Chapter 11: Work and Home

Test Bank

# Multiple Choice

1. In 1974, Sweden became the first country in the world to do what?

A. replace maternity leave with the more inclusive parental leave

B. pass equal pay legislation for women

C. Institute quotas for hiring women

D. pass initiatives for increasing diversity in universities

Ans: A

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Work and Home

Difficulty Level: Easy

2. Each of the following has risen since 1950 EXCEPT \_\_\_\_\_\_.

A. average age of first marriage

B. percentage of children living in single-parent households

C. percentage of household where men are the primary breadwinners

D. percentage of households where women are the sole providers

Ans: C

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: How Have Work and Home Labor Divisions Changed?

Difficulty Level: Easy

3. Each of the following are still true today EXCEPT \_\_\_\_\_\_.

A. women hold 14% of top executive positions

B. a gender wage gap remains in virtually every nation

C. women still do the majority of housework and childcare throughout the world

D. men are still the soul breadwinners in the majority of American households

Ans: D

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: How Have Work and Labor Divisions Changed?

Difficulty Level: Easy

4. In the United States, women do \_\_\_\_\_\_ housework they did in 1965 while men do about \_\_\_\_\_\_ housework they did in 1965.

A. double the; half the

B. half the; double the

C. the same amount of; double the

D. the same amount of; half the

Ans: B

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Trends and Inequities

Difficulty Level: Easy

5. What trends in divisions of labor may be contributing to worse levels of individual well-being and marital satisfaction for women?

A. women increasing their presence in the workforce but still doing most housework

B. men robbing women of their caretaking responsibilities

C. women feeling guilty for taking the breadwinner role from their husbands

D. lower levels of men in the workforce causing financial instability for couples

Ans: A

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Comprehension

Answer Location: Trends and Inequities

Difficulty Level: Medium

6. Some theorists propose that a stalled gender revolution has occurred as women’s increased gains in the workplace have plateaued because of \_\_\_\_\_\_.

A. men’s unequal contribution to labor on the home front

B. lack of support from male allies

C. societal backlash

D. sexual harassment

Ans: A

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Comprehension

Answer Location: Trends and Inequities

Difficulty Level: Medium

7. Which of the characteristics are more typical of household work performed by men?

A. daily routine work

B. ongoing tasks

C. take place inside the home

D. flexibility in scheduling

Ans: D

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Application

Answer Location: Who Does What

Difficulty Level: Hard

8. Compared to previous generations, a recent norm has emerged favoring \_\_\_\_\_\_ parenting.

A. “tough love”

B. scientifically grounded

C. hands-off

D. intensive and time consuming

Ans: D

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Childcare

Difficulty Level: Easy

9. Which of the following is a problem with time availability theory’s explanation of divisions of household labor?

A. It doesn’t explain the gender pay gap.

B. It doesn’t explain why employed women do more than half of the housework even when their male partners are unemployed.

C. It doesn’t explain differences in why women succeed in education more than men.

D. It contradicts findings that stereotype threat affects women’s performance outside of the house.

Ans: B

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Application

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Hard

10. \_\_\_\_\_\_ proposes couple members trade off income for housework such that whoever makes more money does less housework.

A. The relative income hypothesis

B. Time availability theory

C. The gender ideology hypothesis

D. The maternal gatekeeping hypothesis

Ans: A

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Comprehension

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Medium

11. Research showing that women’s income has no bearing on the proportion of housework they do most directly contradicts \_\_\_\_\_\_.

A. the relative income hypothesis

B. time availability theory

C. the gender ideology hypothesis

D. the maternal gatekeeping hypothesis

Ans: A

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Comprehension

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Medium

12. Jared’s wife makes more money than he does. Jared responds by avoiding “feminine” housework. Jared’s behavior is most consistent with \_\_\_\_\_\_.

A. the relative income hypothesis

B. time availability theory

C. the gender ideology hypothesis

D. the maternal gatekeeping hypothesis

Ans: C

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Application

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Hard

13. Linda is reluctant to let her husband help with household and childcare work. She says she enjoys being an expert in domestic work. Linda’s behavior is consistent with \_\_\_\_\_\_.

A. the relative income hypothesis

B. time availability theory

C. the gender ideology hypothesis

D. maternal gatekeeping

Ans: D

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Application

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Hard

14. For men, the division of labor doesn’t start to feel unfair until they do about \_\_\_\_\_\_ of domestic work; women do not start reporting that the allocation is unfair until they do \_\_\_\_\_\_ of domestic work.

