

# The Role of Gender in Face to Face Meetings

*A study about the relationship between the chairperson's gender and perceived meeting effectiveness, with a possible moderating effect of gender group composition.*

Bachelorthesis

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## **Abstract**

A lot of research is about the gender and leadership. Not many studies investigate this topic at business meetings, while business meetings are very costly and common on today's work floor.

Present empirical study investigates the relationship between a chairperson's gender and the perceived effectiveness of a business meeting, with a moderating effect of gender group composition. Gender group composition means whether a meeting has a male-dominated or female-dominated setting. This study is based on a sample with 1311 respondents, who attended a business meeting. The results show that there is no significant relationship between chairperson's gender and perceived meeting effectiveness or gender group composition with perceived meeting effectiveness, but there is a significant effect when these variables are combined. The combination of a female chairperson in a female-dominated setting in a meeting is perceived to be more effective than a female chairperson in a male-dominated setting.

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# 1. Introduction

In the Netherlands, a quarter of the work time is spent in meetings (de Raat, 2003), that vary in manners and intentions. Romano and Nunamaker (2001) show that 45 percent of meetings are meetings between personnel of businesses. Most of the time, the aim of business meetings is to solve conflicts and secondly to take decisions (Romano & Numaker, 2001). It is important that meetings are effective, first of all because they are very costly, but also because having an effective meeting positively correlates with the well-being and job attitude of employees (Rogelberg, Leach, Warr & Burnfield, 2006, p.88). Volkema and Niederman (1996) admitted in 1996 the importance of empirical research in this area. They explained the lack of empirical research in 1996 to the limited access to meetings or documents about meetings. This problem still exists in 2006, because Rogelberg et al. then again mentioned this issue. The final reason for doing empirical research about meetings, is that meetings cover a big part of the working day.

Leach, Rogelberg, Warr and Burnfield (2009) found that there was no empirical evidence for a relationship between the effectiveness of a meeting and having a chairperson or not. They only found a significance positively relationship between the effectiveness of a meeting and the situation when the respondent was the chairperson of that specific meeting. The current study investigates more about the role of the chairperson and the perceived meeting effectiveness of the employees. The first gap in literature that was noticed, is the lack of research about the gender of the chairperson. The literature review explains that gender is not just being a man or a woman, but gives a lot more information about characteristics and cultural values of persons. Because it can be interesting to investigate whether gender has an effect on the effectiveness of meetings and on different groups in a meeting (more men than women or vice versa), this study focuses on gender in the first place.

To prepare this study, the literature review includes literature about meetings, the effectiveness of meetings, leadership and gender. The third paragraph shows the research question and in paragraph 4 the method is explained. The study continues with the results, and finally in the discussion the conclusion is presented.

## **2. Literature review**

This paragraph, containing the literature review, first investigates the literature about meetings and then continues with the literature about gender and the relationship with leadership in paragraph 2.2.

### **2.1 Meetings and their effectiveness**

#### **Meetings defined**

Firstly, it is important to define the term meeting. This study is not about a particular meeting of two persons in a private setting, it focuses on business meetings. This means meetings in a work setting. The main reason for this is the wish to contribute to literature for managers.

Different kind of business meetings exist, such as daily meetings, weekly meetings, occasional meetings et cetera. Jay (1982) has written a very practical, non-scientific article but offers a good general description of a meeting: 'a meeting is where the group revises, updates, and adds to what it knows as a group' (Jay, 1982, p.22). The emphasis in present study is on doing things together in a group and combine knowledge and experience. This gives opportunity to find out more about the benefits of working together in groups.

Rogelberg, Leach, Warr and Burnfield (2006, p.83) view meetings as a particular form of an interruption at work. These interruptions disrupt employees in many cases, but may also aid movement toward an employee's goal. They base their research on prescheduled meetings.

All empirical studies so far involved prescheduled meetings only. To finally get a possible contribution to existing literature, present study focuses on prescheduled meetings as well. Next to this, this criteria is used for a more practical reason, namely that the distinction between a meeting and 'just a five minute talk with another employee' can easily be made. The next part of this paragraph will elaborate on the effectiveness of meetings and how this has been explained in different kinds of literature.

#### **The effectiveness of a meeting**

Ingram, Teare, Scheuing and Armistead (1997) describe a model in which effective teamwork can be measured by using the outputs of a team. They divide these outputs in task performance, individual outputs and other outputs. Task performance is the performance of the team as a whole, while individual outputs focus more on what a group member thinks about the results of the teamwork. When a member of the group is satisfied and feels he or she has contributed to success, this member will perceive the teamwork as more pleasurable and will be satisfied with the output of the group (Zapp, 1987, cited by Ingram et al., 1997, p.124). This shows that it is important to take a look at tangible results, but even

more important to take a look at intangible results from group performances, such as employee's satisfaction. Rogelberg et al. (2006) and Leach et al. (2009) both approach the outcomes of a meeting from an employee's perspective only.

Rogelberg et al. (2006) showed that perceived meeting effectiveness had a direct relationship with job attitudes and the well being of an employee. In this case, perceived meeting effectiveness is understood as the value of a meeting, from an employee's perspective. If a meeting is perceived to be more effective, the employee will not see a meeting as a waste of time on his or her workday and the well being and job attitude of that employee will be higher. The question that remains is how a meeting becomes effective.

Leach et al. (2009) tried to explain which characteristics of a meeting's design were related to more perceived meeting effectiveness. The following characteristics were tested: using an agenda, keeping minutes, punctuality, having appropriate meeting facilities and having a chairperson. Each characteristic was found to have a significant positive relationship with perceived meeting effectiveness, but when the characteristics were analyzed simultaneously this changed. The characteristics keeping minutes and having a chairperson did not maintain their significant relationship (Leach et al., 2009, p. 68). After this the characteristic 'having a chairperson' changed in study 2 in: no chairperson, yes I was the chairperson or yes someone else was the chairperson. The research only found a significant relation between chairperson me (that means 'yes I was the chairperson') and perceived meeting effectiveness. This characteristic turned out to be one of the most important predictors for perceived meeting effectiveness (Leach et al., 2009, p. 74). That's why present research focuses on the chairperson of a meeting and the role of this chairperson.

