

# POSITIVE LEADERSHIP FOR GOOD ALLYSHIP

## Instructor Manual

**Professor Ronit Kark (2022 Rechter Fellow)**

Department of Psychology  
Bar-Ilan University

**Noam Shmallo, RA, Graduate Student**

Department of Psychology  
Bar-Ilan University

**Ben Linden, RA, Undergraduate Student**

Department of Psychology  
University of Michigan



## **Positive Leadership for Good Allyship**

### **Instructor Manual**

#### **Slide 2:**

##### **Goals:**

Students and executives who participate in this session, using the positive teaching tool should be able to:

1. Understand their role and motivations as positive leaders to promote gender equality.
2. Understand the barriers men face while trying to act as allies.
3. Comprehend the concept of backlash and identify different forms of it and of resistance men could face while trying to act as allies.
4. Gain tools and experience with different forms of positive behaviors that can be helpful when taking the role of allies.
5. Gain knowledge on how they as positive leaders, can further motivate others in their teams to act as good allies, while being cautious of the differing reactions and hesitations.

#### **Slide 3:**

##### **Expected Outcomes:**

1. Allies (mostly men or the members of the dominant group) will better understand the challenges and complexities of promoting gender equity.
2. Allies (mostly men or the members of the dominant group) will gain tools to overcome these challenges and complexities.
3. Allies (mostly men or the members of the dominant group) will take a more active part in the fight for gender equality.

**Slides 4-9:**

**Begin the session by discussing whether gender equality is a women's only issue. Ask participants to share their views and listen to the different opinions. Don't draw a conclusion, things will be clarified later.**

What is happening around the world? The topic of Men's allyship is on the rise and gaining higher global attention

**Share initiatives of men working for gender equality around the world:**

1. [Champions of Change Coalition](#): The Champions of Change Coalition is an Australian Initiative of CEOs of big firms in Australia. They have come together to develop and implement innovative strategies for achieving gender equality, advancing more and diverse women in leadership, and building respectful and inclusive workplaces.
2. [UNFPA](#): UNFPA works with men and boys around the world to advance gender equality and end violence.
3. [HeForShe](#): HeForShe is well known UN campaign that sends an invitation for men and people of all genders to stand in solidarity with women to create a bold, visible and united force for gender equality. The men of HeForShe aren't on the sidelines. They're working with women and with each other to build businesses, raise families, and give back to their communities.
4. [Lean in](#): An NGO organization initiated by Sherill Sandberg from Facebook to promote gender equality. It has a training program for allies— 50 Ways to Fight Bias and Allyship at Work—give employees the practical know-how they need to challenge bias head on and foster inclusion on their teams.
5. [Itsmypproblem](#) is a voluntary independent initiative established in September 2020 in Israel, with the aim of fighting violence against women.

**Slide 10:**

**Continue by defining who are allies? Mention that there are different views of the definition.**

Some define allies as members of the dominant, privileged group acting on behalf of a disadvantaged group. For example: white people acting on behalf of black people, men acting on behalf of women.

Others use a broader definition of allies as socially aware people who proactively try to do something about injustice that exists around them. This definition can also include privileged black people who act on behalf of underprivileged black people or privileged women acting on behalf of underprivileged women.

(Kim & Meister, 2022)

**Slide 11:**

**Take the next 10 minutes to fill in a self-assessment tool for allyship (appendix A). Make sure you print the questionnaire before the workshop.**

**Slide 12 + 13:**

**Ask participants to raise different opinions regarding why men are vital to the fight of gender inequality.**

**Then, discuss research findings surrounding the topic:**

1. **Part of the problem → part of the solution:** To accelerate change, we need to stop treating gender issues and gender equality as if it was just women's problem. We relate to this at the beginning of the workshop. Men, as well as women, are part of the problem of gender inequality, because of the way they think and behave affects the social order. Men's attitudes and behaviors may support a sexist status quo or promote change. Furthermore, men control most of the resources required to implement women's claims for justice and therefore, they are a vital part of the solution (Flood et al., 2017).

For example, men hold more senior positions than women. If men will not actively choose to promote more women, this gap will never be closed.