A. 66%; 36%

B. 36%; 66%

C. 50%; 50%

D. 50%; 80%

Ans: B

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Comprehension

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Medium

15. Women tend to be rated as more effective leaders in what type of domains?

A. jobs that require competence

B. general management positions

C. careers with lots of social interaction

D. female-typed settings

Ans: D

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Application

Answer Location: **Gender and Leadership**

Difficulty Level: Hard

16. Female leaders tend to be more likely to adopt each of the following styles than male leaders EXCEPT \_\_\_\_\_\_.

A. interpersonally oriented

B. collaborative

C. hands-off

D. democratic

Ans: C

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: **Gender and Leadership**

Difficulty Level: Easy

17. The \_\_\_\_\_\_ refers to the invisible barriers than keep women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements.

A. crystal castle

B. glass ceiling

C. looking glass

D. prism prison

Ans: B

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: Glass Ceilings, Glass Cliffs, and Sticky Floors

Difficulty Level: Easy

18. The “think manager think male” effect refers to \_\_\_\_\_\_.

A. the stereotype that men are more qualified than women for upper-level management

B. the positive outcomes of priming masculine traits upon manager performance

C. the positive relationship between masculine managerial styles and business performance

D. the observation that serving in upper-level management prompts people to adopt more masculine traits

Ans: A

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: Glass Ceilings, Glass Cliffs, and Sticky Floors

Difficulty Level: Easy

19. \_\_\_\_\_\_ refers to barriers that keep low-wage workers from ascending from the bottom.

A. Glass ceilings

B. Sticky floors

C. Flat ceilings

D. Discrimination

Ans: B

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: Glass Ceilings, Glass Cliffs, and Sticky Floors

Difficulty Level: Easy

20. Observations that companies more often select female over male leaders under risky, unfavorable conditions is evidence for the \_\_\_\_\_\_ effect.

A. glass ceilings

B. sticky floors

C. flat ceilings

D. glass Cliff

Ans: D

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: Glass Ceilings, Glass Cliffs, and Sticky Floors

Difficulty Level: Easy

21. Sully is studying the effects of gender bias in perceptions of managerial competence. She manipulates the amount of qualifications present on resumes as well as the gender of the resumes owner. She then has participants evaluate the resumes in terms of managerial competence, finding that the resumes belonging to women require a higher number of qualifications to be judged as equally competent as the resumes belonging to men. This finding would most closely support which of the following biases?

A. the maternal wall

B. the tight rope bias

C. the prove it again bias

D. the tug-of-war bias

Ans: C

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Application

Answer Location: Bias Against Women

Difficulty Level: Hard

22. The observation that women who behave assertively are often viewed as less likable while women who behave warmly may appear to lack competence is crucial to which of the following biases?

A. the maternal wall

B. the tight rope bias

C. the prove it again bias

D. the tug-of-war bias

Ans: B

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: Bias Against Women

Difficulty Level: Easy

23. Which of the following biases most directly may make it more difficult for women in the workplace to support one another?

A. the maternal wall

B. the tight rope bias

C. the prove it again bias

D. the tug-of-war bias

Ans: D

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Comprehension

Answer Location: Bias Against Women

Difficulty Level: Medium

24. Which of the following would be the best example of a micro-aggression?

A. remarking to a coworker that they don’t look like a typical Indian

B. tapping too hard on someone’s shoulder to get their attention

C. standing too close to someone during a conversation

D. sending a coworker sexually explicit photos

Ans: A

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Application

Answer Location: **Overt Discrimination and Microaggressions**

Difficulty Level: Hard

25. On average, which of the following social groups will likely be stereotyped as the most feminine?

A. White women

B. Asian women

C. Black women

D. gay men

Ans: B

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: **Overt Discrimination and Microaggressions**

Difficulty Level: Easy

26. Wilson and colleagues (2017) showed people 108 different facial images of gay and straight Black and White men, finding that which of the following groups scored the highest on leadership ability?

A. gay white men

B. straight Black men

C. gay Black men

D. elderly Black men

Ans: C

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: **Sexual Orientation, Gender Identity, and Race**

Difficulty Level: Easy

27. Displaying which of the following behaviors or traits during a job interview will most likely lead to more negative evaluations targeting male, but not female, interviewees?

A. assertiveness

B. extraversion

C. modesty

D. sociability

Ans: C

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Application

Answer Location: Bias Against Men

Difficulty Level: Hard

28. Research suggests that which of the following men will be most likely to suffer sex-based harassment in the workplace?

A. men who are hyper-masculine

B. introverted man

C. men who are physically unfit

D. highly feminine men

Ans: D

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Application

Answer Location: Bias Against Men

Difficulty Level: Hard

29. Which of the following most closely maps onto the gender wage gap in the United States?

A. Women earn 25% of what men make.

B. Women earn 50% of what men make.

C. Women earn 75% of what men make.

D. Women earn 100% of what men make.

Ans: C

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: What Is the Gender Wage Gap?