While there is much literature about leadership and gender, no scientific literature is found that investigates the relationship between the gender of a chairperson and the effectiveness of a meeting. The next paragraph reviews some literature about gender and leadership.

## **2.2 Gender**

Much is written about gender from an organizational perspective and the differences of men and women in general. Ayman and Korabik (2010) tried to explain why gender and culture matter in understanding leadership. They define culture as Kluckhohn (1951, cited in Ayman & Korabik, 2010, p.158) did: 'culture is an acquired and transmitted pattern of shared meaning, feeling, and behavior that constitutes a distinctive human group'. Culture has been a very important topic in the research about leadership and will be interesting in the research about business meetings as well. Without ignoring that different cultural values and beliefs may influence business meetings in different ways, this study focuses on gender in the first place.

In the 1970s different researchers have noted that the words gender and sex needed to be distinguished (Ayman & Korabik, 2010; Spence, Helmreich & Stapp, 1975). Ayman and Korabik (2010) explain that gender is not just being a man or a woman (which they call the sociodemographic gender) , but it needs to be seen from a multidimensional and multilevel perspective. This means that gender needs to contain more aspects, such as values, attitudes and gender-role identity. Gender and leadership has been studied many times and in different forms. The most common three perspectives from which research has been done, are explained by Ayman and Korabik in their meta-analysis (2010):

1. Intrapyschic perspective
2. Social structure perspective
3. interpersonal interaction perspective.

Research done from an intrapsychic perspective focuses primarily on the internal intrapsychic (mental) characteristics of a leader. Social structural perspective focuses on the different social roles that men and women are expected to play in society and the status differences between men and women. The last perspective, the interpersonal interaction perspective focuses on the interaction of leaders with their superiors, coworkers and subordinates. The latter can be seen as a combination of the first two perspectives. Gender will play a role in leadership, because men and women have different types of social interactions with their men and women supervisors, peers, and subordinates, and these interactions will influence the outcomes experienced by each party (Ayman, 1993). Because present study focuses on the perceived meeting effectiveness, it will be done from this interpersonal interaction perspective.

Pounder and Coleman (2002) admit that gender needs to be distinguished from sex and most of the times gender is determined using biological characteristics. Male gender qualities are characterized as aggressive, independent, objective, logical, rational, analytical, decisive, confident, assertive, ambitious, opportunistic and impersonal, while female gender qualities enhance emotional, sensitive, expressive, cooperative, intuitive, warm, tactful, empathetic and submissive (Pounder & Coleman, 2002). By distinguishing gender from biological sex, female (or male) leaders can theoretically have male (or female) gender qualities.

### **Gender of the leader**

Much literature is about the relationship between gender and leadership style. As different leadership styles exist and different researchers do not agree whether gender determines leadership style (Pounder & Coleman, 2002), this study will not include the possible effect of leadership styles. The fact that men and women have different characteristics, can be a reason that gender of a chairperson has effect on the effectiveness of business meetings. The question remains, if different kind of acting of men and women,

has an effect on a group and if there is a difference in interaction between women/ men and the (male- or female-dominated) setting they are in.

Men are perceived to have a higher status and more privilege than women (Ayman & Korabik, 2010). Eagly, Karau and Makhijani (1995) indicate that women leaders are viewed as being less effective when they are in male-dominated settings or leadership roles that are defined as more masculine. Bilbow (1995) investigated the relationship between speakers and hearers in business meeting. They show that Brown & Levinson (1978, cited by Bilbow, 1995) discovered a correlation between gender and politeness, finding that women generally tended to more redress action than men. Brown & Levinson use politeness and indirectness in the same context, like synonyms. Bilbow (1995, p.47) further explains that: 'While interaction in business meetings may be considered typically transactional in nature, that interaction is often marked by a high degree of intimacy which mitigate directness, e.g. by means of subtle hints and references which are obscure to the observer.' In that context, it is possible that women more feel at home in meetings, but no evidence is shown for that.

Ayman and Korabik (2010) discuss leadership from different approaches. The two important factors are traits and behaviors. The most important ones are explained below.

Ayman and Korabik (2010) discuss only those traits that are both important to leadership and relevant to gender (or culture). They explain that across some traits, the image of a leader is strongly associated with men and masculinity. The trait self-monitoring has been related to both leadership emergence and effectiveness. Self-monitoring is the extent to which individuals regulate their self-presentation to achieve a desired public appearance (Gangestad & Snyder, 2000). Day, Schleicher, Unckless and Hiller (2002) reported that women scored lower on self-monitoring than men. Ayman and Korabik (2001) think that this can be a reason that women may have less chance of attaining leadership positions than men do, tthis still needs to be established.

Eagly and Carli (2007) show that men and women tend to emerge as leaders in situations that are congruent with their social roles. This means that in more feminine areas, more feminine leaders occur and feminine leaders have disadvantages in male dominated areas.

More researchers consider group gender composition as well. Gershenoff and Foti (2003) demonstrated that in groups composed of women, those who were intelligent and androgynous were more likely to emerge as leaders. In groups of mixed (sociodemographic) gender, the results are not as clear and depend on the nature of the task. Ayman and Korabik (2001, p. 162) admit that gender can affect access to leadership positions.

The behavioral approach contains the leaders' behaviors through self- or others' perceptions. Meta-analyses on gender and leadership style, gender and evaluations of leadership, gender and leadership effectiveness are considered by Ayman and Korabik (2010). These results show that men and

women do not differ in their considerate or structuring behavior. However, despite the lack of differences in the way that men and women leaders behaved, there were differences in their effectiveness and in the manner in which others evaluated them. Men were more effective in male-dominated situations and in masculine leadership roles and on the contrary, women were more effective in more feminine leadership roles (Eagly et al., 1995). Also, men were more effective than women to the extent that leader and subordinate roles were male-dominated numerically.

### **2.3 Present study**

Clearly, more information about the differences between men and women and their different forms of interaction is needed. Many researchers investigated this topic in the past decades. It seems that women are more polite and pick up indirectness (e.g. when an employee is shy, women give more opportunity to let him/ her speak), but the question is if that's a criteria on a meeting being effective.

That's why the literature found about gender and leadership, raises the question whether there will be a difference in effectiveness in meetings regarding to the gender of the chairperson (leader of the meeting) too.