**2. Coalition legitimacy vs issue legitimacy:**

In a recent study Hussain et al., (2022) asked managers with decision-making authority to indicate their support for a gender pay gap presented by a coalition of their colleagues (women-only vs. men-only vs. mixed-gender coalition). The study shows that women-only groups struggle to convey issue legitimacy (the perception that gender equity is of strategic importance within business organizations), and on the other hand, men-only groups lack coalition legitimacy (the perception that they are the “right” spokespersons for gender equity issues). By contrast, mixed-gender coalitions signal both forms of legitimacy, and are thus uniquely effective.

- 3. Men are more convincing than women:** Hovland's Yale Communication Model defines source credibility as trustworthiness and expertise. Nonetheless, despite the fact that men and women are objectively equal on these dimensions, people perceive men as being more persuasive as speakers than women, since they are seen as “more objective and not directly benefiting from moving gender equality forward (Kenton, 1989)

**4. Men also suffer from the situation of gender inequality:**

**Ask participants to think of reasons why or share form their personal experience.**

Research shows that some men feel helpless and pay a heavy price for the effort of trying to live up to the demanding expectations of the society such as dominance, physical strength, sexual and financial success, etc. (Esplen, 2006)

**Slide 14:**

**Barriers**

**In the next part, ask participants why do they think men avoid allyship? You can ask participants who don't consider themselves as allies if they are willing to share some of their reasons.**

**Slide 15:**

**Discuss the different barriers that literature suggests.**

**After each barrier discussed, ask male participants to raise their hand if they can relate to the barrier.**

1. **A sense of a limited legitimacy:** Over four studies Sherf et al., (2017) demonstrated that men often don't participate in gender-parity initiatives because they don't feel they have the legitimacy to act on behalf of women. Using a survey of early career managers working in a variety of larger scale organizations, they showed that men, compared to women, experienced lower standing on gender-parity initiatives and, thereby, participated less in such initiatives. From men taking this view you can hear sentences such as: *"it's not my place to say anything because I haven't experienced what they've experienced"*, *"Making some point about gender parity, it's maybe not my expertise"*, *"That might be considered more strongly coming from a woman who's experienced it firsthand"*.
2. **Stereotypes towards men who promote gender equality:** Men who try to promote gender equality are perceived as weak, emotional, submissive and feminine (Anderson, 2009; Rudman et al., 2012).

**Ask participants - Can you think of reasons why?**

It is suggested that as sometimes feminist women are associated with masculine characteristics, the opposite phenomenon may occur in relation to feminist men. When people think of feminist men they think about feminized men (Anderson, 2009).

3. **Suspicion towards men:**

**Ask female participants – have you ever sensed that a male colleague is helping you due to egoistic reasons?**

Many women question men's motives and attribute unfavorable motives to their actions such as gaining political power, gaining exposure to the high management, gaining women's attention etc. (Kark, 2018; Simmons, 2020).

4. **A sense of threat to their masculinity:** When men's gender identity and masculinity are being threatened, they show less support for gender equality and less willingness to support collective egalitarian actions (Kosakowska-Berezecka et al., 2016). It is suggested that withdrawing support for gender equality helps men restore their



threatened manhood status and maintain their position in the gender hierarchy (Vandello & Bosson, 2013).

5. **Pluralistic Ignorance:**

**Ask participants – Imagine you are waiting in a long queue and suddenly someone starts shouting on the receptionist violently. No one says anything. Will you speak up? If not, why not?**

Pluralistic ignorance is the widespread misperception of a group's beliefs and the resulting effect this can have in perpetuating behaviors that are not consistent with individual attitudes (Prentice & Miller, 1993). Thus, if people do not commonly see men take action in support of gender equality, they might believe men don't perceive gender equality to be a problem. These misperceptions then might inhibit men's (and also women's) allyship (De Souza & Schmader, 2021).

6. **Apathy:** It seems that some men are unconcerned about issues of gender equality, do not see a compelling reason for becoming actively involved in gender initiatives, or both (Prime, 2009).

**Would you invest in something you don't care about?**

**Slides 16-19:**

**Motivations and Emotions**

**Discuss the different motivations of men to engage in gender equality activities.**

**After reviewing motivations, ask for volunteers to share what would motivate them to engage in such activities. You can also ask about their motivations before and try to come out with the 2 by 2 table focusing on the different components of the motivations (in-group, outgroup, egalitarian and status quo).**

1. **Out group focused motivation**

Genuine interest of allies to help the members of the disadvantaged outgroup improve their status (Radke et al., 2020). In our case it is a genuine interest of a man in women's disadvantage.

