

For your “super homework” a few weeks ago, you observed some actual conversations. Observations are good ways to document **behaviors**—what people actually do in particular situations. As a whole, members of the class looked at conversations in a wide range of contexts to both reinforce and complicate the studies we have been reading.

Surveys are a good way to get at **perceptions**—how people think and feel in response to some external stimulus. As a class we are going to create a short survey (or set of surveys) to see if we can learn something new about how gender affects perceptions of behaviors.

Examples of studies we have read that use surveys include:

- Burleson et al (2015): Guys can’t say THAT to Guys  
Students saw a transcript of either a man comforting a troubled male friend or a woman comforting a troubled female friend. Except for the genders and names of the characters in the transcripts, everything was identical. Male students perceived the situation of a man comforting another man in a negative light. Male students and female students both perceived a woman comforting another woman positively. (simplified methods)
- Brescoll & Uhlmann (2008): Can an angry woman get ahead?  
Participants saw videotapes of either a male or female professional describe a situation where they lost an account. The videotaped actors expressed either anger or no emotion about this situation. Participants who saw the female actor express anger rated her very negatively whereas the male actor who expressed anger was rated as both competent and powerful (simplified methods & results).
- Livingston (2012): Can an Agentic Black women get ahead?  
Participants saw a picture of one of four individuals—a Black woman, a White woman, , a Black man or a White man—who was described as a supervisor who needed to confront an under-performing employee. Participants also saw one of two scripts: a dominant script (“I demand you improve. I am a tough and determined boss”) or a communal script (“I encourage you to improve. I am a caring boss”). White women and Black men were both penalized (seen as less of a leader) when using the demanding script. For Black women and White men, there were no significant differences between the two scripts.

We are going to conduct a class survey looking at how people view men and women who make mistakes. I will create the survey with input from you and then I will ask each of you to find at least five people not in our class to respond to the survey. To motivate people to take the survey, I will donate \$2 for each person who completes the survey to their choice of either the Pittsburgh area food bank or Doctors without Borders (an international aid organization).

I have started 4 scenarios in the next document in which someone has made a mistake. Each scenario will be randomized so that participants see either a male name or female name. Your task is to complete the scenarios so that each tests a hypothesis about how men and women respond to mistakes. To my knowledge, no research has been done that directly answers this question, so we are in uncharted territory here

Let's begin first by thinking about ways that people can respond to a mistake. Some examples are:

- Apologize
- Make an excuse
- Accept blame
- Blame others
- Self-deprecating apology (e.g. "I am so sorry. I am an idiot when it comes to X")
- Self-promoting excuse (e.g., "I had so many more important things to do I just never got around to this small detail")

You can probably think of some other ways to respond to mistakes.

Here is what you need to complete:

1. For each scenario on page 3, write up a hypothesis you would like to test and then an example response that the main "character" in the scenario might say.
2. Add at least 4 ratings that you think might show gender differences and explain the hypotheses behind these ratings.
3. If you think there is any additional demographic information we should collect, explain what it is and why it is relevant.

Watch this video for a bit more guidance on how to complete this task:

<http://youtu.be/wCBxhy3hOTo?hd=1>