Overall, Ayman and Korabik admit that gender plays a role in leadership. The most important findings, regarding to present study, are that when a group consists of only men, men are perceived to be more effective leaders. When a group gender composition is feminine, women tend to be more effective leaders. Not much is known about this relationship when a group consists of men and women (in different combinations). Eagly et al. (1995) show that men were more effective than women when the role of the subordinates was male-dominated.

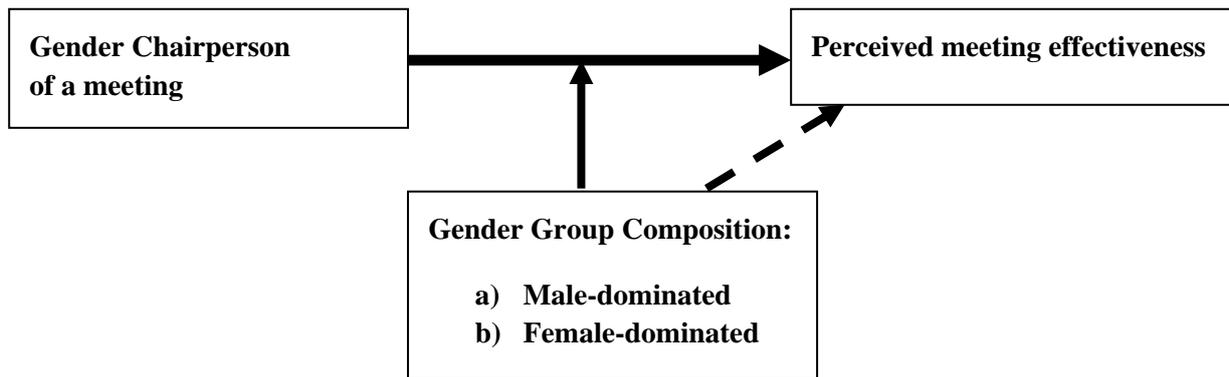
## **3. Research Question**

As seen in used literature, a lot is written about gender and the relationship with leadership. Although Leach et al. (2009) found a significant relationship between the characteristic 'leadership – me' and perceived meeting effectiveness, no research has delved into this relationship. This is why the present study will examine the relationship between the gender of a chairperson and the perceived meeting effectiveness from an employee's perspective.

This leads to the following research question:

*'What is the relationship between the gender of a chairperson and the perceived effectiveness of a meeting, and does gender group composition influence this relationship?'*

The formulated research question leads to the following conceptual framework:



Because literature showed more about the different relationships and combinations of group gender compositions, these are the hypotheses regarding to present study:

- H1: There is a relationship between the gender of the chairperson and perceived meeting effectiveness.
- H2: There is a relationship between the gender group composition and perceived meeting effectiveness.
- H3: Gender group composition influences the relationship between gender of the chairperson and perceived meeting effectiveness, such that:  
a chairperson with a particular gender in combination with a setting dominated by the same gender will positively influence the perceived meeting effectiveness.

## 4. Method

### 4.1 Sample & Procedure

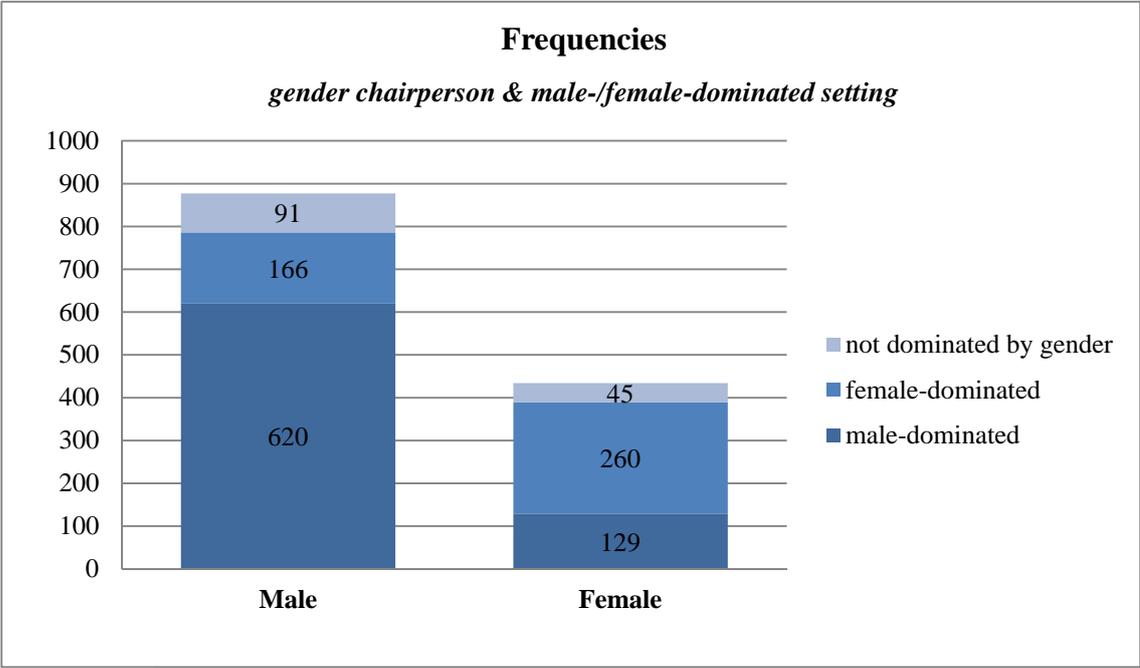
This study is based on an existing dataset of previous research at the University of Amsterdam (Van Eerde, 2010). This dataset contains the responses to a questionnaire about business meetings (included in the appendix). With this existing questionnaire, one person gives his or her opinion about a meeting he or she participated in. This means the level of analysis for this research is a person who attended a meeting. This database 1332 respondents to the questionnaire is very useful, because it provides data about all chosen variables.

This means that this data analysis is based on this survey. The main reason for this is that the relationships of the conceptual framework can be explored. The more respondents, the more statistical

power to detect a relationship. Next to this, survey data can be used to produce models for these relationships (Saunders, Lewis & Thornhill, 2009).