For example: white people who join the "Black Lives Matter" fight in order to promote black people's rights in the USA (Kark & Shalom-Cohen, 2021).

- **Emotion - Group based anger**

Group-based anger describes the collective feeling of anger people experience when they perceive that a social group is being treated unfairly (Radke et al., 2020)

- **Lower ingroup identification (possible lower identification with other men)**

## 2. **In group focused motivation**

Strong identification with one's group leads to allies promoting disadvantaged outgroup status due to ingroup interests, such as preservation of power hierarchy and status quo, positive light on one's group (Radke et al., 2020).

For example: white people who join the "Black Lives Matter" fight in order to create a considerate and caring image of white people (Kark & Shalom-Cohen, 2021) (You can also exchange white and black with man and woman.)

- **Emotions - group based guilt, sympathy for the disadvantaged group.**

Group-based guilt is an ingroup-focused emotion invoked when the advantaged ingroup feels responsible for the treatment of the disadvantaged group (Radke et al., 2020).

- **Higher ingroup identification (with the men's group).**

## 3. **Personal motivation**

Allies promote disadvantaged outgroup status due to personal interests such as personal gain, reputation improvement, and public sympathy (Radke et al., 2020).

For example: men who engage in women rights activities in order to protrude themselves in front of their managers.

- **Emotions - positive emotions such as joy and pride**

Positive feelings can motivate helping behavior (Cunningham, 1979)

- **Higher personal identification with one's own group (e.g., the men's group).**

## 4. **Morality motivation**

Allies promote disadvantaged outgroup status due to a desire to stick with high moral standards according to what is just and wrong (Radke et al., 2020).

For example: men who engage in women's rights activities because they believe in equity, justice, and human rights (Kark & Shalom-Cohen, 2021).



- Emotion - moral outrage
- Identification with a superordinate politicized group or higher social values.

Ask for volunteers to share what would motivate them to engage in gender equity activities.

**Slides 20-21:**

Explain that Each of these motives can be manifested in two ways: one which tries to bring change and one which tries to preserve the status quo.

**Patriarchal Vs Egalitarian Motivations**

**Patriarchal Motivations** – feeling a sense of duty to protect and help the “weaker” gender, using your “stronger” position as a man to be an ally.

This approach preserves the status quo.

- E.g. Benevolent Sexism

**Egalitarian Motivations** – feeling a sense of duty to promote equality for women because one believes men and women are equal and deserve to be treated equally.

This approach promotes change.

- “In his first interview, Steven regularly referred to the gender imbalance in his field as a primary motivation for wanting to make organizational change” (Nash et al., 2021).

**Present the examples noted in the table.**

**Slide 22:**

**Behaviors**

Ask men participants to imagine the following scenario: a colleague is asking you to fix a problem in her computer. This requires a few simple actions. How will you help her?

1. I'll fix the problem in a few minutes and then continue with my assignments.
2. I will take a few extra minutes to explain her what she needs to do so that next time she will know to manage the fault herself.

Ask women participants to answer – what will you prefer? How will you react to each type of help?

**Slide 23:**

**Present and discuss the two types of help: autonomous help \ dependent help**

(Wiley & Dunne, 2019).

Dependency-oriented help:

- Solves a problem completely.
- Affirms the intergroup hierarchy.
- Justifies the disadvantaged position of the receiving group by implying that they cannot solve problems on their own.
- Justifies the advantaged position of the helping group by implying that they are needed.

Autonomy-oriented help:

- Offers only partial support to solve a problem.
- Weakens the intergroup hierarchy.
- Challenges the disadvantaged position of the receiving group by implying that they can solve the problem with sufficient resources.
- Challenges the advantaged position of the helping group by implying that their help is needed only because they have more resources than they deserve.

**Slide 24:**

**Hostile \ Benevolent Sexism**

Hostile sexism represents overt animus towards women, extremely offensive and damaging (Glick & Fiske, 1996).

**Ask participants for examples.**

**You can drive them by giving the following example– Josh, the manager, doesn't promote Kate because he thinks she is manipulative and mean.**

Benevolent sexism, on the other hand, often comes in the form of complements, gallantry and prosocial behaviors such as helping and protecting, yet this behavior still perpetuates sexist norms (Glick & Fiske, 1996).

