Gender Features of Workplace Competition: differences or similarity?

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Gender Differences in Demographic in EU

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Population Women/100 Men

Source: Eurostat
Annual employment growth (%)

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Adult (15+) economic activity rate

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Employment rates (%) EU-27

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Part-time employment (%)

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Distribution of labour force by status in employment

Employees

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Distribution of labour force by status in employment

Employers

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Distribution of labour force by status in employment

Own-account workers

Source: Eurostat
Evidence of Gender Gap in a family

Contributing family workers

Source: Eurostat
Evidence of Gender Gap in the Labour Market

Gender wage gap

Source: Eurostat
Why the Gender Gap Exists?

There is no common opinion on the reasons of the existence of gap between women’s and men’s employment in the economic literature.

After decades of research, most investigators would agree that there can be no single-factor explanation for gender inequality in the labour market and there are many potential reasons why men and women may differ in the employment sphere.
Explanations of Gender Differences in an Employment Sphere

A conventional explanations include:


2. Gender gap based on the biological differences

3. Differences in a human capital and abilities (Pearson and Chatterjee 2002 etc)

4. Differences due historical and social influences, preconception (Jaffee, Hyde 2000 etc)

5. Preferences for work field (Bielby and Bielby 198 etc 9)

6. Preferences for working hours because child rearing and family caring (Bielby and Bielby 1989; Glick P. 1991 etc)

7. Differences in the motivation and competition entry etc

All of these explanations in a greater or lesser degree are subject to influence of gender stereotypes.
What the Gender Stereotypes are?

Gender Stereotypes are
- the system of social behavioral norms
- very significant institutional mechanism

which
- orient men and women on the different life strategies
- prescribe men and women binary oppositional roles in the family and public spheres

Usually humans follow the Gender Stereotypes on the subconscious level

And

Men are more influenced by Gender Stereotypes
## Gender Stereotypes and men’s and women’s Characteristics

<table>
<thead>
<tr>
<th></th>
<th>„Typical“ woman is</th>
<th>„Typical“ man is</th>
</tr>
</thead>
<tbody>
<tr>
<td>♀</td>
<td>Weak Passive</td>
<td>Strong Active and initiative</td>
</tr>
<tr>
<td></td>
<td>Patient</td>
<td>Aggressive</td>
</tr>
<tr>
<td></td>
<td>Vacillating Intuitional, instinctive</td>
<td>Decisive Logical</td>
</tr>
<tr>
<td></td>
<td>Responsive Impulsive</td>
<td>Autonomous Rational</td>
</tr>
<tr>
<td></td>
<td>Dutiful Obedient Kind-hearted</td>
<td>Imperious Commanding</td>
</tr>
</tbody>
</table>
Gender Stereotypes

Gender Stereotypes prescribe both men and women to play certain gender roles in the public and private life:

- *for men* – predominantly public activity
- *for women* – mainly private sphere
Gender Stereotypes and Competition

Gender Stereotypes and a trivial thinking proceeds from opinion that there are significant differences between men and women in competition entry and women evince less competitiveness while men compete too much.
What is Competition

- Competition is a striving to be better than others
- Competition is a process for building self-awareness
- Competition is one of the effective way to:
  - increase performance in an employment sphere
  - raise the skill levels of employees and human capital development
  - promote realization of profit
Competitive Environment

- Management-based Competitive Conditions
  - Standard Tournament Conditions
  - Under Influence of Affirmative Action

- Gender-group-based Competitive Conditions
  - Single-Gender Group competition
  - Within Mixed Gender Groups
  - Inter-Groups competition

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Competitive Behaviour in the Standard Tournament Conditions

In the Standard Tournament Condition not one of competitive groups is encourage or discourage in the process of competition.

In the Standard Competitive Conditions

**Men**
- feel comfort and get psychic benefit from participation in competitive condition;
- highly rated own ability;
- appear more optimism;
- expect more success from own activity

**Women**
- feel discomfort and avoid competition;
- dislike being in a competitive environment;
- are less optimistic about their relative performance;
- are more risk averse
Affirmative action - preferential treatment or quota forms which aims to combat differences between groups in earnings and employment [Coate, and Loury 1993, P.1220]

A guarantee of women’s equal representation among winners influence men’s and women’s attitude toward competition

Affirmative action encourage women and discourage men to entry competitive environment
Competitive Behaviour Within the Same Gender Group

In the condition of single-gender grope competition

women and men manifest similar attitudes
Competitive Behaviour in the Mixed-Group Condition

- **Women**
  - are more threatened by stereotypes
  - avoid competition in the mixed-groups
  - compete not against all other members of the group but rather against other women

- **Men**
  - eagerly entry tournament
  - compete not only against other men but against women too
Inter-Group Competition

- Men contributed more often in the group condition than in the individual condition and become more altruistic toward their group when the group is competing with other groups.
- Women put in more efforts for working with more able out-group teammates but not for working with more able in-group teammates.
The study consists from two parts/levels:

- The *first part* of the study analyses the gender features of competition to fill the vacancies of the three levels of academic teaching position in the one of tertiary education schools in Georgia.