After checking the data 1311 valid cases remained of the 1332 data in the beginning. Nothing is known about the response rate, because the present research uses this existing dataset. The excluding ones don't meet the used criteria. The data are controlled at the following points:

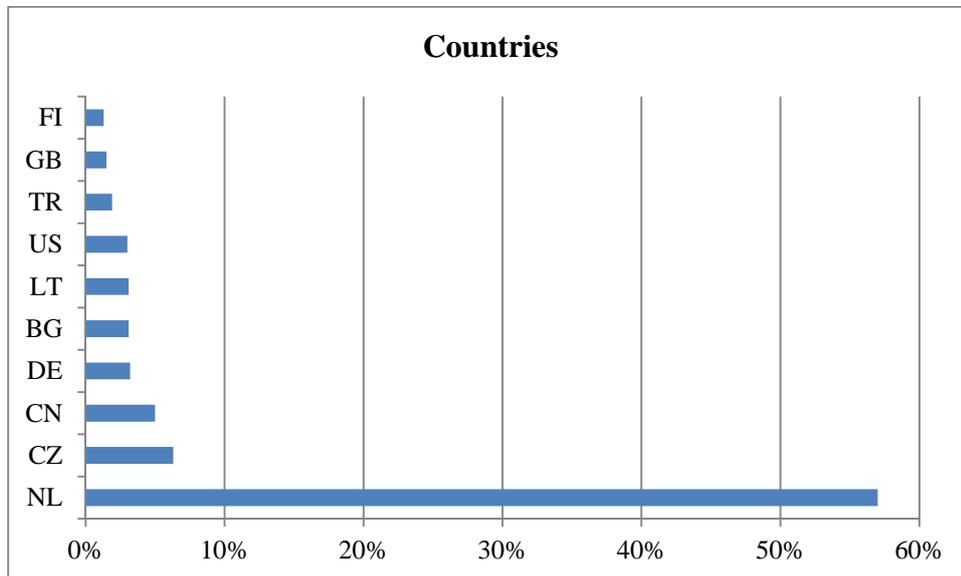
- Used values are within their range
- Total persons of a meeting had to be at least 2 and less than 23. (two cases excluded)
- If group gender composition shows only one gender (only males/females), the chairperson has to be of this gender as well. (4 cases excluded: percentage of women was zero, but the chairperson was a woman)
- Missing values: The questions about perceived meeting effectiveness included missing values.



**Figure 1**

The remaining cases consists of 877 chairmen and 434 chairwomen. 620 meetings with a masculine chairperson were male-dominated and 257 were female-dominated. 305 meetings with a feminine chairperson were female-dominated and 129 were male-dominated. These data are shown in figure 1. Of all the meetings, 40% were information-sharing meetings, 35% were meetings about routine issues, 21% were meetings about special problems. The rest were other types of meetings (4%). 894 meetings were meetings in the private sector, 168 in the private non-profit sector and the other 215 were in the public sector. For the remaining 34 meetings, the value for sector was missing. The mean duration of the investigated meetings were 75,84 minutes. The used data came from different countries from all

over the world. Most of the surveys were filled out in the Netherlands (57%). Figure 2 shows the most common countries where surveys were collected. The rest of the countries had frequencies of 13 (1%) or less.



**Figure 2**

## 4.2 Measures

This paragraph will explain how the chosen variables are defined in the existing questionnaires, why this choice has probably been made, and if this is in line with the ideas behind present research.

Because this research is about business meetings, the first thing to do is define the meeting. All criteria for a business meeting used in the questionnaire (van Eerde, 2010), are:

- The meeting was in work setting (for example, not in a sports club or volunteer setting)
- The meeting was internal (not, for example with clients)
- Two or more persons were present, but less than 23
- There was a person who chaired the meeting
- The meeting was planned in advance.

Because this study is about business meetings, it meets the first criterion. Whether a meeting is internal or external doesn't seem very important. It is possible that this choice has been made, because if a meeting is with clients, a lot more variables take a role and it is difficult to compare one external meeting with another. This second criterion is nor good nor bad for present research, as in it won't come together with unwanted consequences. The third criterion is interesting. It sounds logical that a meeting won't exist with less than one person. But why is chosen to set a limit of persons, and set it on 23? This is based on earlier literature. The fourth criteria, there was a person who chaired the meeting, speaks for

itself. Because this research focuses on the role of the chairperson, only meetings with chairpersons are needed. As seen in the literature review, previous research makes use of prescheduled meetings. Because present study is set up to build further on previous research, this study only takes into account meetings that have been planned in advance.

### **Independent variables: gender of the chairperson**

The gender of the chairperson can be found by direct asking it in the questionnaire. As seen in the literature, gender is not just being a man or a woman. Because the questionnaire doesn't focus on these biological characteristics, it is not possible to investigate these. This is not a problem, because this can be seen as some basic research about gender and if a relationship between the gender of a chairperson and the effectiveness of a meeting exists. If this is the case, in future research the biological characteristics can be included, so which (feminine or masculine) characteristics are important to lead a business meeting.

### **Dependent Variable: perceived meeting effectiveness**

Perceived meeting effectiveness is the dependent variable in this research. The six item scale is derived from Rogelberg et al. (2006) and will be measured using a five-item likert scale (1 = extremely ineffective, 5 = extremely effective). In the questionnaire the six items that are asked, are:

'Please rate the meeting effectiveness on the following points:

1. Effective with respect to achieving my own goals.
2. Effective with respect to achieving my colleagues' work goals.
3. Effective with respect to achieving goals of the unit/ organization I work for.
4. Effective with respect to providing me with an opportunity to acquire useful information
5. Effective with respect to providing me with an opportunity to meet, socialize, or network with people.
6. Effective with respect to promoting commitment to what was said and done in the meeting.'

Rogelberg et al. (2006) had this scale developed for their study and used it. To get one variable, they computed the average score of all six items, so their opinion is that all these items have the same weight in measuring perceived meeting effectiveness. Unfortunately they don't explain how this scale is developed and by whom. They don't discuss this as a limitation of their study, but it could have had more attention. No more literature has been found about this variable and it is used in this questionnaire as well. This comes together with some limitations, because no evidence is found that this scale is a good (or the best) way to measure this variable. Next to this, respondents don't get the option that they

don't know or have no opinion about these six statements. Taking this into consideration, the choice is made to use this scale in present research, but in the discussion I will address limitations of this choice.