**Ask participants for examples.**

**You can help them by giving the following example – Josh, the manager, doesn't promote Kate because he knows she has three little kids at home and he believes she should spend more time with her family.**

Over six studies on 2,250 responders, Glick and Fiske (1996) showed that Hostile Sexism is correlated with negative stereotypes and attitudes toward women while Benevolent Sexism is correlated with positive stereotypes and attitudes toward women.

**Slide 25:**

**Engage the women by asking them to respond to the following question.**

Imagine you are attending a staff meeting regarding some problems your firm has been having. You have critical information to add but every time you try to speak you are being interrupted.

One of your male colleagues noticed that and raised his voice to silence the people so you could talk.

How would you feel? How would you react?

**Backlash**

**Then, ask the men - how would you feel if the female colleague you were trying to help would get angry at you, saying she doesn't need your help?**

**Slide 26:**

**Define the term – backlash, what is it?**

According to Cambridge Dictionary, backlash is a strong, negative reaction to something, especially to change.

<https://dictionary.cambridge.org/dictionary/english/backlash>

Carton and Knowlton (2017) defined backlash as members of oppressed groups who resist help from those who seek to act on their behalf.

**Ask participants to share their opinions on the topic - is it odd? Is it fair? Is it logical? Why yes and why not? Ask participants to elaborate.**

It may seem surprising that members of oppressed groups would resist help from those who seek to act on their behalf. Yet, due to the extraordinary risks that they face by

involving outsiders, oppressed group members are likely to be motivated to assess the risk involved in accepting outsiders as activists.

**Slide 27:**

**Engage participants by asking them to respond to the following questions. Ask them to share.**

- Have any of the men here experienced backlash while trying to help women?
- Have any of the women here noticed she backlashed at a men colleague trying to assist her?

**Slide 28:** \*Slides 28-30 are an optional expansion, depending on the time frame

**Gatekeeping**

**What is it?**

**Inhibiting men from becoming more active in promoting gender equity in the organization.**

**Why?**

Kark (2018) examined the issue of “gender equity gatekeeping” in a large Israeli organization and found several types of resistance from women. Each type is explained and exemplified with quotes from women responding to an only-men group trying to promote gender equity in their organization:

**Discuss the different types of gatekeeping (Kark, 2018)**

**Slides 29-30:**

1. **Resisting the “knight in shining armor”**: The most common form of gatekeeping. The believe that men’s initiative towards gender equality are patronizing and paternalistic.  
*“We do not want the knight on the white horse to come and save us. To take the lead in moving us forward. To save the women would be to recycle the problems each time...very patronizing.”*

2. **Resisting the notion of inequity:** Women who assert that there are no gender imbalance issues and that women do not encounter any biases or hardships at work, and thus object men as allies. *"It was apparent in personal conversations with these women that they had automatic responses saying that there is no problem whatsoever. 'The world is ok'. 'There's no discrimination'."*
3. **Resisting by framing specific topics as exclusively related to women:** Women who think that men cannot fully understand women and the things that affect their working life. These women believe that men are not able to assist due to their limited knowledge and experience in these fields. *"I understood that it will forever remain from a male perspective. You understand? That they are a group of men who will never understand the female perspective. They needed to have a woman on the team."*
4. **Resisting by questioning the men's motives:** Attributing unfavorable motives to men's actions (such gaining exposure to higher management etc.). *"I thought they were managerial candidates that were trying to gain political power within the organization."*

**Ask women if they can relate to one of these points. Are they willing to share?**

**Slide 31:**

**Group exercise – appendix B:**

**15 minutes exercise. Hand out the exercise (make sure you print it before).**

Please divide the class into groups of three – one facilitator and two discussants. The facilitator will present the dilemma and the other two participants will discuss it. One participant will talk about how he would react in the presented scenario, and the other will share how would he feel if it was him or her in this situation.

Participants can then switch roles in order to share their view from both sides of the dilemma.

Each group will discuss at least two dilemmas so that the facilitator from the first dilemma will get to be a discussant in the following debate.

For mixed gender groups, try to include at least one man and one woman in every group. The men will talk about how they would react in the presented scenario, and the women will share how would they feel in this situation.

**Take 5 more minutes to discuss a selected dilemma with the entire class. Get input form the different groups.**

### **Slides 32-33**

#### **So what can we do as positive leaders to facilitate good allyship?**

“Leadership can play a critical role in either contributing to equity, diversity, and inclusion or reinforcing prevailing patterns of racial inequality and exclusion” (Welp & Schein, 2021).

