**How do Gender and Political Skill Combine to Influence Career**

**Advancement?**

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Kate Maroulis

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# Abstract

Women are making advances in shattering the proverbial 'glass ceiling';

however, significant gender disparities still exist in many organisations and the

pace of change is excruciatingly slow.  Thus, this research set out to add to the

existing body of research by identifying factors that could expedite the change

and help realise equality in the workplace.  This study utilised a policy-capturing

methodology to determine how an employee's gender and level of political skill

combine to influence their career advancement.  A sample of 101 experienced

managers from New Zealand and Australia reviewed a set of orthogonally

designed performance appraisal results for fictitious male and female

employees with varying levels of political skill (i.e., interpersonal influence and

networking ability).  The managers judged the career advancement prospects of

these employees and their likelihood of proactively seeking career

advancement.  A three-step method of data reduction, regression and analysis

of covariance was utilised to analyse the managers' judgements.  No interaction

was found between an employee's political skill level and gender; however, both

factors were found to have an important role in aspects of career advancement.

Specifically, an employee's level of political skill had a significant influence on

both their career advancement prospects and the likelihood that they would

proactively seek career advancement.  Both male and female employees with

higher levels of political skill were judged significantly more likely to advance in

their careers and proactively seek advancement.  Female employees were

judged significantly less likely than male employees to proactively seek career

advancement.  The implications of these findings are discussed, including the

need for targeted training programmes for female employees aspiring to

progress to leadership.

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# Chapter 1: Introduction

Women are making gains when it comes to shattering the proverbial 'glass ceiling'.  However, despite decades of research, governmental interventions (e.g., equal opportunity legislation) and organisational initiatives (e.g., targeted talent management policies), significant gender disparities are still prevalent in today's organisations.  This disparity becomes increasingly evident in the upper echelons of organisations.  For instance, women comprise just under half of the working population of Australian listed organisations; however, women hold only 33% of managerial positions, 9.2% of key executive positions and a mere 2.4% of Chief Executive Officer positions (Australian Securities Exchange, 2012).  Inequalities also exist in relation to salaries.  Figures from the Organisation for Economic Cooperation and Development (OECD) show that on average women earn just 84% of what men earn (OECD, 2012).  This gap increases in senior roles where top-earning females earn just 79% of what their male counterparts earn (OECD, 2012).

Whilst over time this so called 'gender gap' (i.e., the pay differences and gender inequality evident in senior leadership roles) is narrowing, progress is excruciatingly slow.  This was highlighted in a report published by the World Economic Forum that suggested that at the current rate of change, it will be 2095 before the gender gap is eliminated from the workplace (Hausmann, Tyson, & Zahidi, 2013).  Thus, it could be generations before gender equality is realised in the workplace.  Such a slow rate of change represents an unacceptable timeframe for moral, social and economic reasons.  Accordingly, despite extensive research on various aspects of gender inequality in the workplace, further research is required to uncover any additional factors that

could expedite the rate of change.  The present research aims to explore

whether the construct of political skill could be one of these factors.

Political skill may be essential to enabling career advancement in many

of today's organisations.  A number of theorists and researchers have argued

that organisations are inherently political environments (e.g., Ferris et al., 1999;

Mintzberg, 1983; Pfeffer, 1981).  Further, these researchers have argued that to

successfully navigate and advance in such environments, individuals need

more than plain nous and the motivation to work hard, they need political skill.

Political skill is defined as 'the ability to effectively understand others at work

and to use such knowledge to influence others to act in ways that enhance

one's personal or organisational objectives' (Ahearn, Ferris, Hochwarter,

Douglas, & Ammeter, 2004, p. 311).  This measurable construct comprises four

interrelated yet distinct dimensions: interpersonal influence, networking ability,

social astuteness and apparent sincerity (Ferris et al., 2005).  Research has

shown that political skill is not related to general intelligence (Ferris et al., 2005).

Thus, an individual may be highly intelligent, but not politically skilled and vice

versa.  Theoretically, individuals who are politically skilled should be able to

achieve objectives in the workplace by forming strong networks and coalitions,

reading others' motives and behaviours and influencing the behaviours of

others.  Notably, politically skilled individuals should engage in any such

behaviour in a manner that is perceived to be sincere.

The construct of political skill is a relatively recent addition to the field of

organisational psychology.  The first measure of political skill was published in

1999 (Ferris et al., 1999).  While the more refined measure of political skill, used

today, was published in 2005 (Ferris et al., 2005).  Despite being a relatively

new construct, political skill has quickly gained attention due to its apparent

applicability to the modern organisational environment.  A number of empirical

studies have found that political skill is positively correlated to career outcomes,

including job performance ratings (Ferris et al., 2005), leader effectiveness

ratings (Douglas & Ammeter, 2004), the likelihood of obtaining positions of

authority (Watkins & Smith, 2014) and increased levels of promotion (Todd,

Harris, Harris, & Wheeler, 2009).  Such results are promising and indicate that

individuals who demonstrate high levels of political skill can leverage this skill to

achieve greater levels of career advancement.

Whilst there is a growing body of research providing evidence of a

positive relationship between political skill and career advancement, the role

that gender may have in this relationship is not well known, as few studies have

considered this effect.  Given the marked gender gap in career outcomes (e.g.,

remuneration levels and advancing to senior leadership roles) and the

relationship between political skill and career outcomes, this topic is one that is

worthy of further investigation.  Thus, the present study aims to explore how

gender and political skill combine to influence career advancement.  Using a

policy-capturing methodology, this study examines the extent to which two of

the four political skill dimensions (i.e., interpersonal influence and networking

ability) may affect an employee's career advancement and what influence, if

any, gender has on this relationship (see Figure 1 below).
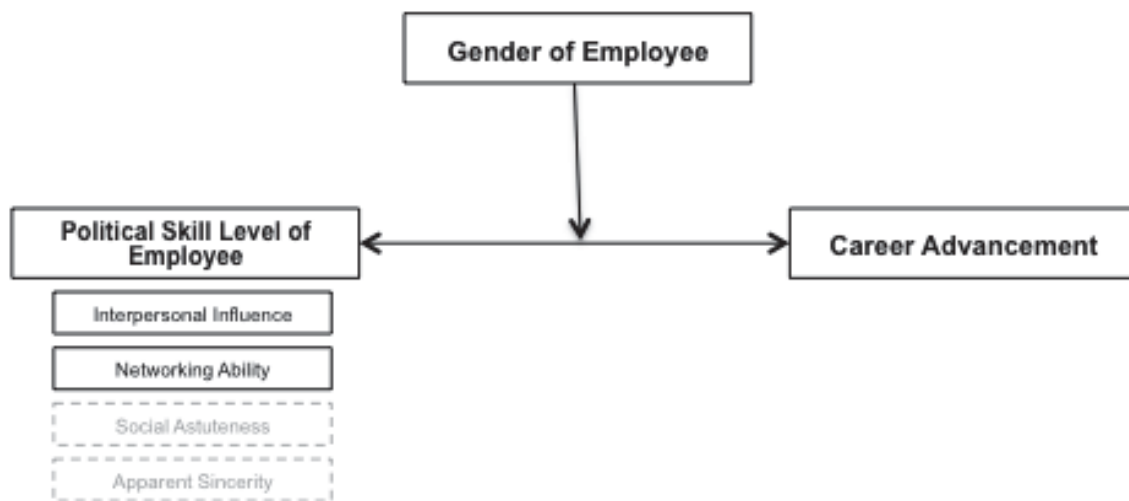
*Figure 1.*  Proposed model of the relationship between an employee's gender,

level of political skill and career advancement.

# Chapter 2: Critical Literature Review

## 2.1 The Context of Gender Inequality at Work

Legislation aimed at reducing gender discrimination has been in place for over fifty years; however, gender inequality continues to be prevalent in today's society, particularly in the workplace (Campbell & Ḿınguez-Vera, 2008). Over the past ten years, recognition of this persisting disparity has led to an intensified focus on interventions aimed at rectifying the issue. Around the world many governments have enacted legislation or made recommendations that seek to address gender inequality in the workplace. Perhaps the most noteworthy piece of government legislation in this respect is a 2008 piece of legislation from Norway that requires that the boards of directors of all publicly listed companies must have at least a 40% representation from women (Hoel, 2008). Evidence from Norway suggests that quotas are highly effective as a form of intervention, following the enactment of the legislation the representation of women on boards in Norway increased from 7.1% in 2002 to 35.5% in 2014 (Catalyst, 2014). However, while this example provides evidence that quotas are an effective 'treatment' for gender inequality, debate continues as to whether this 'treatment' causes unwanted 'side effects' for women.

As a form affirmative action, quotas have provoked strong reactions. A number of arguments have been raised in relation to the use of quotas; for example, it has been argued that quotas are patronising to women and cause tokenism (Terjesen, Sealy, & Singh, 2009), restrict talent pools, as there is a shortage of female talent in certain fields, which in turn threatens the economy (Roberts, 2008) and allow discrimination and thus go against the basic human rights of equality and fairness (Alexander, 2012). Due to these debates and the

potential repercussions for policy makers supporting legislative changes, a number of countries have elected to implement less directive interventions; for example, the Australian Securities Exchange's (ASX) released corporate governance principles that include recommendations and reporting requirements (Australian Securities Exchange, 2012). Dubbed the 'if not, why not?' approach, these recommendations require organisations to report on specific diversity metrics and, if any disparities are identified, organisations must then provide explanations and show that actions have been implemented to rectify the identified disparity.  Whilst this approach is deemed a 'step in the right direction', as it supports transparency and enables any gender disparities to be recognised, it could also be argued that this approach allows a lack of urgency and accountability in inciting tangible change.

Thus, despite efforts to close the workplace gender gap, gender inequality continues to be evident in the workplace and while positive change is also evident, the pace of change is slow.  Evidence from Norway shows that quotas can be an effective method for inciting change; however, it has been contended that passing quota legislation can be challenging, as it can divide voters and consequently be a risky move for politicians.  Gender inequality in the workplace is a problem that needs to be rectified as a matter of urgency and thus researchers must continue investigating any additional factors that could expedite the rate of change. The present research will contribute to the field by investigating whether political skill may be one such factor.

## 2.2 The History of Political Skill

As a defined and measurable construct, political skill is still in its infancy; however, the concept of political skill is by no means new and has appeared in various forms within the literature for a number of decades (i.e., Carnegie, 1981;

Mintzberg, 1983; Pfeffer, 1981).  The concept is closely aligned to topics covered in Dale Carnegie's world famous book entitled 'How to Win Friends and Influence People' (1981).  First published in 1936, this self-help book quickly became a best seller that spanned generations and cultures. More than 15 million copies have been sold globally and a leadership institute was founded on its principles (Carnegie, 1981). Carnegie aimed to equip readers with skills (similar to the political skill dimensions of interpersonal influence, networking ability and apparent sincerity) that would enable individuals to advance professionally (and personally) by using influence and relating to others in a genuine and authentic manner. However, while the topics covered in the book closely align with the political skill concept, Carnegie did not refer to the term 'political skill', explicitly highlight the political nature of workplaces or conduct any empirical research to support his claims.

Pfeffer (1981) was one of the first researchers to use the term political skill in a workplace context in his book entitled 'Power in Organisations'.  Pfeffer argued that organisations are 'political arenas' in which favours are exchanged, alliances built and informal deals negotiated.  He contended that to gain power within organisations individuals must have skills that enable them to successfully influence others.  Interestingly, the idea of being political can be negatively perceived, as it can evoke thoughts of an individual who is calculating, self-centred or manipulative. However, Pfeffer contended that politics could be positive and even essential to organisational survival, as they enable employees to remain agile.

Mintzberg (1983) later described political skill as influencing others through manipulation, negotiation and persuasion and argued that a successful career was not only determined by intelligence and hard work, but also required

political skill. Following Mintzberg and Pfeffer's assertions that organisations were political environments, the use of the term political skill began to appear more widely in the literature.  However, as a concept, it remained vague and was almost indistinguishable from other social effectiveness concepts such as emotional intelligence, interpersonal savvy and self-monitoring.  Thus, at this time while the concept of political skill was understood and had applied relevance, it lacked measurability, definition and an understanding of the underlying characteristics required.  These deficiencies prevented the empirical evaluation of the concept.

It was not until the late 1990s that Ferris et al. (1999), motivated by a desire to understand what made some influence attempts more successful than others, developed the initial measure of political skill.  This original one-dimensional measure comprised of just six items and (without explicitly stating so) focused on two elements of the present political skill construct; that is, interpersonal influence and social astuteness.  The measure allowed for political skill to begin to be evaluated empirically, but was somewhat limited in its scope and number of items.

Subsequently, Ferris and his colleagues sought to extend and refine the measure and thus undertook a thorough review of the organisational politics literature, including the work of Mintzberg and Pfeffer.  Consequently, Ferris et al. (2005) identified four underlying aspects of political skill:

1. Interpersonal influence: an individual's ability to influence others using an engaging and persuasive interpersonal style;

2. Networking ability: an individual's ability to build diverse networks and coalitions;

3.  Social astuteness: an individual's ability to observe others and

    understand their behaviours and motives; and

4.  Apparent sincerity: an individual's ability to be perceived as

    authentic and genuine (and see Figure 1).

Further, a more comprehensive inventory measuring these four underlying dimensions was developed. Entitled the Political Skill Inventory (PSI), the 18-item self-report survey was designed to measure the four distinct yet interrelated dimensions of political skill (Ferris et al., 2005). In their publication entitled 'The Development and Validation of the Political Skill Inventory', Ferris et al. (2005) conducted three studies using multiple samples to establish the construct validity of the measure, including its convergent and discriminant validity and began to provide evidence of its criterion validity.

The first study of Ferris et al. (2005) established the measure and began to establish its construct validity, including convergent and discriminant validity. In this study, a combined sample ($N = 350$) of United States (US) undergraduate students ($n = 226$) and US university administrative and managerial staff ($n = 124$) completed a pool of 40 items, including items constructed to measure political skill and established scales for self-monitoring, conscientiousness, influence tactics (upward appeal, coalition and assertiveness), general mental ability, trait anxiety and social desirability. A total of 22 pool items were eliminated during the construction process due to low item-to-total correlations, high correlation with social desirability and high cross-loadings on multiple factors. Next, the final 18-item inventory was analysed to establish convergent and discriminant validity. Political skill was found to be positively and significantly correlated to self-monitoring ($r = .39$) and conscientiousness ($r = .31$), upward appeal ($r = .25$), coalition ($r = .21$), but

negatively correlated with trait anxiety ($r = .39$). The correlation between political skill and assertiveness was non-significant ($r = .09$) and no correlation was found between political skill and general mental ability. The results of this initial study supported the PSI's convergent and discriminant validity and while expected correlations were established, these correlations were not so high as to make the construct redundant.

The second study of Ferris et al. (2005) sought to replicate the factor structure and expand on the convergent and discriminate validity of the PSI established in the first study. In the second study, the first sample comprised 193 full-time US employees with a minimum of five-year's experience across a wide range of occupations and the second sample comprised 93 employees from US law firms. Participants completed the same measures as those used in the first study plus an additional measure of political savvy. The results indicated that the model had an adequate fit and that three of the four dimensions had sufficient internal reliability with the exception of apparent sincerity ($a = .58$). The findings of significant negative and positive correlation reflected what was found in study one with the exception of conscientiousness (which had a non-significant finding) and the additional political savvy measure (which, as expected, had a positive significant correlation with political skill ($r = .47$)). The second study also provided evidence of construct convergence and discriminate validity; however, the insufficient reliability of apparent sincerity was a concern.

The third study of Ferris et al. (2005) sought to establish the criterion-related validity of the measure by investigating whether the measure could predict job performance and effectiveness ratings. Two distinct samples were used; that is, US school administrators ($N = 26$) and staff from a US financial

services firm ($N$ = 148).  The first sample completed the PSI and the results were paired with leadership effectiveness ratings from a subordinate employee. The PSI score was found to account for a significant proportion of the variance in ratings.  The results provided an initial indication of the measures' criterion validity; however, given the small sample size, the results needed to be considered with caution.  The second sample paired PSI scores with performance ratings provided by the human resources department of the firm. The PSI scores again were found to account for a significant amount of the variance in ratings; however, when analysed at the dimensional level, social astuteness was the only significant predictor of performance. This validation study had a potential limitation; that is, its reliance upon reports from participants' direct managers and subordinate employees increased the risk of subjectivity and thus only a limited perspective was taken into account.  It would have been preferential if a 360-degree method was utilised whereby a range of ratings were considered (i.e., colleagues, direct managers, subordinates, clients).  However, despite these limitations, this study further highlighted the criterion validity of the PSI and its relationship to job performance ratings.