In the sample this continuous variable Mean Perceived Effectiveness has a mean of 3,67 and a standard deviation of 0,57. This means the mean of all cases is between 'ineffective nor effective' and 'Effective' (van Eerde, 2010). The perceived meeting effectiveness scale has good internal consistency, with a Cronbach alpha of 0,74. Deleting one of the six items considering perceived meeting effectiveness will not increase the value of Cronbach's alpha so all six items are included in the present study.

### **Moderating Variable: group gender composition**

Group gender composition is measured by asking the participant how many men and how many women in total attended the meeting. Because the total of persons who attend a meeting differ between different respondents (in general), it's not yet clear what will be a majority of men or a majority of women and how to conduct this variable. This can be done by computing the variables:

- 1: male-dominated
- 2: female-dominated

Williams & Meân (2004) show that the proportion of women (or men) has to be used to compute this variable properly. Because the dataset provides the number of men and women of a meeting, a new variable is computed by dividing the number of women by the total number of persons in a meeting. Because we want to distinguish this variable into two groups (to define if a meeting is male-dominated or female-dominated), the final variable needs to be categorical, not continuous. This can be done recoding the current variable into two different variables. Male-dominated means that the proportion of women in a meeting is between 0 and 0,49. Female-dominated means that the proportion of women in a meeting is between 0,51 and 1,00. Where the proportion of women is 0,50, no gender is in majority in a meeting. These items are excluded of further analysis.

## **5. Results**

### **5.1 The relationship between a chairperson's gender and perceived meeting effectiveness**

An independent-samples t-test was conducted to compare the scores on perceived meeting effectiveness for masculine chairpersons and feminine chairpersons. There is no significant difference in scores for chairmen ( $M = 3,66$ ,  $SD = 0,56$ ) and chairwomen ( $M = 3,67$ ,  $SD = 3,67$ );  $t(1309) = -0,22$ ,  $p=0,83$  (two-tailed). So hyptoheses 1 is not supported.

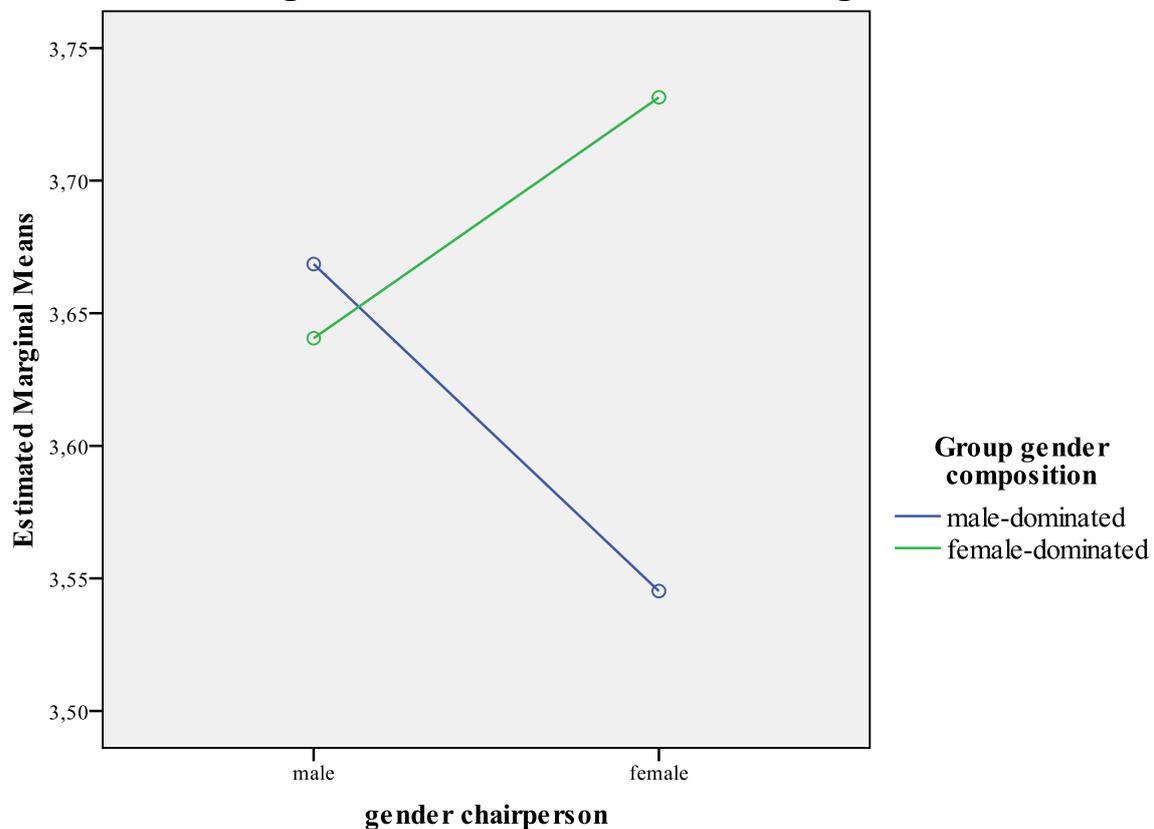
## 5.2 The relationship between group gender composition and perceived meeting effectiveness

Another independent-samples t-test was conducted to compare the scores on perceived meeting effectiveness for male-dominated and female-dominated business meetings. There is no significant difference in scores for male-dominated meetings ( $M=3,65$ ,  $SD=0,57$ ) and female-dominated meetings ( $M=3,70$ ,  $SD = 0,55$ );  $t(1173)=-1,44$ ,  $p=0,15$  (two-tailed). So hypothesis 2 is not supported either.

## 5.3 Gender group composition as moderator

A two-way between groups analysis of variance was conducted to explore the impact of chairperson's gender and gender group composition on perceived meeting effectiveness together. The interaction effect between chairperson's gender and gender group composition was statistically significant on a  $p<0,05$  level:  $F(1,1171)=7,672$ ,  $p=0,006$ . This means there is a significant difference in the effect of chairperson's gender on perceived meeting effectiveness for male-dominated or female-dominated meetings. The partial eta-squared for this effect is 0,007. Figure 3 shows these differences, but it is not yet clear which difference is significant.

