evaluation as a function of evaluation dimension

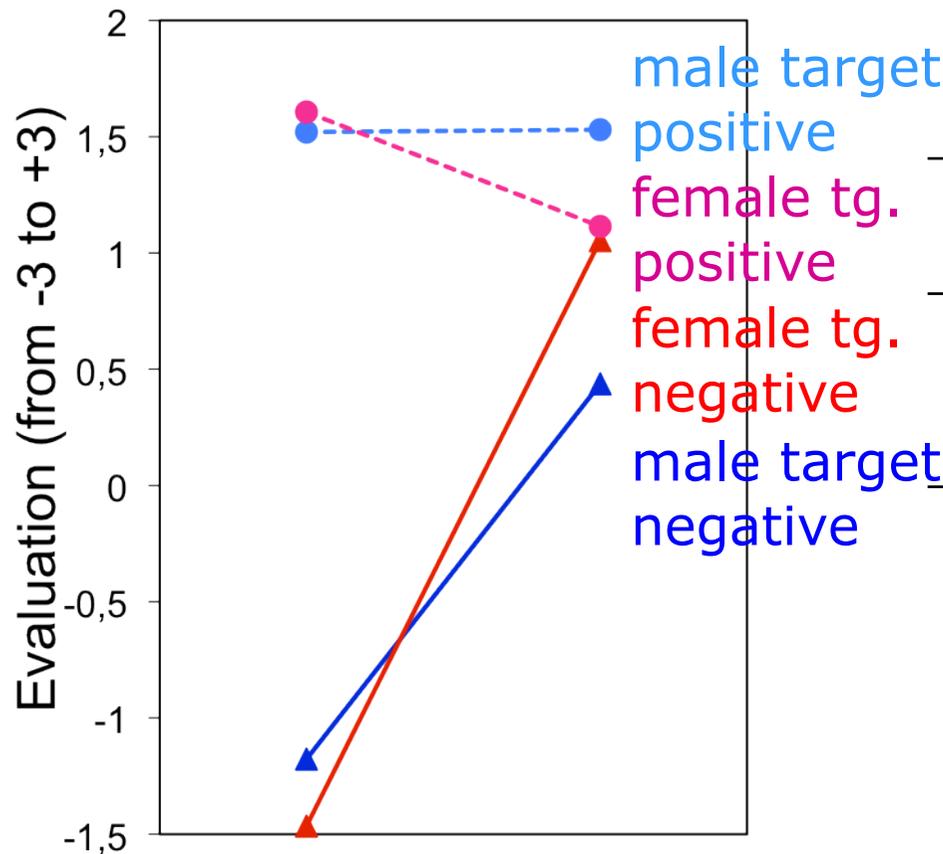


Source of variance	η^2
Target's behavior	*** .777
Target's sex	.000
Evaluation dimension	*** .532
Tg. beh. x Tg. sex	.003
Tg. beh. x Eval. dim.	*** .646
Targ. sex x Eval. dim.	.001
Tg. beh. x Tg. sex x Eval. dim.	* .018

* $p < .05$ ** $p < .01$ *** $p < .001$

Results: Evaluation as a function of eval. dimension, part. sex and gender stereot.

Only men with high gender stereotype:



Communion

Agency

Source of variance	η^2
Targ. beh. x targ. sex x evaluation dimension	* .018
Targ. beh. x Targ. sex x Evaluation dimension x Participant's sex	** .032
Targ. beh. x targ. sex x evaluation dimension x part. sex x gender stereotype	* .018

* $p < .05$

** $p < .01$

*** $p < .001$

Summary and Discussion

- Black sheep effect (BSE) only when situation is relevant (experience with student advising)
 - Total BSE not influenced by participants' sex
 - Agency BSE stronger for men
 - especially if they had a high gender stereotype
 - BSE not increased by gender identity threat and marginally by gender identification
 - Men were evaluated more extremely on agency (and women on communion in tendency)
- ⇒ Reason for the more extreme evaluation of women on communion (Khan & Lambert, 1998): gender stereotypical evaluation standards, not higher BSE for women

Thank you very much
for your attention!

Questions ...?

Comments ...?