Ferris et al.'s (2005) initial publication of their three studies across multiple samples piqued the interest of other researchers and acted as a foundation upon which subsequent research was built.  Since its development, a number of studies have taken further steps to establish the criterion validity of the PSI.  As discussed later in this chapter, there is now substantial evidence of a positive correlation between political skill and a number of career advancement outcomes (Douglas & Ammeter, 2004; Harris, Harris, & Wheeler, 2009; Todd, Watkins & Smith, 2014).  Further, the use of the political skill construct in research has intensified in recent years due to the growing

importance of political skill in today's rapidly changing organisational

environment.  Hence the importance of investigating this construct in relation to

gender at work (see Figure 1).

## 2.3 The Increasing Importance of Political Skill

Political skill has become increasingly important in recent decades due to

the rapid pace at which organisations are changing and the increasingly

interpersonal nature of work (Landy & Conte, 2010).  Blok, Groenesteijn,

Schelvis and Vink (2012) attributed this rapid organisational change to number

of factors, including an unstable economic climate brought on by the dotcom

boom and bust and global financial crisis, unprecedented rates of globalisation,

increasing demographic and social diversity within the workforce, the rise of the

digitally networked economy and new media and communication channels.

These factors have contributed to the development of an organisational

landscape that is changing at a faster rate than ever before and as a result

today's organisations are almost unrecognisable to the organisations of 20

years ago.  These high rates of change mean that the traditional organisational

structure (built on bureaucracy, policies, technical expertise and hierarchy) is no

longer as effective (Dries & Pepermans, 2008). Ferris, Davidson and Perrewé

(2010) noted that in recent times organisations have become flatter in structure,

more networked and must be agile to survive.  To achieve results in this modern

organisational environment, individuals need interpersonal skills to be able to

collaborate and work interdependently with a range of stakeholders.  As the

importance of interpersonal interactions has increased in the workplace, so too

has the importance of political skill.

Changes to the manner in which organisations are structured and

operate have unsurprisingly led to differences in the behaviours underpinning

the success of leaders.  Gentry, Gilmore, Shuffler and Leslie (2012) argued that

to lead effectively in today's organisational environment, leaders need to build

collaboration across stakeholder groups, gather resources to ensure work is

completed and build commitment and engagement within their teams.  To

achieve these results leaders must work both with and through others,

motivating, coaching and inspiring them along the way (Perrewé, Ferris, Frink &

Anthony, 2000).  Consequently, the traditional authoritative leadership style

characterised by 'command and control' and focused on monitoring and

planning is no longer effective or at least not sustainable in achieving longer-

term results; rather, leaders need to build relationships, inspire trust, gain 'buy

in' and engage others and must do all of this in a manner that is perceived to be

genuine (Groysberg & Slind, 2012).  Ferris et al. (2010) argued that the

increasing importance of interpersonal skills and influence in the workplace

means that political skill is now one of the most critical competencies for

achieving career advancement in today's organisations.  Given the increasing

importance of political skill for leaders, it may be especially important that

women aspiring to 'break the glass ceiling' and progress to senior leadership

roles develop these skills, this shall be investigated in the present study (see

Figure 1).

## 2.4 The Theory of Gender Inequality at Work and Its

## Relationship to Political Skill

The workplace gender gap is a highly complex issue and ultimately there

is no consensus or comprehensive explanation as to why women continue to

experience considerable inequity in the workplace.  Within the literature, many

different theories have sought to explain elements related to the issue, including

the gender schema theory, the social identity theory, the human capital theory,

the status characteristic theory and the tokenism theory (Bem, 1981; Biernat &

Kobrynowicz, 1997; Erkut, Kramer, & Konrad, 2008; Singh, Terjesen &

Vinnnicombe, 2008; Tajfel & Turners, 1986).  The present review focuses on

two of these theories; that is, the gender schema theory and the social identity

theory.  The impact of these theories playing out in the workplace may lead to a

political skill deficiency in women.  It is argued that this political skill deficiency

in women may be a contributing factor exacerbating the gender gap.

### 2.4.1.1 Gender schema theory.

The gender gap continues to persist despite decades of interventions.

Thus, it is highly plausible that the underlying cause of the gender gap is deeply

ingrained in society and operates covertly or at a subconscious level.  The

gender schema theory supports this view (Bem, 1981).  Bem (1981) argued that

an individual's psychological construction of self is developed from birth through

schemata or shared networks of information.  Gender schemata are based on

norms, values, roles and beliefs and are deeply imbedded in all aspects of

society and culture, including discourses, educational and religious institutes

and the media.

These deeply ingrained gender schemata may be a contributing factor

preventing the career advancement of women.  In Western society, the

masculine has traditionally been associated with assertiveness, providing and

leading.  Conversely, the feminine has been associated with agreeableness,

nurturing and child bearing (Konrad, Ritchie, Lieb, & Corrigall, 2000).  Such a

traditional stereotypical view of masculinity and femininity may sound

reminiscent of a bygone era; however, research on gender and management

stereotypes by Powell, Butterfield and Parent (2002) showed that these

traditional views remain prevalent.  Aiming to determine whether times had

changed, Powell et al. (2002) repeated a 1970s study and questioned 348 US undergraduate and graduate students on their perceptions of management roles.  Results showed that perceptions of 'good' managers were still predominantly associated with masculine characteristics.  Further, their study indicated that although the proportion of female managers has increased significantly since the 1970s, gender stereotypes have only marginally changed.  Thus, it is unsurprising that gender schemata may be contributing to the gender gap, as the deeply embedded, underlying assumption that 'management equals male' acts as an invisible barrier to the career advancement of women.

Gender schemata may act as a barrier to the career advancement of women and contribute to the gender gap in two ways; that is, through a woman's own gender schemata and through the gender schemata of others.  Gender schemata include beliefs about what males or females should do and how they should behave.  In relation to the gender gap, it has been contended that more traditional feminine schemata may not be aligned with organisational systems that favour behaviours traditionally associated with men (Bem, 1981).  For example, to advance women may be required to proactively seek career advancement that is assertively ask for or even fight for increases in responsibility or remuneration.  However, acting assertively contradicts the traditional female schema of agreeableness and such behaviour may cause women to feel uncomfortable or women may even lack this skill, if they have not been provided with an opportunity to develop it (Lips, 2013).

The gender schemata of others may also restrict women; for example, decision makers responsible for recruitment, assigning performance ratings and promotional processes may have views about what are appropriate behaviours or roles for males and females based on their own gender schemata.  Such

gender schemata can thus lead to biases in decisions (Oakley, 2000). Additionally, as discussed later in this chapter, research has shown that acting in a manner counter-stereotypical to decision makers' gender schemata can put women at risk of backlash, a form of a penalty that can effect performance ratings, salaries and promotion prospects (Rudman & Fairchild, 2004).

Thus, it appears that gender schemata may contribute significantly to the gender gap. If this view is correct and based on the model in Figure 1, it is expected that gender may affect the political skill and career advancement relationship in the present study. This is particularly when it comes to proactively seeking career advancement, as assertiveness is contrary to the traditional feminine schemata.

**2.4.2 Social identity theory.**

Social identity theory is another theory that has often been used to explain the gender gap (Tajfel & Turner, 1986). This classic social psychology theory is based on the idea that individuals define themselves in part by the groups to which they belong, including gender, social class and ethnicity. Individuals consider those within their group 'in-group' members and those outside their group 'out-group' members (Tajfel & Turner, 1986). Individuals are likely to evaluate those in their in-group more favourably than those in their out-group. Thus, it may be more challenging for an individual to join and succeed in an organisation if they are viewed as a member of an out-group. In relation to gender in the workplace, the rationale underlying social identity theory suggests that it is difficult for females to enter and succeed in male-dominated environments, as their male colleagues view them as members of the out-group. If viewed as out-group members, women may find it extremely challenging to 'break the glass ceiling' and gain acceptance into male in-groups.

Thus, research findings indicate that women in organisations with male-dominated leadership teams are significantly less likely to hold a position of authority when compared to women in organisations with gender diverse leadership teams (Watkins & Smith, 2014).

It is highly probably that being perceived as out-group members by male colleagues creates a key barrier to the career advancement of females. A large number of important behaviours (i.e., political behaviours) in organisations are unofficial and often occur through informal networks (Watson, Kumar, & Michaelsen, 1993). To progress and learn how to successfully navigate the organisational landscape, individuals need access to these informal networks. Social identity theory suggests that women are unlikely to be invited into these informal networks if they are viewed as out-group members. As discussed further below, some researchers have argued that a lack of access to informal networks is the primary reason why women have struggled to 'break the glass ceiling' (Bell & Nkomo, 2001; Davidson & Cooper, 1992). Further, even if a woman is able to enter into a male-dominated environment, if her male colleagues continue to view her as an out-group member, it may be extremely difficult for this woman to have her ideas accepted and further advance her career (Luckerath-Rovers, 2013). Thus, social identity theory suggests that women may not only experience challenges in being promoted to senior leadership roles and gaining the experience they need to advance to these roles, but that when they are promoted to such roles, women may experience challenges in ensuring that their contributions are heard and accepted by their male in-group colleagues.

If this view of the social identity theory is correct, it is expected that managers in this study will judge employees of their own gender (i.e., in-group)

more favourably than those of the opposite gender (i.e., out-group), this is in-turn likely to affect the political skill and career advancement relationship (see Figure 1).

**2.4.3 Political skill deficiency.**

Together, the effects of the gender schema theory and the social identity theory in the workplace may create a political skill deficiency in women. It is argued that political skill is key to career advancement and thus a deficiency in political skill may be contributing to the gender gap. Mintzberg (1985) described organisational politics as a series of subtle 'games' guided by an implicit set of 'rules'. To advance and navigate in organisational environments, individuals must learn to 'play the game' by acquiring political skill and an understanding of the nature of politics within organisations and how politics influences the ways in which objectives are achieved (Ferris et al., 1999). However, as organisational politics are not explicit or formally communicated, the process of learning these 'rules' can be challenging.

Ferris, Frink and Galang (1993) argued that political skill and understanding is privileged information that is selectively passed down over-time by 'veterans' both formally (i.e., via mentoring) and informally (i.e., via networks). As this learning is passed down to a select few, if women are viewed as out-group members as suggested by the social identity theory, they may be unlikely to have the privilege of 'learning the ropes' from their in-group male colleagues and, consequently, may miss opportunities to acquire political skill and gain an understanding of organisational politics. Thus, women may not have the opportunity to acquire a number of the critical skills necessary for career advancement and suffer huge disadvantages compared to their male colleagues. Further, it may also create an 'uneven playing field' for women and

force them to 'play' a political game that they do not have the 'rules' or context to understand (Ferris et al., 1993).  Thus, a political skill deficiency could be a significant contributor to the gender gap.  However, due to limited research in this space it is presently unknown whether a political skill deficiency does exist for women.  Hence the present study will investigate the political skill and career advancement relationship with a focus on what effect (if any) gender has on this relationship (see Figure 1).

## 2.5 The Relationship Between Political Skill and Career Advancement

Previous research has shown that political skill is positively correlated to a number of different career advancement outcomes (Ferris et al., 2005; Douglas & Ammeter, 2004; Watkins & Smith, 2014; Todd, Harris, Harris, & Wheeler, 2009).  A meta-analysis conducted by Ng, Eby, Sorensen and Feldman (2005) concluded that the key measures of career advancement in organisations are increases in salary, responsibility and authority.  These advancement measures can be assessed in both objective and subjective ways.  Objective measures can be directly and objectively evaluated (e.g., salary increases and number of promotions). Conversely, subjective measures are linked to career advancement (e.g., manager and subordinates' ratings of job performance and self-reported perceptions of career success and potential) (Ng et al., 2005).

Previously, empirical research in organisational psychology has often favoured objective measures; however, it should be noted that subjective measures (e.g., managers' ratings of performance) also have a critical role in determining an individual's advancement within an organisational setting (Landy & Conte, 2010).  The present study focused on previous research that

investigated the relationship between political skill and career advancement

utilising measures that have frequently been used to measure the gender gap;

that is, objective measures (e.g., remuneration and promotion to a position of

authority) and subjective measures (e.g., managers' ratings of job performance

that indirectly lead to career advancement outcomes).  These are included

under the broad title of 'career advancement' shown in Figure 1.

Todd, Harris, Harris and Wheeler (2009) published a key study that

investigated the relationship between political skill and career advancement.

Their study did not specifically consider gender; however, in examining the

relationship between political skill and career advancement they found gender

discrepancies.  In this study, 191 US university alumni completed the PSI and

self-report measures of total compensation, total promotion and perceived

external mobility.  Todd et al. (2009) found significant positive correlations

between the PSI, total promotions ($\beta$ = .20, $p$ < .01) and perceived external

mobility ($\beta$ = .18, $p$ < .01); however, the correlation with total compensation was

found to be non-significant ($\beta$ = .10, $p$ > .10).  They also conducted analyses at

an individual construct level (the results of which are discussed further below)

and found that networking ability was significantly related to all three career

advancement outcomes.  The results of Todd et al. (2009) study were promising

for the positive relationship between political skill and career advancement, but

some limitations in relation to the sample and single-source measures used

should be noted.  First, the participants of Todd et al.'s (2009) study were all

alumni who had graduated from the same university and while the participants

worked in a diverse range of sectors, their common university background may

have had some influence on their responses and thus calls into question the

generalisability of the findings.  Second, only self-reporting measures were

used. Thus, the researchers relied upon participants' responding honestly and accurately.  This raises a number of issues, particularly given the high amounts of remuneration that participants reported receiving in this study.  Despite its limitations, Todd et al.'s (2009) study provided evidence that highlighted the benefits of political skill in career advancement.

To date it appears two meta-analyses have sought to empirically evaluate political skill as a predictor in career advancement outcomes (Bing, Davidson, Minor, Novicevic & Frank, 2011; Munyon, Summers, Thompson, & Ferris, 2015).  Bing et al. (2011) meta-analysis evaluated 17 studies that linked political skill to job performance, largely measured by manager ratings.  They separated their analysis based on two forms of job performance: (i) task performance (defined as core technical performance); and (ii) contextual performance (defined as pro-social interpersonal and organisational behaviour). Using average sample size weighted correlations ($M_r$), they found that on average political skill was a valid predictor of both task performance ($M_r = .18$, $p < .05$) and contextual performance ($M_r = .24$, $p < .05$).  Unsurprisingly given the interpersonal nature of political skill, the strength of the relationship increased in relation to contextual performance suggesting that political skill was particularly important for roles with social and interpersonal requirements.  With roles in today's organisations becoming increasingly reliant on interpersonal relationships (i.e., contextual performance), this meta-analysis added weight to the argument that political skill may be becoming increasingly important for career advancement in organisations.

Extending the work of Bing et al. (2011), the second meta-analysis conducted by Munyon, Summers, Thompson and Ferris (2015) involved the analysis of 74 studies that linked political skill to various career related

outcomes.  Interestingly, Munyon et al. (2015) found that political skill was positively related to task performance ($\beta$ = .21; 95% CI: .18 < .21 < .23), overall career success ($\hat{p}$= .27; 95% CI: .19 < .25 < .32), income ($\hat{p}$ = .14; 95% CI: .07 < .14 < .21) and position ($\hat{p}$ = .3.0; 95% CI: .22 < .28 < .34).  However, the strongest relationship found was a positive relationship between political skill and personal reputation ($Z$ = 6.06; $ab$ = .117, SE$ab$ = .006).  Individuals with high levels of political skill appear to be able to manage the impressions they make to enhance how others perceive them.  Thus, indirect evidence was found that increased ratings of political skill could lead to promotions and pay increases and thus career advancement.  Further, the results of this study supported the argument that political skill is important for realising advancement in organisations.

In summary, the meta-analytical findings of Bing et al. (2011) and Munyon et al. (2015) showed that a significant body of empirical research has found a positive correlation between political skill and career advancement outcomes.  To date, very few studies have considered whether there is a relationship between gender and political skill and how these two variables interact to effect career advancement (Figure 1).  This is a topic previously recommended for further investigation by researchers (i.e., Buchanan, 2008).

## 2.6 The Relationship Between Gender and Political Skill

Mainiero (1994) was one of the first researchers to note that political skill was an important skill for women wishing to progress into the upper echelons of organisations.  Mainiero conducted qualitative research and interviewed 55 females from US Fortune 500 organisations holding roles at the vice-president level or above.  The participants represented a minority of women who had successfully managed to 'break the glass ceiling'.  During the interviews, the

participants were asked to describe notable events within their careers. Interestingly, the majority of the participants claimed that they were not political and articulated a dislike of organisational politics; however, they recounted events (particularly, as they reached the upper echelons of their organisations) that demonstrated high levels of political skill. This finding was consistent across the sample and suggested that political skill was linked to the success that these women had experienced in their careers. Mainiero (1994) referred to the acquisition of political skill as 'political seasoning' and described it as the process in which women learn political skills that enable them to navigate and advance within their organisations.