**Estimated marginal means of Perceived Meeting Effectiveness**



**Figure 3**

This two-way between groups analysis of variance does not show which groups form an effective combination (of chairperson's gender and group gender composition). So analysing this significant difference is needed. Possible combinations of chairpersons and group gender composition are formed. Using a one-way between groups ANOVA, it is tested whether there are significant differences in the mean scores of the four different groups. Levene's test for homogeneity of variances provides a Sig. value of 0,092, so we have not violated the assumption of homogeneity of variance. The ANOVA shows there is a statistically difference for the different groups at the  $p < 0,05$  level in perceived meeting effectiveness scores:  $F(3,1171) = 3,329$ ,  $p = 0,019$ . This significant effect is further explored by using a Post-hoc comparison with the Tukey HSD test (Pallant, 2007, p.248). This indicated that the mean scores between two groups are significantly different: this difference exist between the group with a female chairperson in combination with male-dominated and female-dominated settings. This means that a meeting is perceived to be more effective when a female chairperson is leading a female-dominated group. The effect of this is shown by eta squared:  $= 2,99/420,67 = 0,007$ . Table 1 shows the combinations and their effects.

| Chairperson's<br>Gender<br>Group Gender<br>Composition | Male                      | Female   |
|--|---------------------------|--|
| <b>Male-dominated</b>                                  | No significant difference | -- : significantly less effective than combination of female chairperson & female-dominated setting. |
| <b>Female-dominated</b>                                | No significant difference | ++ : significantly more effective than combination of female chairperson & male-dominated meeting.   |

**Table 1: Different combinations of chairperson's gender and Group gender composition and their perceived meeting effectiveness.**

## **6. Discussion**

### **6.1 Conclusion**

The results of this study show that Hypotheses 1 and Hypotheses 2 are not supported. So no empirical evidence is found for a direct relationship between chairperson's gender and the perceived meeting effectiveness or for a relationship between group gender composition and perceived meeting effectiveness.

Hypothesis 3 is partly supported, because the combination of a female chairperson and a female-dominated setting in a meeting is perceived to be significantly more effective than a female chairperson and a male-dominated setting in a meeting.

From these results it can be concluded that although there is no direct relationship as regards the variables chairperson's gender and group gender composition, a significant difference is found when combining these two variables.

### **6.2 Strengths, limitations & relevance**

Strengths always come with limitations, but give a lot of opportunities too. For example the use of an already existing dataset comes together with a lot of advantages, but also disadvantages or limitations. These and other strengths and limitations of present study are shown below.

#### **Strengths**

The biggest advantage of using this dataset is that already 1311 usable questionnaires are collected. This gives opportunity to find strong empirical evidence for possible relationships.

As said before, no empirical research has been written about the gender of a chairperson and the effectiveness of a meeting. The use of literature about leadership gives more insight in this possible relationship and showed that this relationship could be interesting.

Finally, a theoretical base is set for the word gender and what gender can mean in different situations. It is not just being a man or a woman, but it comes together with more traits and behaviors. Although the survey did not give opportunities to go deeper in this, it is very useful for the future.

#### **Limitations**

A first limitation of the present study is that the survey only provided data from one person's perspective on a meeting. If one person finds a meeting very ineffective, another part of the meeting can find the opposite. This fact is not included in the present study. For further research it is a possibility to

link data from respondent and chairperson and link them together to other respondents for the same chairperson (and meeting).

The use of existing data means that there is less freedom in choosing scales and questions in the questionnaire. A good example for this is the dependent variable perceived meeting effectiveness. It is not very clear if this 6-item variable really measures perceived meeting effectiveness. Next to that there is no option for a respondent to fill in that he or she does not know the answer or has no opinion about one of these statements. There is a chance that he or she would fill in nothing and the results of this specific person will not be used because it is not complete. Another possibility is that he or she randomly chooses one of the five options.

Another possible limitation is that the timing of the meeting was not asked in the survey. The moment during the day or week can be of influence to the perceived effectiveness of a meeting ( a meeting at 5 pm on Friday may be perceived less effective than a meeting on Monday 10 am.).

### **Theoretical relevance**

This study has contributed to the literature of meetings and gender. No significant evidence is found to present strong relationships. the group with the combination of a female chairperson and a female-dominated setting in a meeting showed significantly more effectiveness than the group with the combination fo a female chairperson and a male-dominated setting. Although this was a significant difference, the effect of this difference was very small.

### **Managerial relevance**

The results from the present study partly confirm what Ayman and Korabik (2010) found in their study, namely: when a group gender composition is feminine, women tend to be more effective leaders. Managers can take this into account, but as shown the effect of our significant difference is very small. This means that the statistical difference does occur, but not in a strong way so it is not very important to consider it when setting up a business meeting.

## **6.3 Further Research**

Although not much significant effect was found on the basis of present study, more opportunities for further research are provided.

As seen in the literature, gender has been explained in many different ways, not just being a male or a female. This study does not take all the male or female characteristics into account, because it uses quantitative data, based on questionnaires. This can be seen as a first, exploratory step in this field. Further research can get more deepen into gender and use qualitative data to find out more about

different aspects of men and women and what specific characteristics are important in meetings. It would be interesting whether specific traits influence the perceived meeting effectiveness. Because man can adopt more feminine traits and vice versa, it would be interesting which of these traits and behaviors are important factors in a business meeting.

What also remains interesting is including cultural values of men and women, because culture matters in understanding leadership (Ayman et al., 2010). The present study included a lot of countries. Different countries have different cultures, so it would be of importance to include these in further research.

Another interesting point is the traditional stereotype roles and judgments of men and women. Women are perceived to be less effective leaders in a male-dominated setting. What is the reason behind this? Is this 'problem' attributable to men who perceive this or to the female chairpersons?

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## **Appendix**

*Questionnaire with codes and resources*

An arrow has been put in front of the used questions of this questionnaire for present research.