- The *second part* of the investigation bases on the results of a questionnaire which was conducted within winners of competition and aimed to understand how male and female winners of competition estimate and look upon themselves and each others in a workplace competition condition.
Competition Conditions:

- Standard tournament conditions
- Mixed-gender group competitive environment
- All participants foreknew all conditions of competition and all requirements for each level of vacancies
Expectations

- **Women:**
  - Avoid competition in the mixed-groups
  - Are more threatened by stereotypes when competing against men
  - Are less optimistic
  - Compete not against all other members of the group but rather against other women in the group

- **Men**
  - Eagerly entry tournament
  - Compete against other men as well as against women
  - Appear more optimism
  - Rated their ability more highly
  - Expect more success from own activity
## Final Calculations of First Part of the Study

<table>
<thead>
<tr>
<th>Positions</th>
<th>Vacancies</th>
<th>Participants</th>
<th></th>
<th></th>
<th>Winners</th>
<th></th>
<th></th>
<th>Vacancies</th>
<th>Proportion to total %</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Proportion men/total %</td>
<td>Proportion women/total %</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Proportion men/total %</td>
</tr>
<tr>
<td>High position</td>
<td>82</td>
<td>125</td>
<td>78</td>
<td>47</td>
<td>62</td>
<td>38</td>
<td></td>
<td>72</td>
<td>52</td>
<td>20</td>
<td>72</td>
</tr>
<tr>
<td>Proportion to total %</td>
<td>19</td>
<td>21</td>
<td>30</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>18</td>
<td>25</td>
<td>11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Middle position</td>
<td>244</td>
<td>344</td>
<td>140</td>
<td>204</td>
<td>41</td>
<td>59</td>
<td></td>
<td>239</td>
<td>117</td>
<td>122</td>
<td>49</td>
</tr>
<tr>
<td>Proportion to total %</td>
<td>59</td>
<td>59</td>
<td>54</td>
<td>62</td>
<td>-</td>
<td>-</td>
<td>61</td>
<td>57</td>
<td>65</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Low position</td>
<td>86</td>
<td>119</td>
<td>40</td>
<td>79</td>
<td>34</td>
<td>66</td>
<td></td>
<td>82</td>
<td>37</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Proportion to total %</td>
<td>21</td>
<td>20</td>
<td>16</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>18</td>
<td>24</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>412</td>
<td>588</td>
<td>258</td>
<td>330</td>
<td>44</td>
<td>56</td>
<td></td>
<td>393</td>
<td>206</td>
<td>187</td>
<td>52</td>
</tr>
</tbody>
</table>

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Results

First part of the investigation

- For the occupation of *high academic teaching position* male applicants were majority,
- For the occupation *middle* and *low academic teaching* the majority were females.

It means that
- for occupation of high academic teaching position women as a group have shown less readiness to compete than men but
- for occupation of middle and low academic teaching positions women shown more readiness to compete.
Measures  *Second Part of the Investigation*

Each answer has key ranged from (-3) to (+3) and was estimated on a seven-point scale ranging from (-3), which specifies respondent’s full disagreement with given question to (+3), which specifies respondent’s absolute agreement with the asked question.
Participants of Second Part of the Investigation

- The sample of 124 participants took part in the interview: 73 female and 51 male.
- Participants ranged in age 35 to 70.
- Older and younger participants were men.
- Among women younger participant was 40 and older - 63.
- Men’s average age was 49.9,
- Women’s average age was 49.1
- All participants’ average age was 49.5 years old.
## Final Calculations of Second Part of the Study

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<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Average value - Male</th>
<th>Average value - Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Men are my real competitors on the workplace</strong></td>
<td>-3</td>
<td>+1</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td><strong>2. Women are my real competitors on the workplace</strong></td>
<td>-3</td>
<td>+1</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td><strong>3. I compare my chance to obtain income with</strong></td>
<td>-2</td>
<td>+3</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td>chance to obtain income of colleague-men</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. I compare my chance to obtain income with my</strong></td>
<td>-3</td>
<td>+1</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td>colleague-women chance to obtain income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. I compare my chance to promotion with my</strong></td>
<td>-1</td>
<td>+2</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td>colleague-men chance to advance in rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. I compare my chance to promotion with my</strong></td>
<td>-3</td>
<td>+2</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td>colleague-women chance to advance in rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. I compare my professional skills and colleague-</strong></td>
<td>-2</td>
<td>+2</td>
<td>-2</td>
<td>+3</td>
</tr>
<tr>
<td>men professional skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. I compare my professional skills and colleague-</strong></td>
<td>-3</td>
<td>+2</td>
<td>-2</td>
<td>+3</td>
</tr>
<tr>
<td>women professional skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. I compare my chance to obtain success and</strong></td>
<td>-2</td>
<td>+2</td>
<td>-2</td>
<td>+3</td>
</tr>
<tr>
<td>colleague-men chance to obtain success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10. I compare my chance to obtain success and</strong></td>
<td>-3</td>
<td>+2</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td>colleague-women chance to obtain success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation of criteria:
Women-Women; Women-Men

**Who are your competitors:** average-statistical woman in the organization view neither men nor other women as competitors.

**Possibility to obtain income:** average women are less liable to compare themselves with others

**Promotion possibility:** women compare themselves not so much with other colleague-women as with colleague-men

**Professional skills:** women compare own skills with colleague-women as well as with colleague-men

**The chance to obtain success:** women predominantly compare themselves to other women that to men
Evaluation of criteria: Men - Men; Men - Women

Who are your competitors: most of men gave negligible but positive estimations especially toward other men. Men predominantly views as competitors colleague-men than women.

Possibility to obtain income:
Promotion possibility:
The chance to obtain success:
Male predominantly compare themselves with men-colleagues.

Professional skills: men compare themselves with colleague-men as well as with colleague-women
• **Arnania-Kepuladze Tamila**, 2010a, Gender stereotypes and gender feature of job motivation: differences or similarity?, Problems and Perspectives in Management, Volume 8, Issue 2, p. 84-93.

• **Arnania-Kepuladze Tamila**, 2010b, Gender stereotypes and gender behaviour features in the different competitive conditions: theoretical context, scientific conference with international participation “TEAMWORK MANAGEMENT IN SMALL AND MEDIUM-SIZED BUSINESSES”. Poprad, 2010.


• . [http://web.international.ucla.edu](http://web.international.ucla.edu)