A number of limitations within Mainiero's study should be noted. First, the relatively small sample comprised only women who had successfully reached senior leadership levels. Given that there was no experimental comparison (i.e., between a group of participants demonstrating political skill and another group of participants not demonstrating political skill), it cannot be definitively asserted that political skill was the reason for the success of these women. Further, the political experiences recounted by participants occurred later in their careers. This raises an interesting point in relation to causation; that is, it is unclear whether these women's political skill led to their success or if their success led them to acquire political skill. More broadly, the direction of the relationship between political skill and career advancement is yet to be determined, hence the dual direction arrow depicted in the proposed model (see Figure 1). Thus, the evidence provided by Mainiero's research was more thematic than causative. However, the findings of the study consistently emphasised the importance of political skill among a minority group of women who had successfully 'broken the glass ceiling'. The research provided

compelling evidence that the relationship between gender, political skill and

career advancement is worthy of further investigation.

The more recent study of Shaughnessy, Treadway, Breland, Williams

and Brouer (2011) suggested that political skill could help women to overcome

some of the barriers they face in career advancement. Another study showed

that when women use counter-stereotypical influence techniques in the

workplace, the resulting backlash could affect their career advancement

prospects (Rudman & Phelan, 2008); however, political skill has also been

found to have a moderating effect on this relationship (Shaughnessy et al.,

2011). Shaughnessy et al. (2011) surveyed 338 subordinate employees and

their supervisors from two US retail chains. Pairing data on measures of

ingratiation, assertiveness, political skill, supervisor liking and promoteability,

they found that subordinates with higher levels of political skill received

significantly higher supervisor liking ratings (.52, $p < .05$). The effectiveness of

the influencing behaviour was gender dependent; however, the supervisor liking

ratings for women who used ingratiation were significantly more positive for

women high in political skill compared to women low in political skill (1.08, $p <$

.05). These results provide further evidence that political skill may be positively

correlated to performance ratings (which in turn leads to career advancement)

and also indicate that political skill could help women to overcome barriers

contributing to the gender gap such as gender schemata and associated

gender role expectations.

To date, it appears that only one study has specifically focused on the

relationship between political skill, gender and career advancement (the factors

considered in the present study and displayed in Figure 1). Watkins and Smith

(2014) had 140 female lawyers from a variety of law firms across the US

complete the PSI and answer questions about their level of authority and whether their firms were male-dominated (i.e., firms in which most or all senior positions were held by males).  The results showed that women in male-dominated organisations were significantly less likely to be in a position of authority (B = -1.99, SE = .72, β = .67, t = -2.77, p < .01).  However, women with high levels of political skill were significantly more likely to occupy positions of authority in male-dominated organisations than women with low levels of political skill (B = .24, SE = .12, β = .67, t = 1.94, p < .05).  The limitations of this study included a self-report survey design, the common method bias associated with self-report survey and that the direction of causality could not be confirmed (i.e., it is not known whether the women were successful because they demonstrated political skill or whether they developed political skill because they were in positions of authority).  However, the findings did suggest that political skill may support women in overcoming barriers affecting their career advancement.  If the results of this research hold in the present study, it is expected that manager judgements of career advancement will be significantly higher for women with higher levels of political skill when compared to women with lower levels of political skill.

The findings of the aforementioned studies suggest that political skill may help overcome barriers to women's career advancement.  However, interestingly, there is also evidence that effective leaders may use political skill tactics to a similar degree, regardless of gender (Wilburn & Campbell, 2013).  Wilburn and Campbell (2013) compared the political skill of 200 male and female managers.  Participants were asked to state the political skill tactics they used. It was found that the ranked order of political skill tactics was the same across both genders; however, females reported using each of the four political

skill tactics more than males.  The finding that females reported using political

skill does not support the idea that political skill (or lack thereof) is a factor

attributing to the workplace gender gap; however, it should be noted that

participants in this study already held management level positions

(approximately 59% of the participants held middle-management roles and 41%

held upper-management roles).  Thus, it may be that women who are

successful in 'breaking the glass ceiling' and hold middle and upper level

management positions have greater levels of political skill compared to other

women and their political skill is a factor contributing to their success.  It may

also be possible that if gender differences in political skill do exist they dissipate

at senior role levels and females that have successfully broken the 'glass

ceiling' used their political skill to be appointed to these roles.  Notably, this

study used 360-degree feedback rather than single-source data, a strength that

sets this study apart from many of the other studies reviewed.  However, one

limitation of this study was the sample; the participants were sourced from their

attendance at one of three different Creative Leadership Council development

programmes, including a women's leadership programme.  Thus, it is also

possible that attendance at these courses affected the ratings in the study.

## 2.7 The Four Dimensions of Political Skill

This section explores the four dimensions of political skill (i.e.,

interpersonal influence, networking ability, social astuteness and apparent

sincerity) (see Figure 1).  Notably, the majority of the previously discussed

research on political skill has focused on the construct as an overall composite;

however, factor analyses have shown that while these four dimensions are

interrelated, they are also adequately distinguishable (Ferris et al., 2005). Ferris

et al. (2008) noted that depending on the research topic, researchers may use

the political skill construct as a whole or specific dimensions of the construct.

Researchers such as Todd et al. (2009) have highlighted the benefits of

dimension level analyses.  Thus, while all four dimensions were included in the

present study, only two dimensions were manipulated (i.e., interpersonal

influence and networking ability) (see Figure 1).  These two dimensions were

selected based on their relevance to the research topic and prevalence in the

literature on gender at work (Davidson & Cooper, 1992; Linehan & Scullion,

2008; Shaughnessy et al. 2011; Westphal & Milton, 2000).

**2.7.1 Interpersonal influence.**

According to Ferris et al. (2005), individual's high in interpersonal

influence are able to advance their careers by using their charismatic

interpersonal style to engage and influence others.  Further, such individuals

are highly adaptive and can adapt their behaviour to different contexts and

situations in the workplace.  Theoretically, this adaptable style ensures a

tailored approach that is likely to be well received by others.  Further, individuals

with high levels of interpersonal influence have a powerful impact on those

around them, which supports in the achievement of desired behavioural

changes in others (Munyon et al., 2015).

Researchers had argued that as organisations shift from more traditional

authoritative and top-down styles of communication to more collaborative and

persuasive styles of communication that are heavily reliant upon the

engagement of others, interpersonal influence will become increasingly

important in achieving organisational objectives (Groysberg & Slind, 2012).  To

be effective in organisational environments today, individuals may need to

demonstrate interpersonal influence that enables them to get others 'on board'

by gaining their trust and engaging with others on much deeper levels (Braddy & Campbell, 2014).

Interpersonal influence was chosen as a focus of the present study (see Figure 1), as a number of research findings have linked female influence attempts and how others receive these attempts to the gender gap (i.e., Shaughnessy et al., 2011; Westphal & Milton, 2000).  Research has shown that gender schemata or role expectations may act as a barrier to women's influence attempts (Bem, 1981).  Further, as women are often the minority in the upper echelons of organisations, they may be viewed as out-group members and have less influence than their in-group male colleagues (Tajfel & Turners, 1986).  Similarly, in a study of 564 directors of companies listed on the US Forbes 500 index, Westphal and Milton (2000) found that women holding director roles were significantly less likely than men to exert influence in group decision making.  However, they also found that if women developed sufficient networks and could draw from their previous experiences as minority leaders, they could overcome these barriers. Further, Westphal and Milton (2000) found that women could bring unique perspectives to boards; however, women were likely to need political skill to develop networks and place themselves in a position to gain the required experience, which in turn could help them to overcome these barriers.

Interpersonal influence informs the gender debate, as the aforementioned traditional gender schemata, including deeply ingrained expectations about how women and man should behave, can affect women's attempts to influence others in the workplace (Bem, 1981). This was illustrated in a study of US retail staff by Shaughnessy et al. (2011) who found that a woman's influence behaviour was constrained by gender role expectations.

Specifically, they found that for a woman's influence attempt to be successful it had to reflect traditional gender schemata (i.e., the expected behaviour of women) otherwise the woman was at risk of 'backlash', which is a penalty that can take the form of impacting someone's favourability, reward or promotional prospects (Rudman & Fairchild, 2004).

Similarly, Perrewé and Nelson (2004) noted that women who were assertive in the workplace were often perceived as aggressive, as assertiveness was counter-stereotypical to the traditional gender schemata. Being at risk of backlash ultimately had a detrimental effect on women's ability to advance their careers. Thus, the backlash women receive when they attempt to influence others in a manner that is counter-stereotypical to their gender could be a significant barrier to career advancement; however, as outlined above, research indicates that women with high levels of political skill may be able to minimise backlash (Shaughnessy et al., 2011).

### 2.7.2 Networking ability.

Researchers have argued that networking ability is an essential skill for career advancement, it theoretically allows individuals to exchange information, learn tactical knowledge, collaborate and build alliances, gain visibility, create and leverage opportunities and access support in the workplace (Crampton & Mishra, 1999; Garavan, Hogan & Cahir-O'Donnell, 2003). Effective networking involves more than building large networks of contacts and acquaintances. Thomas (1992) argued that useful networks are about quality rather than quantity and those with high levels of networking ability build high quality, strategic networks that support them in creating and taking advantage of opportunities. Further, individuals with high levels of networking ability find it easy to build rapport with others, are effective at developing beneficial coalitions

and alliances in the workplace and can construct strategic networks that place them in a position to achieve their objectives (Ferris et al., 2005).  Ultimately, networking ability allows individuals to advance in the workplace.

Todd et al. (2009) investigated the importance of each of the four political skill dimensions in relation to career advancement and found that networking ability had the strongest relationship with the three measures of career advancement commonly attributed to the gender gap (i.e., total compensation ($B = .20$, $p < .05$), total promotions ($B = .23$, $p < .01$) and perceived external mobility ($B = .23$, $p < .01$)).  Thus, it is essential that women aspiring to advance in their careers acquire networking skills.

Networking ability was selected as a focus for the present study (see Figure 1), as many researchers have argued that access to networks is not equitable between men and women (Davidson & Cooper, 1992; Linehan & Scullion, 2008; Perrewé, & Nelson, 2004).  The existence of the 'old boy's clubs' (i.e., informal networks of men) has traditionally resulted in women being excluded from many networking opportunities.  Davidson and Cooper (1992) argued that the existence of these informal male networks is a primary reason that women have struggled to progress into management roles. Linehan and Scullion (2008) conducted a qualitative study on mentoring and networking, interviewing 50 female senior managers based in the United Kingdom and Europe from companies listed in the Fortune 500 and Marketing Guide to Ireland.  They found that the 'old boy's clubs' were still prevalent in organisations today. Their study was limited by a small sample; however, interestingly, all 50 of the participants interviewed highlighted the existence of informal male networks within their organisations.  These informal networks often met at sporting events, bars or clubs that women felt they were excluded

from joining.  This is not surprising, as networking commonly often operates covertly and is dependent on informal interactions (Munyon et al., 2015).  The informal nature of networks within organisations could make it difficult to instigate change and a foster a culture that is more inclusive of women. Further, as these networks are unofficial and often meet outside the workplace, they often cannot be governed by organisational policies.  Thus, it appears that exclusion from informal networks may be a key barrier to the career advancement of women.

Linehan and Scullion's (2008) study also identified further barriers to women's networking; that is, family and home commitments. The women interviewed reported that family and home commitments acted as a further barrier to breaking into informal networks, as they were more limited than their male peers in their ability to network outside of hours.  These findings echoed the arguments of Perrewé and Nelson (2004) who argued that traditional gender schema may make it difficult for women to join informal networks, as it is more acceptable for men to trade off family for work than women.  Further women still report a total workload, including home chores and professional commitments, of 78 hours per week on average whereas men report a total workload of 68 hours (Perrewé & Nelson, 2004).  Due to their workloads, women may have little time left for informal networking and experience a 'double-whammy', as both a lack of inclusion and access to informal networks may create significant barriers to their career advancement.  However, as mentioned above, research has found that developing quality networks and gaining the support of influential people can assist women to overcome barriers to career advancement (Shaughnessy et al., 2011).

If the aforementioned research on interpersonal influence and networking ability is found to be correct in the present study, it is expected that women with higher levels of interpersonal influence and networking ability will receive significantly higher career advancement judgements from managers than women with lower levels of interpersonal influence and networking ability.

**2.7.3  Social astuteness.**

Ferris et al. (2005) contended that individuals who are socially astute are keen observers of others and demonstrate understanding of their own feelings and those of others, can 'read' social situations, accurately interpret the behaviours of others and identify subtle differences or changes in social situations.  Individuals with high levels of social astuteness may be self-confident, but they are also self-aware; thus, their confidence is unlikely to be perceived as arrogance (Ferris et al., 2005).  Theoretically, socially astute individuals understand others' behaviours and drivers and are aware of the impact that their behaviour has on others (Munyon et al., 2015).  Further, this ability to understand others means that individuals who are socially astute may know just the 'right thing to say' and which actions to take to successfully influence others.

In demonstrating social astuteness, individuals are likely to be seen as trusting and reputable within their immediate teams and the organisation, they will also be able to maintain a positive reputation while achieving their objectives (Braddy & Campbell, 2014).  Thus, it is not surprising that during their initial validation of the PSI, Ferris et al. (2005) reported that social astuteness was the strongest predictor of managerial performance ratings.  Despite being an important element of the political skill construct, social astuteness was not selected as a focus of the present study (see Figure 1), as the literature review

revealed that it was less relevant in the gender gap debate than interpersonal influence and networking ability.

**2.7.4 Apparent sincerity.**

The fourth political skill dimension is apparent sincerity.  According to Ferris et al. (2005) individuals who demonstrate apparent sincerity present as being forthright, are perceived as being sincere, authentic and open and inspire trust and confidence in those around them.  This dimension is a particularly important element of political skill as without it, the other three dimensions of interpersonal influence, networking ability and social astuteness risk being perceived as manipulative or fake.  Perceived intentions have a major effect on how behaviour is interpreted.  Thus, individuals with high levels of apparent sincerity are likely to be trusted by others and inspire confidence regardless of their actual intentions. Perceptions are formed based on how behaviours are executed. Thus, an individual with high apparent sincerity should be able to modify how others perceive their intentions (Munyon et al., 2015).

A number issues have been identified in relation to the reliability of measuring apparent sincerity through self-report measures such as the PSI. Ferris et al. (2005) noted that the PSI taps into an individual's intention to be sincere rather than their perceived sincerity (two very different things). Similarly, in a 2008 study, Ferris et al. found that apparent sincerity failed to predict work outcomes and again noted that it was a problematic dimension within the construct of political skill.  The literature review revealed that this dimension has also been deemed less relevant to the gender gap debate than interpersonal influence and networking ability.  Accordingly, this problematic measure was not selected as a focus for this present study (see Figure 1).

## 2.8 Limitations and Gaps within Existing Political Skill

## Research

Political skill is a relatively young, but promising construct, as such there

is a great deal of scope for further research.  As highlighted throughout the

literature review, a number of limitations and gaps exist within the political skill

literature.  The present study sought to overcome many of these limitations and

gaps.  For example, a number of the aforementioned studies have relied heavily

on single-source, self-reported survey data to determine the relationship

between political skill and career advancement outcomes.  Consequently, there

is scope to broaden the methodologies used in researching the political skill

construct.  Further, a number of researchers have noted that the vast majority of

studies examining the political skill construct have demonstrated an

overreliance on self-reported data (Ferris et al., 2008; Munyon et al., 2005).

This is problematic given its propensity to various biases.

A further limitation of previous political skill research, particularly in

relation to a number of the aforementioned studies, relates to the samples used.

For practicality, the samples of previous studies have frequently comprised

either university students, alumni or attendees at various management courses.

To overcome these limitations, the present study used a policy-capturing

methodology that captured the decision making process of subject matter

experts.  The subject matter experts were experienced managers with a variety

of educational, work and industry experience.  These managers were asked to

utilise their subject matter expertise (i.e., their extensive workplace managerial

experience) to make judgements on the career advancement of employees.

A number of gaps were also identified in the existing literature.  As stated

above, it appears that thus far only one study has focused on the combined

topic of gender, political skill and career advancement (Watkins & Smith, 2014). A growing body of research has provided evidence of a positive relationship between political skill and career advancement (Douglas & Ammeter, 2004; Harris, Harris, & Wheeler, 2009; Todd, Watkins & Smith, 2014); however, the role of gender in this relationship is less well known.  The literature review suggested that further investigations on this combined topic are required.