# **Face to Face Meetings: Participants' Experiences**



## FACE TO FACE MEETINGS: Background

|  | NAME     | VALUES  |
|--|----------|---|
| First, we would like to have some background information on the meeting you were in. |          |   |
|  |          |   |
| How much time ago did you attend the meeting?  |          |   |
|  |          |   |
| _____ days   | days     | .. (numerical value)  |
|  |          |   |
| In which country did the meeting take place?   |          |   |
|  |          |   |
| _____  | coun     | Use 2 CAPITAL letters, see <a href="http://www.statoids.com/wab.html">www.statoids.com/wab.html</a> . |
|  |          |   |
| Were you the chairperson?  |          |   |
|  |          |   |
| <input type="checkbox"/> Yes, I chaired it   | chair    | Yes = 1   |
| <input type="checkbox"/> No, someone else chaired it.                                |          | No = 0  |
|  |          |   |
| → The gender of the chairperson was:   |          |   |
|  |          |   |
| <input type="checkbox"/> Male  | chgender | Male = 0  |
| <input type="checkbox"/> Female  |          | Female = 1  |
|  |          |   |
|  |          |   |
| → How many persons attended the meeting in total?                                    |          |   |
|  |          |   |
| → _____ men  | nrmen    | .. (numerical value)  |
|  |          |   |
| → _____ women  | nrwomen  | .. (numerical value)  |
|  |          |   |
|  |          |   |
| Please check <i>which type</i> of meeting it was most similar to:                    |          |   |
|  |          |   |
| <input type="checkbox"/> information-sharing meeting;                                | type     | 1   |

|   |                |                     |
|---|----------------|---------------------|
|   |                |                     |
| These are meetings primarily about announcing and discussing organizational, department, unit, team and/or personnel news;  |                |                     |
| <input type="checkbox"/> meeting about routine issues;  |                | 2                   |
| These are meetings primarily about day-to-day monitoring or decision making that work on issues identified previously, for example assigning tasks, coordinating activities, and/or making other decisions; |                |                     |
| <input type="checkbox"/> meeting about special problems;  |                | 3                   |
| These are meetings primarily about new or unusual issues, rather than day-to-day problems.  |                |                     |
| <input type="checkbox"/> other type of meeting,   |                | 4                   |
| _____   | <u>othtype</u> | Description         |
|   |                |                     |
| Did the meeting start on time?  |                |                     |
| <input type="checkbox"/> Yes  | startl         | 0                   |
| <input type="checkbox"/> No, it started _____minutes later than planned   |                | Numerical value     |
| How long did the meeting last?  |                |                     |
| _____minutes  | duration       | ... numerical value |
| Did the meeting end on time?  |                |                     |
| <input type="checkbox"/> Yes  | endl           | 0                   |
| <input type="checkbox"/> No, it ended _____minutes later than planned   |                | Numerical value     |
| Did the meeting have a written agenda?  |                |                     |
| <input type="checkbox"/> Yes  | agenda         | 1                   |
| <input type="checkbox"/> No   |                | 0                   |
|   |                |                     |

|  |         |                           |
|--|---------|---------------------------|
| Were action points noted for a next meeting?   |         |                           |
| <input type="checkbox"/> Yes   | action  | 1                         |
| <input type="checkbox"/> No  |         | 0                         |
|  |         |                           |
|  |         |                           |
| Did the meeting have a regular seating arrangement at a table at which participants sat in chairs around it? |         |                           |
| <input type="checkbox"/> Yes   | seating | Yes = 1                   |
| <input type="checkbox"/> No (for example, sofa / standing / bar). Please describe the arrangement below:     |         | no = 0                    |
|  |         |                           |
| _____  | seatoth | description               |
| _____  |         |                           |
|  |         |                           |
| Please indicate in which sector the meeting took place:  |         |                           |
| <input type="checkbox"/> Private for profit  | priv    | 1                         |
| <input type="checkbox"/> Private nonprofit   |         | 2                         |
| <input type="checkbox"/> Public  |         | 3                         |
|  |         |                           |
| <input type="checkbox"/> Industry  | sector  | 1                         |
| <input type="checkbox"/> Banking   |         | 2                         |
| <input type="checkbox"/> Service   |         | 3                         |
| <input type="checkbox"/> Education   |         | 4                         |
| <input type="checkbox"/> other   |         | 5                         |
|  |         |                           |
| Please indicate your gender below:   |         |                           |
| <input type="checkbox"/> Male  | gender  | Male = 0                  |
| <input type="checkbox"/> Female  |         | Female = 1                |
|  |         |                           |
| Please indicate your year of birth   |         |                           |
|  |         |                           |
| _____  | yrbirth | Numerical (19).. (use two |

|   |                 |                 |
|---|-----------------|-----------------|
|   |                 | digits)         |
|   |                 |                 |
| How many meetings do you attend on average in a week?             |                 |                 |
| _____   | <u>meetweek</u> | Numerical value |
|   |                 |                 |
| How much of your work week do you estimate you spend on meetings? |                 |                 |
| _____ %   | <u>perctime</u> | Numerical value |
|   |                 |                 |

V **Please tick the answer that represents *your opinion* best.**

1. Participation was widespread among meeting attendees.

2. Participants worked hard.

3. A variety of options was explored before making decisions

4. Consequences of decisions were explored before final decisions were made.

5. There was a positive mood in the meeting.

| SCALE         | disagree completely/ absolutely untrue | disagree/ largely untrue | neutral / equally true as untrue | agree/ largely true | agree completely/ absolutely true |
|---------------|--|--------------------------|----------------------------------|---------------------|-----------------------------------|
| Participation | 1                                      | 2                        | 3                                | 4                   | 5                                 |
| participation | 1                                      | 2                        | 3                                | 4                   | 5                                 |
| participation | 1                                      | 2                        | 3                                | 4                   | 5                                 |
| participation | 1                                      | 2                        | 3                                | 4                   | 5                                 |
| mood          | 1                                      | 2                        | 3                                | 4                   | 5                                 |