#### **Discuss your role as positive leaders by asking participants the following questions:**

- How do you think your power as positive leaders can influence your organization and colleagues to act for gender equality?
- What do you think will help women and men collaborate on this important issue?
- Think of at least one action you’ll do as an ally in order to promote gender equity after this workshop.

### **Slide 34**

#### **So, what can men do? Some recommendations for good allyship of men (and women as allies)**

##### **Be aware!**

1. Be aware of your motives – self reflect and understand your motives. Then, clearly present them to your female colleagues and listen to their responses with sensitivity.
2. Be aware of your power and privileges – know that men hold most power and so your intervention should be humble and not aggressive.
3. Be aware of resistance – both men and women can resist your allyship.  
Anticipate it and face it with clarity and patience.

(Kark & Shalom-Cohen, 2018)

### **Take Action!**

Allies need to have a sense of accountability for the injustice and take intentional action to interrupt sexism or gender injustice (Madsen et al., 2019).

### **Slide 35**

#### **So, what can women do?**

Acknowledge that this is a long process that will take time and learning from both men and women. Create a dialog with your male colleagues, establish a partnership with them and allow them to be your allies (Kark & Shalom-Cohen, 2018).

### **Slide 36**

#### **So, what can organizations and Leaders do?**

- Provide men with varied opportunities to grow as allies and hold ongoing educational activities surrounding the topic (Nash et al., 2021).
- Help men develop situational awareness regarding problems that aren't directly affecting or visible to them (Johnson & Smith, 2022). This can involve:
  - Initiate educational and awareness programs and processes
  - Uncover hidden biases
  - Think about ways of gender mainstreaming of organizational and work processes
  - Attention to nonverbal cues, photos on the wall, internet images
  - Noticing sexist words and phrases
  - Foster an inclusive organizational climate
  - Ask women about their experiences, learn from it and make the needed changes
  - Short term: Think of daily practices to move forward gender equality
  - Long term: Plan a strategy to lead to gender equality in the organization



## **Appendix A**

### **Self-assessment tool (Dang & Joshi, 2022)**

Within the workplace, employees can engage in behaviors to support one another. For these questions, we are interested in behaviors in which you may or may not engage to support female colleagues. In relation to these female colleagues, to what extent do you...

**1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always**

#### **Self-ally work**

1. I work to improve my knowledge of female colleagues' experiences by seeking out relevant materials (e.g., books, articles, podcasts).
2. I reflect on my privilege and how it can be used to advocate for female colleagues.
3. I think critically about my advantaged position in society and how it can be used to support female colleagues.
4. I work to change aspects of myself (e.g., thoughts, feelings, actions) that prevent me from being an ally to female colleagues.
5. I work to strengthen aspects of myself (e.g., thoughts, feelings, actions) to help me better support female colleagues.
6. I try to improve aspects of myself (e.g., thoughts, feelings, actions) to be a better advocate for female colleagues.
7. I reflect on the actions I have taken to support female colleagues and how these actions can be improved upon.

**7 - 16 → low on self-ally work**

**17 - 26 → medium on self-ally work**

**27 - 35 → high on self-ally work**

#### **Relational ally work**

1. I engage with female colleagues at work whenever I can.
2. I offer my support to female colleagues.
3. I make an effort to communicate with female colleagues.
4. I seek out opportunities to engage with female colleagues.

5. I make it a point to develop a close working relationship with female colleagues.
6. I check in on female colleagues by asking them how they are doing.
7. I try to develop positive working relationships with female colleagues.

**7 - 16 → low on self-ally work**

**17 - 26 → medium on self-ally work**

**27 - 35 → high on self-ally work**

### **Organizational ally work**

1. I try to change organizational practices (e.g., policies, programs, rules) that negatively impact female colleagues.
2. I try to establish organizational practices (e.g., policies, programs, rules) that will benefit female colleagues.
3. I attempt to stop the use of organizational practices (e.g., policies, programs, rules) that are negatively biased towards female colleagues.
4. I ensure that organizational practices (e.g., policies, programs, rules) do not disadvantage female colleagues.
5. I challenge existing organizational practices (e.g., policies, programs, rules) that disadvantage female colleagues.
6. I advocate for developing new organizational practices (e.g., policies, programs, rules) that can benefit female colleagues.
7. I encourage the organization to consider candidates who belong to female groups when making hiring decisions.
8. I develop and make recommendations about ways to improve the work experience for female colleagues.
9. I try to reform organizational practices (e.g., policies, programs, rules) that do not meet the needs and interests of female colleagues.