Additionally, very few studies have investigated the political skill construct from a New Zealand and Australian perspective.  It is important to determine whether any cultural differences exist. Compared to the US where the vast majority of political skill research has been based, the gender gap is less pronounced in New Zealand and Australia (McKinsey & Company, 2007). It appears that this study was the first study to examine political skill and gender in Oceania and explore the political skill construct using a policy-capturing methodology.

## 2.9 Policy-Capturing Methodology

The present study sought to add to the existing body of research by determining the effect that an employee's gender, level of interpersonal influence and networking ability had on their career advancement.  A policy-capturing approach was adopted.  Policy-capturing refers to the use of a within-subjects design to determine the importance of specific variables in decision making (Karren & Barringer, 2002).  This approach enables determinations to be made in relation to how managers use information about an individual's gender, level of interpersonal influence and networking ability to make decisions on their career advancement prospects, including the likelihood of promotion and pay increases and their likelihood of proactively seeking career advancement.  This methodology has been used extensively in management

and organisational research to assess decision making on a range of topics,

including performance, international mobility, recruitment and promotion (Cable

& Judge, 1994; Ones & Viswesvaran, 1999; Sherer, Schwab, & Heneman,

1987; Zhou & Martocchio).

# Chapter 3: Method

## 3.1 Research Approach

A number of researchers have expressed a preference for policy-capturing methods rather than the self-reporting methods that have predominantly been used in political skill research (Arnold & Feldman, 1981; Judge & Bretz, 1992).  Policy-capturing was selected for the present study to overcome some of the abovementioned limitations found in previous research on political skill.  As previously mentioned, existing research has relied heavily on self-report surveys that have a tendency to overestimate the importance of certain variables (Zedeck, 1977) and are prone to various biases, including the social desirability bias (Arnold & Feldman, 1981).  Policy capturing minimises the risk of social desirability bias, as it indirectly assesses the importance of the independent variables.

Further, policy-capturing allows for the experimental manipulation of the independent variables as well as all independent variables to be included in each scenario (Karren & Barringer, 2002).  Thus, this method allowed managers participating in the study to make overall judgements based on a number of attributes and ensured that the scenarios were more reflective of the actual decision making engaged in by managers within organisations while still allowing an experimental design to be maintained.  This was important, as previous research has shown that managers consider a number of different factors (rather than a single factor) when making decisions related to career outcomes (Elliot & Meeker, 1986). Specifically, in the present study the methodology allowed the variables of employee gender and political skill level to be manipulated to determine the effect of these variables (both when combined and independently) on career advancement (see Figure 1).

## 3.2 Sample

The research was open to individuals in management roles in Australia or New Zealand.  For the purpose of the study, a 'management role' was defined as having line-management responsibility for at least one direct report.  A sample of managers from Australia ($n = 72$) and New Zealand ($n = 29$) (i.e., a total of $N = 101$) participated in the research.  These subject matter experts came from a diverse range of industry sectors, including professional, scientific, technical, administration and support services ($n = 26$), financial and insurance services ($n = 15$) and wholesale trade ($n = 10$).  Of the sample, 43% of the participants worked in small organisations (of less than 100 employees), 30% in medium-sized organisations (of 101 to 1,000 employees) and the remaining 27% worked in large organisations (of more than 1,001 employees).

The subject matter experts came from at least 56 different organisations.  Thirty subject matter experts chose not to disclose the first and last letter of their organisation's name.  A small number of organisational clusters were identified: four subject matter experts came from one organisation, three from another organisation, eight organisations had two subject matter experts each and the remaining 33 organisations had just one subject matter expert.

The sample comprised an almost equal split of males ($n = 48$) and females ($n = 52$); one subject matter expert chose not to disclose his/her gender.  The largest proportion of the sample fell within the 25–34 year old age range ($n = 41$), followed by the 35–44 year old range ($n = 28$), the 55–64 year old range ($n = 11$) and the 45–54 year old range ($n = 9$).

On average, the subject matter experts had 18 years' work experience (SD = 11.9) and 8.3 years' managerial experience (SD = 8.4).  In relation to the level of management, the largest proportion of the sample was currently

responsible for managing individual contributors ($n = 37$), followed by those

responsible for managing a division or department ($n = 29$).  Further, of the

sample, the largest proportion ($n = 40$) held a Bachelor degree, followed by a

postgraduate diploma or degree ($n = 28$) and tertiary certificate or diploma ($n = 19$).

The managerial experience reported provided satisfactory evidence of

the samples' subject matter expertise.  Thus, the sample was deemed to be

well qualified to make judgements on the career advancement prospects of

employees. The sample was also satisfactorily diverse in relation age, gender

and human capital (e.g., industry sector and organisation, role level and

educational achievements).

The subject matter experts provided their informed consent to take part

in the research.  All the data collected were kept secure and treated as being

strictly confidential.  The identifying data, collected so that participants could be

provided with a summary of the research findings and entered into a prize draw,

was collected in a separate survey to the policy-capturing survey.  As per the

ethical guidelines, this information was stored separately from the core survey

data and could only be accessed by a university support person.  The two

surveys (i.e., the policy-capturing survey and the identifying data survey) are set

out in Appendices A and B.

## 3.3 Measures

A policy-capturing survey was created to determine the relative

importance of each of the independent variables (i.e., employee gender,

interpersonal influence and networking ability) on the career advancement

prospects of employees (see Figure 1).  An orthogonal design was used in

which the three independent variables were crossed, resulting in a total of eight

($2^2$) scenarios to represent all the possible combinations of the independent

variables. An orthogonal design is considered best practice when using a

policy-capturing methodology, as it allows for the independent assessment of

each of the independent variables on the dependent variable, enabling details

of the relative importance of each of the independent variables to be captured.

(Karren & Barringer, 2002). Further, the methodology also avoids the risk of

sampling bias, as all possible combinations are presented to each participant

rather than only a selection (Karren & Barringer, 2002).

The scenarios comprised the annual performance appraisals results of a

number of fictitious employees. Cues were included within each annual

appraisal that signified the binary levels for the three independent variables: (i)

employee gender (male or female); (ii) interpersonal influence (high or low); and

(iii) networking ability (i.e., high or low) (see Figure 1).

Employee gender was signified by fictitious employee names. An even

number of common male and female names were selected at random from the

New Zealand Department of Internal Affairs list of the 100 most popular names

from 1954 to 2014 (Department of Internal Affairs, 2014). A backup cue for

employee gender was signified by the use of personal pronouns in the

questions following each scenario (e.g., 'How would you rate *his* chances of

receiving a promotion' (emphasis added)). The cues for interpersonal influence

and networking ability were included within the appraisal as competencies that

the fictitious employee had been evaluated against. The subject matter experts

were provided with the dimension definitions adapted from Ferris et al. (2005) of

interpersonal influence and networking ability to ensure that they had a sound

understanding of the dimensions (see Appendix A).

In their best practice guidelines for policy capturing, Karren and Barringer (2002) stressed the importance of realism and contended that if a scenario is not realistic the results may be biased and have poor external validity.  For this reason, in the pilot study, experienced managers and human resource professionals were consulted in the design of a common annual performance appraisal template and care was taken to ensure the template was as realistic as possible within the experimental parameters (e.g., by using subtle signals to indicate employee gender rather than overtly stating whether the employee was male or female, as doing so would not have met the best practice appraisals of New Zealand and Australian organisations).

The scenarios (i.e., annual performance appraisals) began with a section entitled 'Employee Detail Section' (see Appendix A).  This section contained the fictitious employee's name (i.e., a cue for gender), employee ID (i.e., a filler item, generated at random), their tenure, the number of years they had had their role and their number of direct reports (i.e., filler items). The filler items of tenure, number of years' experience and number of direct reports were held constant across the scenarios, as previous research has shown that an individual's tenure and role responsibilities are likely to affect judgements related to salary and promotion prospects (Judge & Bretz, 1994).  The next section of the template detailed the fictitious employee's overall results. These results were also held constant across scenarios, as they were not a focus of the study.

The final section of the template contained the 'Performance Ratings Against Competencies' of the fictitious employees, including the two remaining independent variables: interpersonal influence and networking ability.  A total of six competencies were displayed in this section: interpersonal influence and

networking ability (i.e., the independent variables), social astuteness and

apparent sincerity (i.e., the remaining two dimensions of political skill included

as control variables) and delivering results and effective communication (i.e.,

the filler variables).  A decision was made to include a total of six competencies

rather than only two independent variables to enhance realism, as the

managers and human resource professionals consulted during the design

phase considered it standard practice for employees to be evaluated against at

least six competencies in annual performance appraisals.  The competencies

were presented in a fixed order to mimic 'real life' performance appraisals that

present competencies in the same order for each individual reviewed.

As per Karren and Barringer's (2002) best practice policy-capturing

guidelines, the independent variables (i.e., interpersonal influence and

networking ability) were presented with either a high (i.e., 8/10) or low (i.e.,

3/10) score, the other four competencies (i.e., the control and filler variables)

were presented as mid-range scores (i.e., 5/10 or 6/10) (Karren & Barringer,

2002).  This was done to adequately distinguish the independent variables from

the control and filler variables.

To further enhance the realism of the scenarios, the mid-range filler and

control variables were displayed as either a 5/10 or 6/10 score rather than being

held constant, as holding these variables constant could have appeared

obvious after a few scenarios and would be unlikely to occur in 'real life'. Thus,

(without losing control of the experimental design), two versions of each

scenario were created with two 5/10 scores and two 6/10 scores and these

scores were assigned to different competencies across the two versions (see 'a'

and 'b' of Appendix A).  Thus, each participant was presented one of two

possible variations at random, being exposed to only one version of each

scenario.  Consequently, participants saw greater variance across the scores (i.e., rather than constantly seeing control and filler competency scores of 5/10, the scores varied between 5/10 and 6/10), as it was decided that this was more closely aligned to differences a manager would be likely to see in real appraisals.  From a design perspective, it also meant that control could be maintained of the experimental manipulation by ensuring that each scenario was always presented with two 5/10 and two 6/10 scores in addition to the independent variables.  The scenarios themselves were presented at random to mitigate any potential order effects.

Following the presentation of each scenario, a series of six questions was asked.  These questions were designed specifically for this study and measured perceived career advancement prospects, including questions on salary and promotion, as well as likelihood of proactively seeking career advancement (e.g., 'How would you rate his/her chances of receiving a pay rise?', 'How would you rate his/her chances of receiving a promotion?' and 'How likely is it that he/she will proactively ask for a pay rise?').  Responses were recorded on a five-point Likert scale (1 = extremely unlikely and 5 = extremely likely).

Next, a series of questions was asked directed at capturing demographic information, including age, gender, qualification level, country of residence (i.e., New Zealand or Australia), number of years of work and managerial experience, position level, industry sector, size of organisation and income. Statistics New Zealand classifications were utilised (Statistics New Zealand 2013; Statistics New Zealand 2014).  Additionally, the subject matter experts were asked to answer questions in relation to their own pay rises and promotional experiences (e.g., 'Have you received a pay rise in the past two

years?' and 'Have you received a promotion or formal increase in responsibility while working for your current employer?').

The final section of the survey contained the 18-item ($a$ = .93) PSI (Ferris et al., 2005) to assess the subject matter experts' own levels of political skill. A self-report survey, the PSI consists of four sub-scales: (i) interpersonal influence (e.g., 'It is easy for me to develop good rapport with most people'); (ii) networking ability (e.g., 'I spend a lot of time at work developing connections with others'); (iii) social astuteness (e.g., 'I have good intuition or savvy about how to present myself to others'); and (iv) apparent sincerity (e.g., 'It is important that people believe I am sincere in what I say and do'). Responses were recorded on a seven-point Likert scale (1 = strongly disagree and 7 = strongly agree). PSI scores for each sub-scale were added up and divided by the number of items to obtain an average score. An average score for this inventory is 4.0 (i.e., neutral); higher scores indicate a higher level of political skill in the specified dimension. The alpha reliability of the factor correlations has been reported as follows: four item interpersonal influence dimension $a$ = .78; six item networking ability dimension $a$ = .87; five item social astuteness dimension $a$ = .79; and there item apparent sincerity $a$ = .81 (Ferris et al., 2005).

The Qualtrics online survey platform was used to host the survey and collect the data. Once data collection was completed, the dataset was downloaded from Qualtrics to SPSS Version 21, which was subsequently used to analyse the data.

## 3.4 Procedure

Following the initial review of the literature, the policy-capturing survey was designed and ethics approval sought from the Massey University Human

Ethics Committee.  Once approval had been granted, piloting of the survey commenced.

Ten subject matter experts with human resources and/or management experience completed the pilot survey and provided feedback.  Pilot studies are important in any design process, but especially so for policy capturing. Karren and Barringer (2002) stated that involving knowledgeable individuals in the creation of scenarios enhances realism and in turn the validity of the research. The feedback obtained from the pilot study revealed that a small number of changes needed to be made to increase realism and comprehension. Importantly, feedback indicated it was necessary to limit the total number of scenarios to reduce fatigue or tedium, which was setting in upon reaching the eighth scenario.  This issue was a key consideration as research states that the minimum ratio of scenarios to factors (i.e., categorical predictor variables) in a policy-capturing study should be 5:1 (Cooksey, 1996).  However, Karren and Barringer (2002) noted that the ratio of scenarios requires a delicate balancing act and if the number of scenarios creates stress, boredom or fatigue it can be highly detrimental to reliability.  For the present study, increasing the number of scenarios could have also hindered validity, as the chance of receiving so many reviews with similar ratings would be slim in most organisational contexts.  After considering the risks to reliability and validity, a decision was made to limit the number of scenarios to eight (i.e., just below a 3:1 ratio).  Further, in light of the feedback on fatigue, the order of presentation was randomised to exclude the risk of order effects.

Following the pilot study, the survey was finalised and data collection began.  The subject matter experts were recruited during a two-month period using the researchers' network. A number of approaches were undertaken,

including emails to acquaintances, colleagues and clients, sharing the link on social media (i.e., LinkedIn and Facebook) and snowballing (whereby subject matter experts were encouraged to pass the survey onto other managers). Given the recruitment method adopted and the associated risk of statistical nesting, subject matter experts were asked to include the first and last letter of their organisations name within the survey to monitor the sample and avoid statistical nesting, while preserving confidentiality.

In completing the survey, the subject matter experts were asked to draw on the full scope of their extensive management experience to evaluate the career advancement prospects of the eight fictitious employees portrayed in the annual performance appraisal scenarios. It is important to note that the subject matter experts were asked to draw on all their experiences rather than only their experience at their current organisation.

The subject matter experts were instructed to review the annual performance appraisal results for the employees and answer a number of questions in relation their career advancement prospects and their likelihood of proactively seeking career advancement. The subject matter experts were also told that the employees held similar management roles in a large organisation and had similar credentials in relation to the length of time they had been employed at the organisation and the number of employees they managed.

The subject matter experts were also provided with contextual information (i.e., that the organisation conducted performance appraisals for all employees on an annual basis and the appraisal included scoring employees against a number of competencies that were important contributors to success within that organisation). Finally, the instructions noted that in a typical workplace environment the subject matter experts would have access to other

information before having to make such decisions; however, for the purpose of the exercise they were asked to base their decisions only on the information provided.  It was also reiterated that there were no right or wrong answers.

At the end of each scenario, the subject matter experts were asked to make a series of six judgements on the employee's career advancement prospects, including their likelihood of pay rise, promotion and the likelihood that the employee would proactively seek advancement.  Following the policy-capturing scenarios, the subject matter experts were presented with a series of questions to capture their demographic information and assess their level of political skill.

Surveys were completed online via the Qualtrics survey platform and took the subject matter experts a mean time of 19 minutes to complete.  In thanks for their time, the subject matter experts were provided with an opportunity to enter into a draw to win a $250 voucher and asked to indicate if they would like to be provided with a summary of the research findings upon completion of the study.

# Chapter 4:  Results

The data analysis involved three core stages: First, data reduction, second regression analysis and third univariate analysis of covariance (ANCOVA). During the second and third stages, an experimental design was used that included both within-subjects (i.e., the political skill level and gender of the fictitious employees contained within the annual performance appraisal scenarios) and between-subjects (i.e., the attributes of the subject matter experts, including gender, years of work experience, age and level of political skill) components.  In relation to the within-subjects components, a policy-capturing methodology was used whereby the three independent variables (i.e., employee gender, level of interpersonal influence and level of networking ability contained within the annual performance appraisal) were crossed to enable the relative effect of each on the dependent variable (i.e., career advancement judged by the subject matter experts) to be assessed.