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| 6. The mood in the meeting was enthusiastic.   | mood   | 1 | 2 | 3 | 4 | 5 |
| 7. The members had an 'We are together' attitude.                                    | Part safety<br>TCI-short<br>Kivimäki &<br>Elovainio,<br>1999 | 1 | 2 | 3 | 4 | 5 |
| 8. Members kept each other informed.   | Part safety<br>TCI-short<br>Kivimäki &<br>Elovainio,<br>1999 | 1 | 2 | 3 | 4 | 5 |
| 9. Members felt understood and accepted.   | Part safety<br>TCI-short<br>Kivimäki &<br>Elovainio,<br>1999 | 1 | 2 | 3 | 4 | 5 |
| 10. The members made real attempts to listen to each other and to share information. | Part safety<br>TCI-short<br>Kivimäki &<br>Elovainio,<br>1999 | 1 | 2 | 3 | 4 | 5 |
| 11. <b>I was bored at the meeting.*</b>  | Mood*  | 1 | 2 | 3 | 4 | 5 |
| 12. <b>I felt frustrated in the meeting.*</b>  | Mood*  | 1 | 2 | 3 | 4 | 5 |
| 13. I was satisfied with the meeting.  | sat  | 1 | 2 | 3 | 4 | 5 |

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| 14. I am satisfied with how the meeting went.  | sat  | 1 | 2 | 3 | 4 | 5 |
| 15. I am satisfied with the results achieved.  | sat  | 1 | 2 | 3 | 4 | 5 |
| 16. I am satisfied with how the relationship of the members developed.                 | sat  | 1 | 2 | 3 | 4 | 5 |
| 17. There was a preparedness to ask basic questions about the need to discuss matters. | Task or<br>TCI-short<br>Kivimäki &<br>Elovainio,<br>1999 | 1 | 2 | 3 | 4 | 5 |

|   |  | disagree/<br>completely/<br>absolutely<br>untrue | disagree/<br>largely<br>untrue | neutral/<br>equally<br>true as<br>untrue | agree/<br>largely<br>true | agree<br>completely/<br>absolutely<br>true |
|---|--|--|--------------------------------|--|---------------------------|--|
| 18. The members critically appraised potential weaknesses in what said in order to achieve the best possible outcome. | Task or<br>TCI-short<br>Kivimäki &<br>Elovainio,<br>1999 | 1  | 2                              | 3  | 4                         | 5  |
| 19. Members were building on each other's ideas.  | Task or<br>TCI-short<br>Kivimäki &<br>Elovainio,         | 1  | 2                              | 3  | 4                         | 5  |

|   | 1999                        |   |   |   |   |   |
|---|-----------------------------|---|---|---|---|---|
| 20. The meeting was held efficiently.   | efficiency                  | 1 | 2 | 3 | 4 | 5 |
| 21. The meeting was well organized  | efficiency                  | 1 | 2 | 3 | 4 | 5 |
| 22. <b>Time was wasted in the meeting.*</b>   | Efficiency *                | 1 | 2 | 3 | 4 | 5 |
| 23. <b>The meeting interrupted my workday.*</b>                                     | Efficiency *                | 1 | 2 | 3 | 4 | 5 |
| 24. Participants appeared willing to answer questions.                              | Teamwork<br>Davison         | 1 | 2 | 3 | 4 | 5 |
|   | 1999                        |   |   |   |   |   |
| 25. Participants worked together as a team  | Teamwork<br>Davison<br>1999 | 1 | 2 | 3 | 4 | 5 |
| 26. Participants had sufficient access to information to be involved in the meeting | Teamwork<br>Davison<br>1999 | 1 | 2 | 3 | 4 | 5 |

Please try to remember how you felt during the meeting.

|                        |                      | disagree<br>completely/<br>absolutely<br>untrue | disagree/<br>largely<br>untrue | neutral/<br>equally<br>true as<br>untrue | agree/<br>largely<br>true | agree<br>completely/<br>absolutely<br>true |
|------------------------|----------------------|---|--------------------------------|--|---------------------------|--|
| <b>27. Tense*</b>      | A-C /JAWB            |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |
| <b>28. Anxious*</b>    | A-C /JAWB            |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |
| <b>29. Calm</b>        | A-C /JAWB            |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |
| <b>30. Relaxed</b>     | A-C /JAWB            |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |
| <b>31. Worried*</b>    | A-C /JAWB            |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |
| <b>32. Comfortable</b> | A-C /JAWB            |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |
| <b>33. Optimistic</b>  | D-E/JAWB             |   |                                |  |                           |  |
|                        | Warr et al.,<br>1999 | 1   | 2                              | 3  | 4                         | 5  |

34. **Gloomy\***

D-E/JAWB

Warr et al.,  
1999

1

2

3

4

5

35. Motivated

D-E/JAWB

Warr et al.,  
1999

1

2

3

4

5

disagree  
completely/  
absolutely  
untrue

disagree/  
largely  
untrue

neutral/  
equally  
true as  
untrue

agree/  
largely  
true

agree  
completely/  
absolutely  
true

36. **Depressed\***

D-E/JAWB

Warr et al.,  
1999

1

2

3

4

5

37. **Miserable\***

D-E/JAWB

Warr et al.,  
1999

1

2

3

4

5

38. Enthusiastic

D-E/JAWB

Warr et al.,  
1999

1

2

3

4

5

Now please rate the meeting's effectiveness on the following points:

| → Effective with respect to   | Extremely ineffective                        | Ineffective | Ineffective nor effective | Effective | Extremely effective |
|---|--|-------------|---------------------------|-----------|---------------------|
| 39. ... achieving my own work goals   | Effectiveness<br>Rogelberg et al., 2006<br>1 | 2           | 3                         | 4         | 5                   |
| 40. ...achieving my colleagues' work goals  | Effectiveness<br>Rogelberg et al., 2006<br>1 | 2           | 3                         | 4         | 5                   |
| 41. ... achieving goals of the unit/organization I work for.                        | Effectiveness<br>Rogelberg et al., 2006<br>1 | 2           | 3                         | 4         | 5                   |
| 42. ...providing me with an opportunity to acquire useful information.              | Effectiveness<br>Rogelberg et al., 2006<br>1 | 2           | 3                         | 4         | 5                   |
| 43. ...providing me with an opportunity to meet, socialize, or network with people. | Effectiveness<br>Rogelberg et al., 2006<br>1 | 2           | 3                         | 4         | 5                   |
| 44. ...promoting commitment to what was said and done in the meeting.               | Effectiveness<br>Rogelberg et al., 2006<br>1 | 2           | 3                         | 4         | 5                   |

V 45 If you would like to add any comment, please use the space below:

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