**9 - 20 → low on organizational ally work**

**21 - 33 → medium on organizational ally work**

**34 - 45 → high on organizational ally work**

### **Total Score:**

**23 - 52 → low on allyship. You can do better!**

**53 - 84 → medium on allyship. Keep on trying! You are on the right path.**

**85 -115 → high on allyship. Keep up the good work!**

## **Appendix B**

### **Men Allies Dilemmas:**

- 1. First discuss this in the sub-groups**
- 2. Then you will share this with the larger group.**

The following dilemmas describe situations you may have encountered \ may encounter during your professional life.

Please divide the class into groups of three – one facilitator and two discussants. The facilitator will present the dilemma, and the other two participants will discuss it. One participant will talk about how he would react in the presented scenario, and the other will share how he would feel if it was him or her in this situation.

Participants can then switch roles to share their view from both sides of the dilemma.

Each group will discuss at least two dilemmas so that the facilitator from the first dilemma will get to be a discussant in the following debate.

For mixed gender groups, try to include at least one man and one woman in every group. The men will talk about how they would react in the presented scenario, and the women will share how they would feel in this situation.

1. You are attending a meeting. The meeting is with your manager (a man), two other male colleagues and one female colleague, who is about to present her work. One of the male colleagues started talking about soccer. You take part in the conversation. The conversation lengthens so that you all talk for 15 minutes while your female colleague sits quietly aside. What would you do?
2. You are attending a meeting, and the manager asks you about the progress of a project assigned to a female colleague sitting next to you. You are working on related tasks, but you are not a part of her project. Assuming he wasn't mistaken, how would you react?
3. You are passing near the kitchen in your workplace, and you over hear the following conversation:

Male colleague 1: "Look at Michelle's body; doesn't she have the body of a gymnastic teacher?"

Male colleague 2: "mm... yeh, you are right. Michelle, do you work out?"

Michelle: "guys, I don't think it's appropriate for you to talk about my body."

Male colleague 1: "ho... Why are you being so sensitive? We can't say anything anymore."

You and Michelle are friends, so you enter the kitchen and say "Guys, leave her alone and don't talk about her body." Michelle looks at you and says, "I don't need you to stand up for me I can stand for myself." How would you react?

4. You are in a friendly relationship with your manager. Your team leader, who is a woman, has done an excellent job leading your project, yet your manager is passing over the reins to a less qualified and less experienced male colleague. You decide to intervene and have a conversation with the manager to speak kindly about her. Then, you go and tell her what you did, and she says: "what do you think you are doing? Speaking on my behalf. This is so patronizing!" How would you feel? How would you react?
5. You are sharing an office with a female colleague you have been working with for the past five years. She is tutoring a new employee and suddenly, he says: "mm... I'm not sure it works this way. Are you sure?". He then turns to you and asks: "man, do you think this is how it goes?"  
How would you react?
6. You are a team manager at your workplace and attending an employment fair with your female vice. A man comes to your desk, presents himself to you, shakes your hand, hands you his resume, and then turns to leave while completely ignoring your vice. What will your reaction be? Would it affect his chances of getting an interview?
7. You are a team manager. You know that two of your male and female colleagues compete for promotion (also to be team managers). You overheard your male

colleague tells your manager that: "she is highly qualified for the job, maybe even more than me, but she just got married and I know she is planning on having a child soon. So, with the maternity leave and all, maybe it is not the best time for her promotion". Would you intervene? What would you do?

8. During a lunch break one of your male colleagues raises a dilemma and consults on how to deal with it. He finishes by saying "well, but we don't want to be girls about it." How would you feel? How would you react?  
(Microaggression modification)
9. You are the manager. You are sitting in a meeting with a female team manager and three of her employees (two males and one female). Your team manager raps the meeting by saying the two male employees, you and her should do a follow-up meeting, and ignores the female employee. How would you react?
10. You are interviewing a woman for a job of a computer analyst. She is asking for a salary per month that is lower in 1000 dollars from all the men you interviewed before. What would you do?
11. Your firm has put in place guidelines and objectives to change the gender representation among managers. One of the men working with you comes up to you and says that now he will have to do a sex operation in order to move forwards (implying that he will have to be a woman to be promoted). How would you react?

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