Each of the independent variables (i.e., employee gender, level of interpersonal influence and level of networking ability) was binary, resulting in a total of eight ($2^2$) scenarios representing all possible combinations of the independent variables.  The between-subjects component allowed for the assessment of differences among the subject matter experts based on individual attributes (i.e., position, education level, total years' work experience and years of managerial experience, gender, age and level of political skill).  As outlined further below, these subject matter expert attributes were included in the analysis as covariates.  The subject matter expert numbers were included as a random effects variable to allow and control for possible clustering effects (i.e., a level two variable) (Ones & Viswesvaran, 1999).

## 4.1 Data Reduction

### 4.1.1 Exploratory factor analysis.

Prior to conducting the exploratory factor analysis (EFA), the Kaisen-Meyer-Olkin Measure of Sampling Adequacy (Kaiser, 1974) and Bartlett's test of sphericity (Bartlett, 1954) were performed to ensure that the sample was appropriate for factor analysis.  Kaiser (1974) recommended accepting values above .50 and stated that values between .70 and .80 were good.  Principal Axis Factoring was selected as the extraction method, as this study sought to understand the shared variance in the items (Field, 2005).  Direct Oblimin rotation method (with Kaiser Normalisation) was used, as there was an expectation that any factors within the career advancement measure would be correlated and previous research has suggested that there could be inter-correlations between the four PSI dimensions (Ferris et al., 2005).  The correlation constant (delta) for the rotation was set at zero. Thus, while some correlation was permitted, high correlation was not allowed (Field, 2005).

Items with an absolute value of less than .30 were suppressed.  Low loading and cross-loading items were removed where necessary and a re-run of the EFA undertaken.  Finally, internal consistency for the factor solution (Alpha coefficient) was calculated to ensure the consistency of the measure.  Cronbach's (1951) guideline was used; Cronbach's Alpha scores above .70 indicate a reliable scale.

### 4.1.2 Career advancement measure exploratory factor analysis.

First, the factorability of the six-item measure designed to measure career advancement was examined.  The Kaiser-Meyer-Olkin measure of sampling adequacy value was found to be .80.  The Bartlett's test of sphericity (that indicates whether there is a relationship between variables) was highly

significant ($p < .001$).  The results of these tests suggested that factor analysis was appropriate for the sample.

An examination of the scree-plot highlighted two factors with eigenvalues greater than one.  The first factor explained 65.75% of the variance and the second factor explained 17.08% of the variance, resulting in a cumulative explained variance of 82.84% (see Table 1).

All items had a satisfactory factor loading, with the lowest being .54 (see Table 1).  The communality values were also satisfactory as per Kaiser's (1974) criteria that state that with a sample of more than 250, the communality score can be averaged and an average score greater than .60 is satisfactory.  The average score calculated for this measure was .695 against a sample of $N = 808$ (i.e., 101 managers who answered each question eight times).

As displayed in Table 1, factor one was labelled 'prospects' as the four items related to an employee's career advancement prospects (i.e., increasing salary or level of seniority) and factor two was labelled 'proactive' as the two items related to the likelihood that an employee would proactively seek career advancement (i.e., ask for an increase in salary or seniority). Reliability analyses were run on each of the two factors to ensure the consistency of the measure. Cronbach's alpha coefficients were above the recommended .70 level for both factors and thus satisfactory (Cronbach, 1951).  Cronbach's Alpha and mean scores for each factor are displayed in Table 1.

Composite scores were created for the two factors (i.e., prospects and proactive) and an average was calculated by adding up the items that had their primary loading on each factor and dividing the sum by the total number of items (see Table 1).  Higher scores indicated greater career advancement prospects or a greater likelihood of proactively seeking career advancement.

Overall, the results of the EFA indicated that two distinct factors (i.e., prospects and proactive) underlay the career advancement measure.  The factors were interrelated; however, they were adequately distinguishable and had excellent levels of internal consistency.

Table 1

*Factor Loadings, Communalities, Eigenvalues, Descriptive Statistics and Cronbach's Alpha Values Based on a Principle Axis Factoring with Oblimin Rotation for the Measure Developed for Career Advancement (N = 808)*

| Item | Factor | | Communality |
|---|---|---|---|
| | 1. Prospects | 2. Proactive | |
| How would you rate his/her chances of receiving a promotion? | .933 | | .722 |
| How would you rate his/her chances of being provided with a greater level of responsibility? | .942 | | .748 |
| How would you rate his/her chances of receiving a pay rise? | .836 | | .666 |
| How would you rate his/her chances of being offered a more senior position at another organisation? | .536 | | .449 |
| How likely is it that he/she will proactively ask for a pay rise? | | .907 | .795 |
| How likely is it that he will proactively ask for a promotion? | | .958 | .779 |
| Eigenvalue | 3.945 | 1.025 | |
| Percentage of variance explained | 65.754 | 17.083 | |
| Cronbach's Alpha | .895 | .936 | |
| Mean item score (SD) | 2.923 (.887) | 3.230 (.980) | |

**4.1.3 Political skill inventory exploratory factor analysis.**

The factorability of the 18-item PSI was then examined.  The Kaiser-Meyer-Olkin measure of sampling adequacy value was .79.  The Bartlett's test of sphericity, (that indicates whether there is a relationship between variables) was highly significant ($p < .001$).  The results of these tests indicated that factor analysis was appropriate for the sample.

An examination of the scree-plot revealed five factors with an eigenvalue greater than one.  The first factor explained 31.88% of the variance, the second factor 14.18%, the third factor 10.68%, the fourth factor 7.49% and the fifth factor 5.94%.  Thus, there was a cumulative explained variance of 70.16%.  However, a four factor solution was selected that explained 64.22% of the variance because of its previous theoretical support (Ferris et al., 2005) and the low number of items (i.e., two) loading onto the fifth factor.

The analysis was then re-run with a fixed number of four factors and one item (i.e., 'I am able to communicate easily and effectively with others') was eliminated because it had a low primary loading of .392 on factor four that could not adequately be differentiated from its cross-loading of .363 on factor one.

A Principle Axis Factoring analysis was then re-run with the remaining 17 items using a Direct Oblimin rotation. All 17 items had a factor loading of at least .40 with the lowest being on the 'I always seem to instinctively know the right things to say or do to influence others' item (see Table 2).  Only two items had a cross-loading greater than .30; however, as the primary and cross-loadings for these items were adequately distinguishable, these items were retained.  The 'I have developed a large network of colleagues and associates at work whom I can call on for support when I really need to get things done' item had a primary loading of -.664 on factor two and a cross-loading of -.364

on factor three. While the 'I have good intuition or "savvy" about how to present

myself to others' item had a primary loading of .520 on factor four and a cross-

loading of .326 on factor one.

Table 2

*Factor loadings, Communalities, Eigenvalues, Descriptive Statistics and*

*Cronbach's Alpha Values Based on a Principle Axis Factoring with Oblimin*

*Rotation (N = 101)*

| Item | Factor | | | | Communality |
|---|---|---|---|---|---|
| | 1. Interpersonal Influence | 2. Networking Ability | 3. Apparent Sincerity | 4. Social Astuteness | |
| I am good at getting people to like me | .669 | | | | .645 |
| I am able to make most people feel comfortable and at ease around me | .752 | | | | .722 |
| It is easy for me to develop good rapport with most people | .762 | | | | .590 |
| I am good at building relationships with influential people at work | | -.623 | | | .640 |
| I spend a lot of time at work developing connections with others | | -.640 | | | .549 |
| I have developed a large network of colleagues and associates at work who I can call on for support when I | | -.664 | -.364 | | .611 |

| | | | | |
|---|---|---|---|---|
| really need to get things done | | | | |
| I spend a lot of time and effort at work networking with others | -.691 | | | .588 |
| At work, I know a lot of important people and am well-connected | -.707 | | | .562 |
| I am good at using my connections and network to make things happen at work | -.752 | | | .610 |
| I try to show a genuine interest in other people | | -.694 | | .580 |
| When communicating with others, I try to be genuine in what I say and do | | -.710 | | .579 |
| It is important that people believe I am sincere in what I say and do | | -.753 | | .595 |
| I always seem to instinctively know the right things to say or do to influence others | | | .416 | .383 |
| I have good intuition and am "savvy" about how to present myself to others | .326 | | .520 | .511 |
| I understand people very well | | | .669 | .465 |
| I am particularly good at sensing the motivations and hidden agendas of others | | | .723 | .456 |

| | | | | | |
|---|---|---|---|---|---|
| I pay close attention to people's facial expressions | | | | .805 | .494 |
| Eigenvalue | 5.385 | 2.454 | 1.979 | 1.340 | |
| % of Variance | 31.677 | 14.433 | 11.287 | 7.881 | |
| Cronbach's Alpha | .849 | .848 | .810 | .781 | |
| Mean (SD) | 5.801 (.814) | 5.202 (.889) | 6.074 (.829) | 5.518 (.733) | |

The four dimensions of interpersonal influence, networking ability, apparent sincerity and social astuteness proposed by Ferris et al. (2005) fitted the extracted factors with the 17 retained items.  The four factors explained 65.28% of the variance (see Table 2).

Internal consistency for each of the four scales was then examined using Cronbach's Alpha.  Cronbach's Alphas, eigenvalues and the percentage of variance for each factor are set out in Table 2.  Alpha values were well over the recommended .7 level across all four factors (Cronbach, 1951).  No increase in alpha could have been achieved by eliminating more items.

Composite scores were then created for each of the four factors based on the mean of the items that had their primary loadings on each factor.  Higher scores indicated greater levels of political skill across each of the four dimensions.  The means and standard deviations of these composite scores are set out in Table 2.

Overall, the EFA indicated four correlated yet distinct underlying factors for the PSI. Thus, the original factor structure of Ferris et al. (2005) was established except in relation to one item (i.e., 'I am able to communicate easily and effectively with others') that was eliminated.

## 4.2 Multiple Regression Analysis

A multiple regression analysis was then conducted to explore the way that the subject matter experts used information about an employee's gender, level of interpersonal influence and level of networking ability, as detailed in the annual performance appraisals, to make predictions about the employee's career advancement prospects and the likelihood that the employee would proactively seek career advancement.

Policy-capturing studies are specifically interested in the 'policy' or system that subject matter experts use to make judgements. Thus, rather than calculating an overall regression equation for the entire sample, separate regression equations were conducted for each subject matter expert and the average reported (Ones & Viswesvaran, 1999). By regressing the subject matter expert's judgements on the independent variables, the 'policy' they used to make predictions on career advancement could then be inferred.

The present study adopted the approach of Ones and Viswesvaran (1999); that is, two separate regression equations were conducted for each subject matter expert, corresponding to the two dependent variable factors ascertained during the EFA (i.e., prospects and proactive). Thus, a total of 196 regression equations were run (three subject matter experts were removed due to incomplete data (i.e., $N = 98$). A meta-analysis (i.e., a mean standardised beta weight) was then undertaken to calculate the mean regression weights and standard deviation across the sample (Ones & Viswesvaran, 1999).

The three binary independent variables were coded as follows: gender of employee (1 = male, 2 = female), interpersonal influence level of employee (1 = low interpersonal influence, 2 = high interpersonal influence) and networking ability of employee (1 = low networking ability, 2 = high networking ability). Due

to power considerations in each regression, covariates were not computed at this stage (Draper & Smith, 1998).

**4.2.1 Career advancement prospects.**

The mean standardised regression weights for the subject matter experts' judgements of employee career advancement prospects are set out in Table 3.  These standardised regression weights reflect the relative importance of each of the independent variables (i.e., employee gender, level of interpersonal influence and networking ability) on subject matter experts' judgements of employee career advancement prospects (Ones & Viswesvaran, 1999).  The mean adjusted $r^2$ was high at .616, indicating that 61.60% of the total variance in judgements of career advancement prospects could be explained by the three independent variables.  However, this relatively high score could also indicate that a regression model was 'over-fitting' on some occasions across the 196 regressions (Draper & Smith, 1998).

As the results in Table 3 illustrate, the subject matter experts on average placed the most emphasis on interpersonal influence (mean standardised coefficient = .552, 50% of the coefficients were statistically significant) and networking ability (mean standardised coefficient = .544, 50% of the coefficients were statistically significant) and significantly less emphasis was placed on employee gender (mean standardised coefficient = -.020, 11.2% of the coefficients were statistically significant) (Zedeck, 1977). Whilst marginal, the direction of the employee gender relationship was negative, indicating that the subject matter experts had a slight tendency to evaluate males employees more favourably than female employees.

Table 3

*Meta-analysis of the Standardised Regression Weights for Career*

*Advancement Prospects*

| Independent Variable | Mean Adjusted $r^2$ | Mean Standardised Coefficient (Beta) | Observed SD | Percentage Statistically Significant |
|---|---|---|---|---|
| Employee Gender | | -.020 | .333 | 11.224 |
| Interpersonal Influence | .616 | .552 | .241 | 50 |
| Networking Ability | | .544 | .214 | 50 |

Note: This table was based on the responses of 98 subject matter experts (three were removed due to incomplete data) each evaluating eight fictitious employees (i.e., a total of 784 judgements). The mean adjusted $r^2$ equals the mean variance that can be explained by the independent variables across the sample. The mean standardised coefficient indicates the relative importance of the independent variables on career advancement prospects. Observed SD refers to the observed standard deviation in the adjusted regression weights across the sample. The percentage statistically significant is the percentage of the statistically significant coefficients at the $p < .05$, $p < .01$ and $p < .001$ levels.

## 4.2.2 Proactive career advancement.

The meta-analytically obtained mean standardised regression weights for

the subject matter experts' judgements on an employee's likelihood of

proactively seeking career advancement are set out in Table 4. These

standardised regression weights reflect the relative importance of each of the

independent variables (i.e., employee gender, level of interpersonal influence

and networking ability) on subject matter experts' judgements of the employees'

annual performance appraisal results. The mean adjusted $r^2$ was again

relatively high at .485, indicating that 48.5% of the total variance in the

managers' judgements could be explained by the three independent variables.

Again, this relatively high score could indicate that the model was 'over-fitting' (Draper & Smith, 1998).

As the results in Table 4 show, subject matter experts placed the most emphasis on networking ability (mean standardised coefficient = .438, 34.7% of the coefficients were statistically significant) and interpersonal influence (mean standardised coefficient = .399, 30.6% of the coefficients were statistically significant) and significantly less emphasis on employee gender (mean standardised coefficient = -.125, 14.3% of the coefficients were statistically significant). Similar to the results for the career advancement prospects factor, the direction of the employee gender relationship was negative, indicating a tendency to rate male employees more favourably than female employees. However, in this case, in relation to being proactive, there was a clearer advantage awarded to male employees compared to female employees.

Table 4

*Meta-analysis of the Standardised Regression Weights for Proactive Career Advancement*

| Independent Variable | Mean Adjusted $r^2$ | Mean Standardised Coefficient (Beta) | Observed SD | Percentage Statistically Significant |
|---|---|---|---|---|
| Employee Gender | | -.125 | .359 | 14.286 |
| Interpersonal Influence | .616 | .399 | .363 | 30.612 |
| Networking Ability | | .438 | .283 | 34.694 |

Note: This table is based on the responses of 98 subject matter experts (three were removed due to incomplete data) each evaluating eight fictitious employees (i.e., a total of 784 judgements). The mean adjusted $r^2$ equals the mean variance that can be explained by the independent variables across the sample. The mean standardised coefficient indicates the relative importance of the independent

variables on career advancement prospects.  Observed SD refers to the observed standard deviation in the adjusted regression weights across the sample.  The percentage statistically significant is the percentage of statistically significant coefficients at the $p < .05$, $p < .01$ and $p < .001$ levels.


The sample of subject matter experts used for the regression analysis ($N = 98$) was small; however, compared to other types of experimental design, in policy-capturing studies the sample size has a secondary role.  The repeated measures design of policy-capturing studies enables more statistical power (Zedeck, 1977).  Thus, the power of the analysis was not based on the number of subject matter experts, but the number of scenarios on which each subject matter expert made judgements (Karren & Barringer, 2002).  Accordingly, the number of scenarios completed by each subject matter expert acted as the sample size for the regression analysis.

As discussed in Chapter 3, to ensure the realism of the scenarios and mitigate the risk of participant fatigue, the present study used a lower than recommended scenario-to-independent variable ratio (i.e., just under 3:1 rather than the recommended 5:1 minimum) (Karren & Barringer, 2002).  As the power of the regression analysis for a policy-capturing study is based on the number of scenarios completed by each subject matter expert, the number of scenarios used in the present study (i.e., eight) placed it at risk of being underpowered for the regression analysis.  A further potential problem with the regression analysis was the risk of 'over-fitting'.  The mean adjusted $r^2$ values were relatively high (i.e., $r^2 = .616$), indicating that they may be inflated due to 'over-fitting' (Draper & Smith, 1998).  Given these risks and following the approach taken by Zhou and Martocchio (2001) a further stage of analysis (i.e., a univariate analysis of covariance) was undertaken.

## 4.3 Analysis of Covariance

A three-way *univariate* ANCOVA was completed for each of the two career advancement factors (i.e., prospects and proactive).  For each analysis, the three independent variables (i.e., employee gender, level of interpersonal influence and networking ability) were entered as fixed factors, the subject matter experts' attributes (outlined below) were entered as covariates and subject matter expert numbers were entered as a random effect. Rather than combining the career advancement factors and using a multivariate analysis (MANCOVA), a univariate ANCOVA was run to allow the random effect of subject matter expert number to be included in the analysis.  Thus, this study adopted the approach of Webster and Trevino (1995) and added the subject matter expert number as a random effect to examine any random effects that could be attributed to the subject matter experts.  The analysis was run and any covariates that were non-significant removed to increase the statistical power of the analysis (Zhou & Martocchio, 2001).  Pearson's correlation was used to determine the direction of any significant covariate relationships.  Estimated marginal means and standard deviations were used to determine the effects of the independent variables.

The three binary independent variables were coded as follows: employee gender (1 = male, 2 = female), interpersonal influence (1 = low, 2 = high) and networking ability (1 = low, 2 = high).  The subject matter experts attributes that were included as covariates were coded as follows: subject matter experts' gender  (1 = male, 2 = female), qualification level (1 = less than high school certificate, 2 = high school certificate, 3 = tertiary certificate or diploma, 4 = Bachelor's degree, 5 = post graduate diploma or degree, 6 = doctorate degree), country of residence (New Zealand = 1, Australia = 2), age (1 = 18–24, 2 = 25–

34, 3 = 35–44, 4 = 45–54, 5 = 55–64, 6 = 65–74, 7 = 74+), level of position (1 =

individual contributor, 2 = managing individual contributors, 3 = managing

managers, 4 = managing a department, 5 = managing an organisation), total

years of work experience (in years using ordinal number), total managerial

experience (in years using ordinal number) and subject matter experts' level of

the four political skill factors (i.e., interpersonal influence, networking ability,

social astuteness and apparent sincerity). Composite scores were created

following the EFA and the median splits were each coded (1 = low, 2 = high).

### 4.3.1 Career Advancement Prospects.

The initial ANCOVA showed that the random effect of subject matter

experts' numbers was non-significant ($p$ = .242).  As shown in Table 5, the

findings for five of the 11 subject matter expert attribute covariates were

statistically significant: management level ($F$ (1, 751) = 6.704, $p$ = .010, $\eta_P^2$ =

.009), level of networking ability ($F$ (1, 751) = 6.886, $p$ = .009, $\eta_P^2$ = .009), level

of apparent sincerity ($F$ (1, 751) = 13.547, $p$ < .001, $\eta_P^2$ = .018), age ($F$ (1, 751)

= 21.456, $p$ < .001, $\eta_P^2$ = .028) and years of work experience ($F$ (1, 751) =

4.101, $p$ = .043, $\eta_P^2$ = .005).  However, while these findings were statistically

significant, the $\eta_P^2$ revealed effect sizes that were very small (Cohen, 1994).

Table 5

*Initial Three-way Univariate Analysis of Covariance Results and Effect Sizes of*

*the Covariates on Subject Matter Expert Judgements of Employee Career*

*Advancement Prospects*

|  | Test Statistic | |
| --- | --- | --- |
| Covariate (Subject matter expert) | F | $\eta_P^2$ |
| SME Gender | 1.478 | .224 |
| SME Qualification Level | 4.866 | .028 |
| SME Country of Residence | .045 | .832 |
| SME Management Level | 6.704** | .010 |
| SME Political Skill—Interpersonal Influence | .132 | .000 |
| SME Political Skill—Networking Ability | 6.886** | .009 |
| SME Political Skill —Social Astuteness | .012 | .000 |
| SME Political Skill—Apparent Sincerity | 13.547*** | .018 |
| SME Age | 21.456*** | .028 |
| SME Years of Work Experience | 4.101* | .005 |
| SME Years of Managerial Experience | .498 | .001 |

Note:  *$p < .05$, **$p < .01$, ***$p < .001$. *SME* = Subject Matter Expert.

Next, to increase the statistical power of the ANCOVA, the analysis was

re-run removing the six non-significant covariates.  The results of the follow-up

ANCOVA are displayed in Table 6.

Table 6

*Three-way Univariate Analysis of Covariance Results, Effect Size and*

*Pearson's Correlation Values for the Covariates on Subject Matter Expert*

*Judgements of Employee Career Advancement Prospects (Removing Non-*

*Significant Covariates)*

| Covariates (Subject matter expert attributes) | Test Statistic | | |
| --- | --- | --- | --- |
| | F | $\eta_P^2$ | R |
| SME Management Level | 4.337* | .006 | -.082 |
| SME Political Skill—Networking Ability | 9.795** | .013 | -.145 |
| SME Political Skill—Apparent Sincerity | 12.607*** | .016 | -.118 |
| SME Age | 20.604*** | .026 | -.043 |
| SME Years of Work Experience | 21.507*** | .027 | .042 |

Note:  *$p < .05$, **$p < .01$, ***$p < .001$. SME = Subject Matter Expert.

As shown in Table 6, statistically significant effects were revealed for the

five subject matter expert covariates: management level ($F(1, 765) = 4.337$, $p =$

.038, $\eta_P^2 = .006$), level of networking ability ($F(1, 765) = 9.795$, $p = .002$, $\eta_P^2 =$

.013), level of apparent sincerity ($F(1, 765) = 12.607$, $p < .001$, $\eta_P^2 = .016$), age

($F(1, 765) = 20.640$, $p < .001$, $\eta_P^2 = .026$) and years of work experience ($F(1,$

$765) = 21.507$, $p < .001$, $\eta_P^2 = .027$).

Pearson's correlation was used to determine the direction of the

relationship.  As shown in Table 6, the results revealed negative relationships

for four of the five covariates; that is, as subject matter experts' management

level, networking ability, apparent sincerity and age increased their career

advancement prospect judgements for employees decreased (i.e., they became

harsher).  Conversely, as subject matter experts' total years of work experience

increased so too did subject matter experts' judgements of employees' career

advancement prospects.

Table 7

*Three-way Univariate Analysis of Covariance Results and Effect Sizes for the*

*Three Binary Independent Variables (Employee Gender, Interpersonal Influence*

*and Networking Ability) on Career Advancement Prospects (Controlling for*

*Significant Covariates)*

| Independent Variables (Employee attributes) | Test Statistic | |
|---|---|---|
| | F | $\eta_P^2$ |
| Employee Gender | 1.482 | .002 |
| Employee Political Skill—Interpersonal Influence | 236.180*** | .236 |
| Employee Political Skill—Networking Ability | 218.024*** | .222 |

Note:  *$p < .05$, **$p < .01$, ***$p < .001$.

As shown in Table 7, two of the three independent variables (i.e.,

interpersonal influence ($F(1, 765) = 236.180$, $p < .001$, $\eta_P^2 = .236$) and

networking ability ($F(1, 765) = 218.024$, $p < .001$, $\eta_P^2 = .222$)) had a significant

effect on subject matter experts' judgements of employees' career

advancement prospects.  The effect of employee gender ($F(1, 765) = 1.482$, $p =$

.225, $\eta_P^2 = .002$) and all of the interactions were non-significant ($p > .493$).  The

results of this analysis can be interpreted with the aid of Table 8 that sets out

estimated marginal mean values.

Table 8

*Estimated Marginal Means and Standard Deviations for Subject Matter Experts'*

*Judgements of Employees' Career Advancement Prospects for the Three*

*Crossed, Binary Independent Variable Conditions of Employee Gender,*

*Interpersonal Influence and Networking Ability (Controlling for Significant*

*Covariates)*

|  | Networking Ability (High) | Networking Ability (Low) |
|---|---|---|
| Interpersonal Influence (High) | 3.704 (.809) Male | 2.953 (.727) Male |
|  | 3.616 (.714) Female | 2.925 (.726) Female |
|  | 3.670 (.762) Total | 2.939 (.725) Total |
| Interpersonal Influence (Low) | 2.961 (.701) Male | 2.175 (.605) Male |
|  | 2.858 (.685) Female | 2.166 (.662) Female |
|  | 2.906 (.759) Total | 2.171 (.632) Total |

Note: Career advancement prospect judgements were made on a five-point scale (1
= extremely unlikely; 5 = extremely likely, the mid-point = 3.  Thus, the higher the
mean, the better the employees' career advancement prospects.


As expected, the estimated marginal means and standard deviations

revealed that the subject matter experts' judgements were the highest for the

high networking ability and high interpersonal influence condition (Estimated

Marginal Mean = 3.670, *SD* = .762), followed by the high interpersonal influence

and low networking ability condition (Estimated Marginal Mean = 2.939, *SD* =

.725), the high networking ability and low interpersonal influence condition

(Estimated Marginal Mean = 2.906, SD = .759) and, finally, the low networking

ability and low interpersonal influence condition (Estimated Marginal Mean =

2.171, *SD* = .632) (see Table 8). It was not statistically significant, however, on

average the subject matter experts judged male employees more favourably

than female employees across each of the four conditions (see Table 8).

**4.3.2 Proactive Career Advancement.**

The initial ANCOVA revealed the random effect of subject matter experts'
number was non-significant (p = .325). However, as shown in Table 9, there
were statistically significant findings for two of the 11 subject matter experts'
attribute covariates: age (F (1, 755) = 7.114, p = .008, ηP2 = .009) and years of
work experience (F (1, 755) = 9.554, p = .002, ηP2 = .012). These findings were
statistically significant, however, the effect sizes were very small (Cohen, 1994).

Table 9

*Initial Three-Way Univariate Analysis of Covariance Results and Effect Sizes of
the Covariates on Subject Matter Expert Judgements of Employee's Likelihood
of Proactively Seeking Career Advancement*

| Covariate (Subject matter expert) | Test Statistic | |
|---|---|---|
| | F | $\eta_P^2$ |
| SME Gender | 2.022 | .003 |
| SME Qualification Level | .029 | .000 |
| SME Country of Residence | 1.296 | .002 |
| SME Management Level | .114 | .000 |
| SME Political Skill—Interpersonal Influence | .021 | .000 |
| SME Political Skill—Networking Ability | 3.422 | .005 |
| SME Political Skill—Social Astuteness | .000 | .000 |
| SME Political Skill—Apparent Sincerity | .162 | .000 |
| SME Age | 7.114** | .009 |
| SME Years of Work Experience | 9.554** | .012 |
| SME Years of Managerial Experience | 1.048 | .001 |

Note:  *p < .05, **p < .01, ***p < .001. SME = Subject Matter Expert.

Next, to increase the statistical power of the ANCOVA, the analysis was re-run removing the six non-significant covariates.  The results of the follow-up ANCOVA are set out in Table 10.

Table 10

*Three-Way Univariate Analysis of Covariance Results, Effect Size and Pearson's Correlation Values for the Covariates on Subject Matter Experts' Judgements of Employees' Likelihood of Proactively Seeking Career Advancement (Removing Non-Significant Covariates)*

| Covariates (Subject matter expert attributes) | Test Statistic | | |
| --- | --- | --- | --- |
| | F | $\eta_P^2$ | R |
| SME Age | 10.545** | .013 | -.002 |
| SME Years of Work Experience | 20.669*** | .026 | .091 |

Note: *$p$ < .05, **$p$ < .01, ***$p$ < .001. SME = Subject Matter Expert.

As shown in Table 10, statistically significant effects were revealed for the two subject matter expert covariates (i.e., age ($F$ (1, 788) = 10.545, $p$ = .001, $\eta_P^2$ = .013) and years of work experience ($F$ (1, 788) = 20.669, $p$ < .001, $\eta_P^2$ = .026)).

Pearson's correlation was used to determine the direction of the relationship.  The results revealed that as the subject matter experts' ages increased, their judgements of an employee's likelihood of proactively seeking career advancement decreased (i.e., they became harsher with age). Conversely, as subject matter experts' years of work experience increased so too did their judgements of employees' likelihood of proactively seeking career

advancement.  This was similar to the pattern found for career advancement

prospects judgements.

Table 11

*Three-Way Univariate Analysis of Covariance Results and Sizes for the Three*

*Binary Independent Variables (Employee Gender, Interpersonal Influence and*

*Networking Ability) on Judgements of Employees' Likelihood of Proactively*

*Seeking Career Advancement (Controlling for Significant Covariates)*

| Independent Variables (Employee attributes) | Test Statistic | |
| --- | --- | --- |
| | F | $\eta_P^2$ |
| Employee Gender | 23.643*** | .029 |
| Employee Political Skill—Interpersonal Influence | 146.792*** | .157 |
| Employee Political Skill—Networking Ability | 165.630*** | .174 |

Note:  $*p < .05, **p < .01, ***p < .001.$

Highly significant results were found in relation to all three independent

variables (see Table 11).  Employee's gender (F(1, 788) = 23.633, $p < .001$, $\eta_P^2$

= .029),  interpersonal influence (F(1, 788) = 146.792, $p < .001$, $\eta_P^2 = .157$) and

networking ability (F(1, 788) = 165.630, $p < .001$, $\eta_P^2 = .174$) all had a highly

significant effect on the subject matter experts' judgements of employees'

likelihood of proactively seeking career advancement.  All of the interactions

were non-significant ($p > .435$).  The results of this analysis can be interpreted

with the aid of Table 12 that sets out the estimated marginal mean values.

Table 12

*Estimated Marginal Means and Standard Deviations for Managers' Judgements*

*on an Employee's Likelihood of Proactively Seeking Career Advancement for*

*the Three Crossed Independent Variable Conditions (Employee Gender,*

*Interpersonal Influence and Networking Ability) (Controlling for the Significant*

*Covariates)*

|  | Networking Ability (high) | Networking Ability (low) |
|---|---|---|
| Interpersonal Influence (High) | 4.071 (.642) Male | 3.355 (.823) Male |
|  | 3.810 (.688) Female | 3.100 (.813) Female |
|  | 3.940 (.677) Total | 3.228 (.826) Total |
| Interpersonal Influence (low) | 3.380 (.847) Male | 2.690 (.855) Male |
|  | 3.162 (.955) Female | 2.300 (.942) Female |
|  | 3.271 (.906) Total | 2.495 (.918) Total |

Note: Judgements for the likelihood of proactively seeking career advancement were made on a five-point scale (1 = extremely unlikely; 5 = extremely likely). Thus, the higher the mean, the more likely the employee was judged to proactively seek career advancement.

As expected, the estimated marginal means and standard deviations

revealed that the subject matter experts' judgements were the highest for the

high networking ability and high interpersonal influence condition (Estimated

Marginal Mean = 3.940, SD = .677), followed by the high networking ability and

low interpersonal influence condition (Estimated Marginal Mean = 3.271, SD =

.906), the high interpersonal influence and low networking ability condition

(Estimated Marginal Mean = 3.228, *SD* = .826) and, finally, the low networking

ability and low interpersonal influence condition (Estimated Marginal Mean =

2.495, *SD* = .918) (see Table 12).

The subject matter experts judged male employees as being significantly more likely to proactively seek career advancement than female employees across each of the four conditions (see Table 12).

## 4.4 Revised Model of Gender, Political Skill and Career Advancement

The model proposed in Figure 1 was revised based on the results of the data analysis to reflect the relationship between an employee's gender, their level of interpersonal influence and networking ability and their career advancement prospects as well as likelihood of proactively seeking career advancement.   This is depicted in Figure 2 (below).
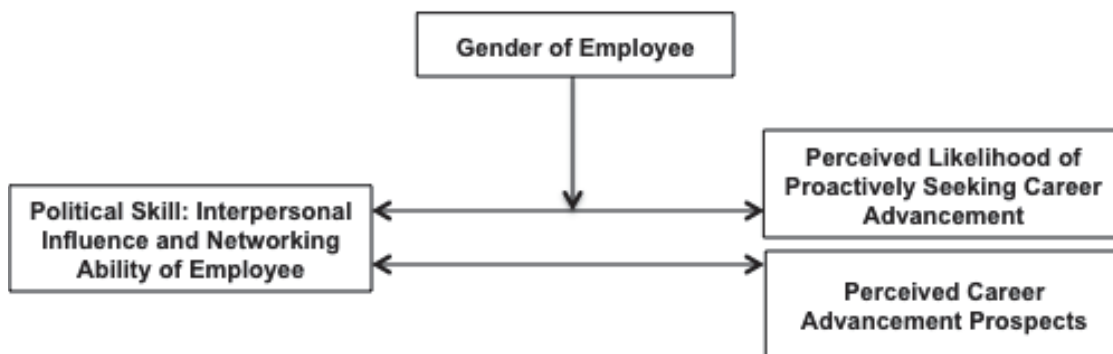


*Figure 2.* Revised model of the relationship between an employee's gender, level of political skill and career advancement.

# Chapter 5: Conclusions and Discussion

This study used a policy-capturing methodology to examine the process in which experienced managers (i.e., subject matter experts) considered employee factors (i.e., employee gender, level of interpersonal influence and networking ability) when making decisions about employees' career advancement prospects and the likelihood that these employees would proactively seek career advancement.  The purpose of the research was to determine how an employee's gender and level of political skill combined to influence their career advancement.

## 5.1 Summary of Findings

The results showed that when making decisions about an employee's career advancement prospects (i.e., their likelihood of receiving a pay rise or promotion) experienced managers place the most weight on an employee's level of interpersonal influence, closely followed by their level of networking ability.  There was no significant difference in the evaluation of male and female employees in relation to this factor. Thus, it was shown that when the political skill levels of male and female employees were the same, experienced managers evaluated their career advancement prospects similarly.

Regardless of gender, employees with high levels of interpersonal influence and networking ability were evaluated significantly more favourably than employees with lower levels of interpersonal influence and networking ability.  Employees with lower levels of both interpersonal influence and networking ability were evaluated as having the lowest career advancement prospects overall.

No significant intercept was found between an employee's level of political skill and gender; thus, these factors do not appear to combine to affect an employee's career advancement prospects.

The results also showed a couple of manager attributes had a minor influence on the way in which experienced managers made judgements about an employee's career advancement prospects.  Generally, as a manager's level of authority increased (e.g., from line manager to middle manager to divisional manager), their evaluations of employee's became harsher.  Similarly, as managers' ages and levels of political skill (i.e., networking ability and apparent sincerity) increased, their evaluations of employees' career advancement prospects became harsher.  This indicates a relationship between a manager's power within an organisation, whereby as their power (i.e., authority increased, their evaluations of employees became harsher.  However, conversely, it was also found that as a manager's total number of years of work experience (i.e., overall experience rather than managerial experience) increased, they evaluated employees' career advancement prospects more favourably.

When it comes to making decisions about an employee's likelihood of proactively seeking career advancement (i.e., proactively asking for a pay rise or promotion) experienced manager's place the most weight on an employee's level of networking ability, followed by their level of interpersonal influence and gender.  Male employees were judged by the subject matter experts as being significantly more likely than female employees to proactively seek career advancement.  Thus, even when levels of political skill were identical, female employees were viewed as being less likely to proactively seek career advancement than their male colleagues.

Overall, employees with high levels of networking ability and interpersonal influence were judged the most likely to proactively seek career advancement, followed by employees with high networking ability and low interpersonal influence, then employees with high interpersonal influence and low networking ability and, finally, employees with low levels of interpersonal influence and low networking ability.

Again, no significant intercept was found between the factors. Thus, the idea that there was a combining influence between political skill and gender was not supported.

The results showed that a limited number of manager attributes have a marginal effect on the way in which experienced managers make judgements about an employees' likelihood to seek career advancement. Similar to career advancement prospects, age was a contributing factor, as older managers showed a tendency to judge employees as being less likely to proactively seek career advancement. Further, years of overall work experience was also a factor, as managers who had more overall work experience judged employees more favourably.

## 5.2 Theoretical Implications

The results of this study are consistent with a number of theories and the findings of previous research studies (see Chapter 2). The findings showing the emphasis experienced managers place on the political skill dimensions of interpersonal influence and networking ability when making decisions about career advancement, adds to the existing body of literature on political skill and supports the positive correlation between an employee's level of political skill and career advancement. As expected, an employee's level of political skill was a significant contributor to manager's judgements of both employees'

career advancement prospects and their likelihood of proactively seeking career advancement.  Regardless of gender, employees with high levels of political skill were judged significantly more likely to advance in their careers and proactively seek career advancement than employees with lower levels of political skill.

The finding that female employees were judged as being significantly less likely than male employees to proactively seek career advancement (i.e., by asking for a pay rise or promotion) is in line with Bem's gender schema theory (1981).  The gender schema theory was tested in the present study by comparing the ratings the subject matter experts gave to male and female employees with the same credentials.  Under the gender schema theory, male employees were considered more likely to proactively ask for pay rises and promotions than female employees, regardless of their credentials. Thus, this finding suggests that traditional gender schemata may still be prevalent in the workplace and supports the view that males are perceived as being assertive while females are perceived as being agreeable.  However, it was unclear whether the judgements arose from managers own gender schemata (i.e., perceptions of how men and women should or should not behave in the workplace) or whether managers used their previous experience of women's behaviour in the workplace to make judgements (i.e., as a result of the gender schema of the women that managers have been exposed to previously).  It could be that either managers' gender schema or the schema of the women they have worked with in the past (or a combination of both) contributed to their judgements.  In any event, the findings of this study provide clear evidence supporting gender schema theory.

This research also supported Ferris, Frink and Galang's (1993) idea that a 'political skill deficiency' could prevent women from progressing in the workplace.  Further, the findings are in-line with the previous research findings on interpersonal influence and networking ability explored in chapter 2 which suggest that utilising interpersonal influence and networking ability may help women overcome the barriers they face to career advancement (Crampton & Mishra, 1999; Garavan, Hogan & Cahir-O'Donnell, 2003; Shaughnessy et al., 2011; Westphal & Milton, 2000).  Findings showed that women with higher levels of political skill were judged significantly more likely to advance and proactively seek advancement in their careers, than women with lower levels political skill.  The research findings also showed that if political skill levels were equal then male and female employees were judged as being equally likely to advance their careers.  Political skill may therefore be a critical skill for females with career aspirations to 'break the glass ceiling'.

Conversely, Tajfel and Turner's (1986) social identity theory was not supported by the findings of this study.  Their theory suggested that managers would judge employees of their own gender more favourably than employees of the opposite gender, as employees of their own gender would be viewed as in-group members and employees' of the opposite gender would be viewed as out-group members.  However, the influence of managers' gender on judgements of an employee's career advancement prospects and likelihood of proactively seeking career advancement was found to be non-significant. Notably, this study showed that if male and female employees' political skill levels were perceived as being equal, managers judged these employees as equally likely to advance, regardless of the gender of the employee or manager.

## 5.3 Limitations of Research

This study makes a significant contribution to the existing literature on political skill and gender in the workplace.  This appears to have been the first study to use a policy-capturing methodology to investigate the relationship between an employees' gender, level of political skill and career advancement.  Adding to the existing body of research, this methodology showed that compared to more commonly used self-report measures (prone to social desirability bias), policy-capturing indirectly asks subject matter experts to make judgements on the crossed independent variable factors, which in turn enables inferences to be made in relation to the importance of each of these factors in their decision making processes (Arnold & Feldman, 1981).  Thus, the experimental design showed the relative importance of the independent variable factors when all employees' other credentials (that could ordinarily affect such decisions) were controlled and provided a clearer picture of how such decisions are made.

Whilst the study contributed to the existing body of literature, there are three key limitations that should be noted to help direct future research.  The first issue relates to the design of the fictitious annual performance appraisal scenarios.  It appears that managers' judgements of employees were influenced by the high scores (8/10) and low scores (3/10) awarded for interpersonal influence and networking ability as all the other ratings of employees displayed in the fictitious annual performance appraisal results were in the mid-range and had the same overall rating.  The scores for interpersonal influence and networking ability were the only scores that changed dramatically from high (8/10) to low (3/10).  The decision to vary the scores in this way was made based on the best practice policy-capturing guidelines of Karren and Barringer

(2002); however, it is possible that some managers may have simply relied on the higher or lower scores to guide their judgements rather than considering the competency definitions associated with the scores.  Thus, if this study were to be replicated a number of qualitative questions should be added following the evaluation of scenarios asking managers about the process they used to make judgements and which pieces of information within the scenarios they used to make their decisions and why.  Responses to these questions could reveal whether managers used the scores or the underlying meanings attributed to those scores to make decisions.

A second limitation of the present study was its sample size.  Due to time and budget constraints, data collection was closed after a few months and the sourcing of 101 subject matter experts (a marginal number accepted for statistical significance).  Thus, caution must be exercised when applying the findings of this study to other populations.  It would be beneficial to increase the sample size if the study was replicated, perhaps by offering subject matter experts an incentive for participating or extending the data collection period and recruitment methods.

A third limitation of the study is that it did not include context of role type within the scenarios (i.e., managers were not informed of the role specifics, business unit or industry sector of the fictitious employees). The meta-analysis of Bing et al. (2011) discussed in chapter 2 showed that the importance of political skill varies depending on the interpersonal and social requirements of an organisational environment (i.e., it is dependent on context). Many organisations are transitioning to more dynamic structures whereby political skill is essential; however, this change may not be occurring across all organisations.  Thus, caution must be exercised before applying a 'one size fits

all' approach in relation to the importance of political skill, as its importance may be context dependent.  Future research in this field should add details of roles and organisational context to the scenarios so that subject matter experts' can ascertain the importance of social and relationship factors.

## 5.4 Practical Implications

In relation to the gender gap debate, the findings of this study are promising, as they show that the issue can be addressed.  The findings suggest that targeted workplace training is required for female employees and the managers who evaluate them.  The results showed that when political skill levels were the same, managers judged male and female employees to have equal career advancement prospects.  Thus, political skill is an important skill for both male and female employees wishing to advance in their careers.

Positively, political skill has both dispositional and developmental influences (Munyon et al., 2015).  Thus, it is possible to develop political skill through targeted training programmes, experiential learning and structured mentor programmes (Blass, Brouer, Perrewé, & Ferris, 2007; Ferris & Judge, 1991).  Organisations should implement targeted training programmes for women, especially organisations that are male-dominated or have a gender disparity in leadership.  Women should be encouraged to participate in such programmes and need to be 'sold the benefits'.  As Perrewé and Nelson (2004) noted, women often view organisational politics with distaste, prefer to let their work speak for itself and hold a belief that if they are sufficiently competent they will be rewarded with career advancement.  However, as this study showed, women will be disadvantaged if they do not proactively seek and even fight for career advancement, as their male colleagues do.

This research showed that women are judged as being significantly less likely to assertively ask for pay rises or promotions than their male colleagues. Thus, a practical recommendation is that women should participate in assertiveness skill training.  Assertiveness is an essential skill, but research suggests that women are less assertive than men and that lack of assertiveness is a likely contributor to the gender gap (i.e., Shaughnessy et al., 2011; Westphal & Milton, 2000). Training programmes should teach assertiveness in an experiential way, provide women with opportunities to practice having the difficult conversations needed to realise career advancement, including proactively asking for pay rises or promotions.

Further, it appears that the experienced managers in this study may have made their judgements using a combination of their previous experiences and by relying upon their own subconscious gender schemata.  Thus, unconscious bias training should be provided to managers responsible for making decisions about employees' career advancements.  It may be unrealistic to attempt to change deeply imbedded gender schemata through training; however, educating individuals in relation to unconscious biases could create awareness, lead managers to question their own judgements and those of others and enable them to understand the rationale behind their judgements.

The preliminary evidence provided by this research should encourage organisations to implement targeted intervention programmes (e.g., training and mentoring for women) to expedite the rate of change at which the gender gap is closing.

## 5.5 Conclusion

Overall, the results of this study indicate that while an employee's gender and level of political skill do not combine to influence career advancement, both

factors are important independent contributors to an employee's career

advancement (see Figure 2). Specifically, an employee's level of political skill

(measured using the dimensions of interpersonal influence and networking

ability) is the strongest contributor to both an employee's career advancement

prospects and the likelihood that they will proactively seek career advancement.

Thus, it can be concluded that political skill is indeed critical to an employee's

career advancement.

Employee gender is a strong contributor to an employees' likelihood of

proactively seeking career advancement, with female employees judged

significantly less likely to proactively seek career progression than their male

colleagues. This finding provides a strong indication that to help close the

workplace gender gap women aspiring to leadership need to receive targeted

training and mentoring. This will support them in becoming more assertive in

proactively asking for pay rises and promotions as their male colleagues do.

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# Appendix A: Research Survey

**Participant Information Sheet**

Welcome and thank you for your interest in this research study. My name is Kate Maroulis and I am a Master's degree student studying Organisational Psychology at Massey University. The following information sheet aims to provide you with a brief introduction to my research and details of the requirements should you decide to take part.

**Research Background**

This research aims to explore how individuals manage their careers and investigate some of the individual differences that influence career advancement in today's organisations. I am looking for individuals in people management roles to participate in this research. For the purpose of this study, people managers are defined as those with direct line-management responsibility for at least one individual. Participants also need to be over 18 years of age and currently employed within New Zealand or Australia.

This research is being conducted to meet the requirements of a Master's degree under the supervision of Professor Stuart Carr. This project has been reviewed and approved by the Massey University Human Ethics Committee (Northern), application 15/020.

**What does Participation Involve?**

Participation involves completing the following online questionnaire. You will be asked to leverage your experience as a manager to evaluate the career advancement prospects of four fictitious individuals, as well as

share some anonymous information about yourself and your own career experiences. The questionnaire will take approximately 15 minutes. Completion of the survey implies your consent to participate in this research.

**Data Management**

The information you provide within the questionnaire is secure and strictly confidential. The results of this study will be published in a Master's thesis and may also be presented at scientific conferences or within a peer reviewed journal. All outcomes will be presented in aggregated group format only. Individual identifiers will not be utilised. Once the research is complete all participants will have the opportunity to be emailed a summary of the findings.

**What happens if I decide to participate?**

You are under no obligation to accept this invitation to take part in this study. However, if you decide to participate, you have the right to:

- Decline to answer any particular question within the questionnaire

- Withdraw from the study at any point in time whilst completing the questionnaire

- Ask questions about the research and associated procedures (unless answering these questions will interfere with the study's outcome)

- Provide information on the understanding that your name and the name of the organisation you work for will remain confidential

**Are there any risks or benefits of Participation?**

There are no substantial risks to participation in this study. However, during the questionnaire, you will be asked to reflect on your own career experiences. If you experience any discomfort and would like to end your participation in the study, please feel free to do so at any stage. In relation to benefits, upon completion of the study you can receive a summary report of the research findings, so there is opportunity to learn more about this topic. To thank you for your time you will also have the opportunity to go into a draw to win a $250 voucher (your choice of Westfields, Coles/Myer, Woolworths, Countdown or Farmers).

If you have any questions or queries regarding this project, please do not hesitate to contact the researcher or supervisor:

**Researcher**

Kate Maroulis

School of Psychology,

Massey University Albany, Auckland

+61 (0)451 032 161

kate.maroulis.1@uni.massey.ac.nz

**Supervisor**

Professor Stuart Carr

School of Psychology,

Massey University Albany, Auckland

+64 (0)9 414 0800 ext. 43108

S.C.Carr@massey.ac.nz

*Massey University School of Psychology – Te Kura Hinengaro Tangata*

*Albany, New Zealand.*

*T +64 (0)9 414 0800 ext. 43116. W psychology.massey.ac.nz*

*This project has been reviewed and approved by the Massey University*

*Human Ethics Committee: Northern, Application 15/020.  If you have any*

*concerns about the conduct of this research, please contact Dr Andrew*

*Chrystall, Acting Chair, Massey University Human Ethics Committee:*

*Northern*

*(T. +64 (0)9 414 0800 ext. 43317 E. humanethicsnorth@massey.ac.nz)*

Please click on the **>> Nex**t button at the bottom of this page which will take you
to the survey.

**Participant Consent**

Please confirm the following points prior to proceeding.

- I am over 18 years of age.

- I am currently working as a manager (defined as having direct line management responsibility for at least one individual).

- I am currently working in New Zealand or Australia.

- I have read and I understand the Participant Information Sheet.

- I freely agree to participate in this project according to the conditions in the Participant Information Sheet.

- Any questions about my participation in this study have been answered satisfactorily.

- The researcher has agreed not to reveal my identity and personal details, including where information about this project is published, or presented in any public form.

By clicking the 'Yes' button below, you indicate that you understand this information and that you give your consent to participate in this research project under the conditions set out above and within the Participant Information Sheet.

*(Please click on the 'Yes' choice if you wish to proceed.)*

Yes

No

**Overall Instructions**

Thank you in advance for taking the time to complete this questionnaire.

This questionnaire should take approximately 15 minutes.  If you are unable to complete all questions in one sitting, you can exit the survey and return to the same point at a later date if using the same computer.

This questionnaire asks you to leverage your experience as a manager to evaluate the career advancement prospects of eight fictitious individuals, as well as share some information about yourself and your own career experiences.

Please try not to deliberate over your answers as you work through the questionnaire instead, try to answer the questions as quickly as possible going with your initial 'gut reaction'.

*PART ONE – POLICY-CAPTURING SCENARIOS*

**Instructions for Workplace Scenarios**

The following pages display annual performance appraisal results for eight

individuals who work in similar management roles within a large organisation.

These individuals have similar credentials in relation to the length of time they

have been with the organisation and the number of employees they manage.

This organisation conducts performance appraisals for all employees on an

annual basis.  The annual review provides managers with overall performance

ratings and also scores them against a set of competencies that are important

contributors to success in leadership roles at the organisation.

In this exercise, you are asked to evaluate the annual appraisal results for eight

individuals and use the information to answer some questions regarding their

career advancement prospects.  As you will see from the results, the eight

individuals within this exercise received similar overall results in their review.

However, the competency ratings they received do differ.

Naturally, in your usual workplace environment you would have access to other

sources of information that you may draw on prior to making such decisions.

However, for the purpose of this questionnaire, please base your decisions purely

on the limited information that you are provided with.

Please note there are no right or wrong answers.  We are simply interested in your

perspective.

***SCENARIO 1 – VERSION A***

## 2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER

### Employee Detail

| Employee Name | David Clancy |
|---|---|
| Employee ID | 154-0987 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

### 2014 Overall Results

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

### 2014 Performance Against Competencies

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine.  Is trusted by others.* | 6/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility.  Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages.  Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation.  Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others.  Knows how to make a positive impression on others.* | 5/10 |

*SCENARIO 1 – VERSION B*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | David Clancy |
|---|---|
| Employee ID | 154-0987 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in David's annual performance appraisal above, please rate each question with the options provided.

1. How would you rate his chances of receiving a promotion?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

2. How would you rate his chances of being provided with a greater level of responsibility?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

3. How would you rate his chances of receiving a pay rise?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

4. How would you rate his chances of being offered a more senior position at another organisation?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

5. How likely is it that he will proactively ask for a promotion?

   1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely


6.  How likely is it that he will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

### SCENARIO 2 – VERSION A

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Susan Hale |
|---|---|
| Employee ID | 154-0785 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine.  Is trusted by others.* | 6/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility.  Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages.  Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation.  Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others.  Knows how to make a positive impression on others.* | 5/10 |

***SCENARIO 2 – VERSION B***

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Susan Hale |
|---|---|
| Employee ID | 154-0785 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Susan's annual performance appraisal above, please rate each question with the options provided.

1. How would you rate her chances of receiving a promotion?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

2. How would you rate her chances of being provided with a greater level of responsibility?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

3. How would you rate her chances of receiving a pay rise?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

4. How would you rate her chances of being offered a more senior position at another organisation?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

5. How likely is it that she will proactively ask for a promotion?

    1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

6.  How likely is it that she will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

*SCENARIO 3 – VERSION A*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Tom Robertson |
|---|---|
| Employee ID | 153-5632 |
| Tenure (Range) | 4-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 6/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 5/10 |

*SCENARIO 3 – VERSION B*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Tom Robertson |
|---|---|
| Employee ID | 153-5632 |
| Tenure (Range) | 4-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine.  Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility.  Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages.  Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation.  Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others.  Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Tom's annual performance appraisal above, please rate each question with the options provided.

1. How would you rate his chances of receiving a promotion?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

2. How would you rate his chances of being provided with a greater level of responsibility?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

3. How would you rate his chances of receiving a pay rise?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

4. How would you rate his chances of being offered a more senior position at another organisation?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

5. How likely is it that he will proactively ask for a promotion?

   1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

6.  How likely is it that he will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

*SCENARIO 4 – VERSION A*

### 2014 ANNUAL PERFORMANCE APPRAISAL -MANAGER

**Employee Detail**

| Employee Name | Claire Smith |
|---|---|
| Employee ID | 156-2071 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine.  Is trusted by others.* | 6/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility.  Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages.  Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation.  Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others.  Knows how to make a positive impression on others.* | 5/10 |

***SCENARIO 4 – VERSION B***

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Claire Smith |
|---|---|
| Employee ID | 156-2071 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 3/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Claire's annual performance appraisal above, please rate each question with the options provided.

1. How would you rate her chances of receiving a promotion?
   1 – Extremely unlikely
   2 – Unlikely
   3 – Neutral (neither likely nor unlikely)
   4 – Likely
   5 - Extremely likely

2. How would you rate her chances of being provided with a greater level of responsibility?
   1 – Extremely unlikely
   2 – Unlikely
   3 – Neutral (neither likely nor unlikely)
   4 – Likely
   5 - Extremely likely

3. How would you rate her chances of receiving a pay rise?
   1 – Extremely unlikely
   2 – Unlikely
   3 – Neutral (neither likely nor unlikely)
   4 – Likely
   5 - Extremely likely

4. How would you rate her chances of being offered a more senior position at another organisation?
   1 – Extremely unlikely
   2 – Unlikely
   3 – Neutral (neither likely nor unlikely)
   4 – Likely
   5 - Extremely likely

5. How likely is it that she will proactively ask for a promotion?
   1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

6. How likely is it that she will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

*SCENARIO 5 – VERSION A*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Michael Reid |
|---|---|
| Employee ID | 154-0987 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 6/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 5/10 |

***SCENARIO 5 – VERSION B***

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Michael Reid |
|---|---|
| Employee ID | 154-0987 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 5/10 |
|---|---|
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Michael's annual performance appraisal above, please rate each question with the options provided.

7. How would you rate his chances of receiving a promotion?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

8. How would you rate his chances of being provided with a greater level of responsibility?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

9. How would you rate his chances of receiving a pay rise?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

10. How would you rate his chances of being offered a more senior position at another organisation?

   1 – Extremely unlikely

   2 – Unlikely

   3 – Neutral (neither likely nor unlikely)

   4 – Likely

   5 - Extremely likely

11. How likely is it that he will proactively ask for a promotion?

   1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

12. How likely is it that he will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely like

*SCENARIO 6 – VERSION A*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Michelle Leigh |
|---|---|
| Employee ID | 154-0785 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 6/10 |
|---|---|
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 5/10 |

*SCENARIO 6 – VERSION B*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Michelle Leigh |
|---|---|
| Employee ID | 154-0785 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 3/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Michelle's annual performance appraisal above, please rate each question with the options provided.

7.  How would you rate her chances of receiving a promotion?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

8.  How would you rate her chances of being provided with a greater level of responsibility?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

9.  How would you rate her chances of receiving a pay rise?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

10. How would you rate her chances of being offered a more senior position at another organisation?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

11. How likely is it that she will proactively ask for a promotion?

    1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

12. How likely is it that she will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

**SCENARIO 7 – VERSION A**

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Stephen Wyatt |
|---|---|
| Employee ID | 153-5632 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 6/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 5/10 |

*SCENARIO 7 – VERSION B*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Stephen Wyatt |
|---|---|
| Employee ID | 153-5632 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Stephen's annual performance appraisal above, please rate each question with the options provided.

13. How would you rate his chances of receiving a promotion?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

14. How would you rate his chances of being provided with a greater level of responsibility?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

15. How would you rate his chances of receiving a pay rise?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

16. How would you rate his chances of being offered a more senior position at another organisation?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

17. How likely is it that he will proactively ask for a promotion?

    1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely


18. How likely is it that he will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely like

***SCENARIO 8 – VERSION A***

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Amy Ryan |
|---|---|
| Employee ID | 156-2071 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine. Is trusted by others.* | 6/10 |
|---|---|
| Delivering Results<br>*Definition: Achieves results for their area of responsibility. Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 5/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages. Demonstrates an appropriate balance between talking and listening.* | 6/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation. Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others. Knows how to make a positive impression on others.* | 5/10 |

*SCENARIO 8 – VERSION B*

**2014 ANNUAL PERFORMANCE APPRAISAL - MANAGER**

**Employee Detail**

| Employee Name | Amy Ryan |
|---|---|
| Employee ID | 156-2071 |
| Tenure (Range) | 5-6 years |
| Years in Role Range | 2-3 years |
| Number of Direct Reports | 6 |

**2014 Overall Results**

| Overall 2014 performance rating | 6/10 |
|---|---|
| Overall 2014 performance based on target | 110% |

**2014 Performance Against Competencies**

| | |
|---|---|
| Apparent Sincerity<br>*Definition: Behaves in a forthright manner that others perceive as open, honest and genuine.  Is trusted by others.* | 5/10 |
| Delivering Results<br>*Definition: Achieves results for their area of responsibility.  Takes accountability for the outcomes of own work and ensures a high standard at all times.* | 6/10 |
| Effective Communication<br>*Definition: Engages in written and oral communication that is clear and delivers effective messages.  Demonstrates an appropriate balance between talking and listening.* | 5/10 |
| Interpersonal Influence<br>*Definition: Is successful in attempts to influence others. Puts others at ease, establishes rapport easily and connects with others in positive ways.* | 8/10 |
| Networking Ability<br>*Definition: Builds connections and relationships with a diverse range of people inside and outside of the organisation.  Leverages networks to make things happen.* | 8/10 |
| Social Astuteness<br>*Definition: Aware of own feelings and those of others, skilled at interpreting the motives and actions of others.  Knows how to make a positive impression on others.* | 6/10 |

Based on the information provided in Amy's annual performance appraisal above, please rate each question with the options provided.

13. How would you rate her chances of receiving a promotion?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

14. How would you rate her chances of being provided with a greater level of responsibility?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

15. How would you rate her chances of receiving a pay rise?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

16. How would you rate her chances of being offered a more senior position at another organisation?

    1 – Extremely unlikely

    2 – Unlikely

    3 – Neutral (neither likely nor unlikely)

    4 – Likely

    5 - Extremely likely

17. How likely is it that she will proactively ask for a promotion?

    1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely


18. How likely is it that she will proactively ask for a pay rise?

1 – Extremely unlikely

2 – Unlikely

3 – Neutral (neither likely nor unlikely)

4 – Likely

5 - Extremely likely

***DEMOGRAPHICS***

**Some Information About You and Your Career**

**Instructions for part two A:**

Please answer the following questions using the drop-downs and text boxes provided.

1. What is your age?

    18 – 24 years' old

    25 – 34 years' old

    35 – 44 years' old

    45 – 54 years' old

    55 – 64 years' old

    65 – 74 years' old

    75 years or older

2. What is your gender?

    Male

    Female

    Transgender

3. What is your highest level of qualification?

    Less than high school

    High school certificate

    Tertiary certificate or diploma

    Bachelor's degree

    Postgraduate diploma or degree

    Doctorate degree

    Other (please specify)

4. Where are you based?

    New Zealand

    Australia

5.  How many years of work experience do you have?

    *Free text number (in years)*

6.  How many years of managerial experience do you have?

    *Free text number (in years)*

7.  Which role type best describes your role?

    Individual contributor

    Manager – Managing individual contributor(s)

    Manager – Managing line manager(s)

    Manager – Leading a department or divisional

    Manager – Leading an organisation or company

    Other (please specify)

8.  What industry sector do you work in?

    Agriculture, Forestry and Fishing

    Arts, Recreation and Other Services

    Construction

    Education and Training

    Electricity, Gas, Water and Waste Services

    Financial and Insurance Services

    Health Care and Social Assistance

    Information Media and Telecommunications

    Manufacturing

    Professional, Scientific, Technical, Administrative and Support Services

    Public Administration and Safety

    Rental, Hiring and Real Estate Services

    Retail Trade and Accommodation

    Transport, Postal and Warehousing

    Wholesale Trade

    Other (please specify)

9.  How long have you worked for your current employer (in years)?

    *Free text number*

10. How many employees are there in your organisation?

Less than 10 employees

10 - 24 employees

25 - 50 employees

51 - 100 employees

101 - 250 employees

251 - 500 employees

501 - 750 employees

751 - 1000 employees

1001 - 2500 employees

2501 – 5000 employees

5001 employees or more

11. So we can ensure we have respondents from a broad range of companies whilst still maintaining confidentiality, please enter the first and last letter of your company name. *Please enter two letters only.*
*Free text (in letters)*

12.  Have you received a promotion or formal increase in responsibility whilst working for your current employer?
Yes – *please specify details*
No

13. Have you received a promotion or formal increase in responsibility **within the last two years**?
Yes – *please specify details*
No

14. Have you **asked for** a promotion or formal increase in responsibility **within the last two-years**?
Yes
No

15.  What was your total annual income before tax in the last financial year (include commission and bonuses)?
Less than $50,000
$50,001 - $60,000

$60,001 – $70,000

$70,001 – $80,000

$80,001 – $90,000

$90,001 – $100,000

$100,001 – $120,000

$120,001 – $140,000

$140,001 - $160,000

$160,001 - $180,000

$180,001 - $200,000

More than $200,001

16. Have you received a pay rise whilst you have been working for your current
employer?

Yes – *please specify details*

No

17. Have you received a pay rise **within the last two years**?

Yes – *please specify details*

No

18. Have you **asked for** a pay rise **within the past two years**?

Yes – *please specify details*

No

19. Have you been proactively approached by another organisation interested in
hiring you **within the past two years**?

Yes – *please specify details*

No

***THE POLITICAL SKILL INVENTORY***

**Some Information About Your Style**

**Instructions for part two B:**

Using the following 7-point scale, select the response to each item below that best describes how much you agree with each of the below statements about yourself.

- 1 - *Strongly Disagree*
- 2 - D*isagree*
- 3 - *Slightly Disagree*
- 4 - *Neutral*
- 5 - *Slightly Agree*
- 6 - *Agree*
- 7 - *Strongly Agree*

1. I am particularly good at sensing the motivations and hidden agendas of others
2. I pay close attention to people's facial expressions
3. I understand people very well
4. I have good intuition or "savvy" about how to present myself to others
5. I always seem to instinctively know the right things to say or do to influence others
6. I am able to communicate easily and effectively with others
7. I am good at getting people to like me
8. It is easy for me to develop a good rapport with most people
9. I am able to make most people feel comfortable and at ease around me
10. I spend a lot of time and effort at work networking with others
11. At work, I know a lot of important people and am well connected
12. I have developed a large network of colleagues and associates at work whom I can call on for support when I really need to get things done
13. I am good at building relationships with influential people at work
14. I am good at using my connections and networking to make things happen at work
15. I spend a lot of time at work developing connections with others
16. I try to show a genuine interest in other people
17. It is important that people believe I am sincere in what I say and do
18. When communicating with others, I try to be genuine in what I say and do

# Appendix B: Prize Draw and Research Findings Survey

# (Identification Survey Following Research Survey)

***CONCLUSION***

Thank you for your time in completing this questionnaire.

This part of the survey will ask you to provide a contact email address if you wish to receive the results of the research and/or enter the prize draw of one of $250 shopping voucher (your choice of Westfields, Coles/Myer, Woolworths, Countdown or Farmers) for participating in this project.

It is separate from the previous part of the survey so your answers to the previous questions will not be identifiable.

The shopping voucher prize draw aims to thank participants for their time.  The winner will be notified via email and have a choice of Westfields, Coles/Myer, Woolworths, Countdown or Farmers voucher to the value of $250.

The research summary will be emailed on completion of the research, which is anticipated to be early 2016.

If you have any questions, please do not hesitate to contact the researcher via the details below:

**Researcher**

Kate Maroulis

School of Psychology,

Massey University Albany, Auckland

+61 (0)451 032 161

kate.maroulis.1@uni.massey.ac.nz


**Supervisor**

Professor Stuart Carr

School of Psychology,

Massey University Albany, Auckland

+64 (0)9 414 0800 ext. 43108

S.C.Carr@massey.ac.nz

*Massey University School of Psychology – Te Kura Hinengaro Tangata*

*Albany, New Zealand.*

*T +64 (0)9 414 0800 ext. 43116. W psychology.massey.ac.nz*


*This project has been reviewed and approved by the Massey University*

*Human Ethics Committee: Northern, Application 15/020.  If you have any*

*concerns about the conduct of this research, please contact Dr Andrew*

*Chrystall, Acting Chair, Massey University Human Ethics Committee:*

*Northern*

*(T. +64 (0)9 414 0800 ext. 43317 E. humanethicsnorth@massey.ac.nz)*

### *RESULTS AND PRIZE DRAW*

1.  Would you like to receive a summary of the findings of this research project?

    Yes

    No

2.  Would you like to be entered into the draw to win a $250

    shopping voucher (your choice of Westfields, Coles/Myer,

    Woolworths, Countdown or Farmers)?

    Yes

    No

3.  If you answered 'Yes' to receiving a summary of results or entry into the

    draw, please provide your email or postal address below.

    *Free text email address format*