Difficulty Level: Easy

30. For which of the following groups is the gender wage gap the largest in the United States?

A. Latina women

B. Black women

C. White women

D. Asian women

Ans: A

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: What Is the Gender Wage Gap?

Difficulty Level: Easy

31. In college, men tend to more heavily populate the \_\_\_\_\_\_ majors, while women tend to dominate the \_\_\_\_\_\_ majors.

A. highest paying; most rewarding

B. highest paying, lowest paying

C. most difficult; easiest

D. most physically demanding; most emotionally demanding

Ans: B

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Comprehension

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Medium

32. The tendency of male-dominated fields to be devalued as women enter them in large numbers as described by the phenomenon \_\_\_\_\_\_.

A. occupational feminization

B. occupational segregation

C. feminized salary negotiation

D. glass ceiling effects

Ans: A

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

33. Evidence that even just one year out of college, women working full-time earn less than their male peers, even when majoring in the same field, suggests that which of the following may be key in explaining the gender wage gap?

A. occupational feminization

B. occupational segregation

C. education level

D. salary negotiation

Ans: D

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Comprehension

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Medium

34. Small and colleagues (2007) research study on sex differences in salary negotiation found that framing interviews explicitly as \_\_\_\_\_\_ may inhibit women from requesting a higher salary.

A. a negotiation

B. a formal discussion

C. an informal discussion

D. noncompetitive

Ans: A

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

35. Women who \_\_\_\_\_\_ during job interviews tend to be evaluated more negatively than men who do so.

A. are socially awkward

B. negotiate for a better salary

C. behave in a feminine manner

D. mention having friends in high status positions

Ans: B

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

36. Research following graduates from the same prestigious law school found what trajectory for the gender wage gap?

A. started small then increased gradually over time

B. started somewhat large then decreased gradually over time

C. showed no change over time

D. increased during the early stages of careers then decreased during the later stages

Ans: A

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Comprehension

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Medium

37. Which of the following contributors to the gender wage gap most directly explains increases in the wage gap over the trajectories of people’s careers?

A. the tug of war bias

B. occupational segregation

C. the motherhood penalty

D. glass ceiling effects

Ans: C

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Comprehension

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Medium

38. The following contributor to the gender wage gap is currently on the rise, especially among men.

A. overwork

B. occupational segregation

C. the motherhood penalty

D. glass ceiling effects

Ans: A

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

39. Which of the following statements is most likely TRUE about the gender wage gap?

A. Various gender biases do not contribute to it.

B. Choices that contribute to the gap are also influenced by gender norms.

C. When controlling for variables reflecting personal choice, the wage gap goes away.

D. Salary negotiation is the only personal choice variable that contributes to it.

Ans: B

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Comprehension

Answer Location: Conclusions About the Gender Wage Gap?

Difficulty Level: Medium

40. Early research on worklife balance was largely influenced by \_\_\_\_\_\_.

A. feminist ideology

B. essentialist biases

C. evolutionary theory

D. the scarcity hypothesis

Ans: D

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Comprehension

Answer Location: Conflict and Enrichment

Difficulty Level: Medium

41. Perceiving more work-family conflict is associated with \_\_\_\_\_\_ for both men and women.

A. negative mental and physical health outcomes

B. the increased presence of women in the workplace

C. decreased likelihoods of having children

D. relational independence

Ans: A

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: Conflict and Enrichment

Difficulty Level: Easy

42. One problem with the scarcity hypothesis’s application to understanding worklife balance is that it suggests \_\_\_\_\_\_.

A. working outside the home will necessarily lead to declines in parenting abilities

B. that as women enter the workplace men’s jobs will suffer

C. working outside the home will necessarily lead to increased life satisfaction

D. women will resent men for taking on their caretaking roles

Ans: A

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Comprehension

Answer location: Conflict and Enrichment

Difficulty Level: Medium

43. \_\_\_\_\_\_ refer(s) to instances when having a fulfilling, rewarding job produces positive spillover into the home and having a satisfying home life causes positive spillover into work.

A. Work-family balance

B. Work life and enrichment

C. Learned industriousness

D. Flow states

Ans: B

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: Conflict and Enrichment

Difficulty Level: Easy

44. Which of the following is NOT an outcome of flexible work arrangements?

A. increased productivity

B. increased job satisfaction

C. lower absenteeism

D. increased work-life conflict

Ans: D

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

45. People who take advantage of flexible work arrangements are often perceived as \_\_\_\_\_\_.

A. more dedicated to their job

B. less likely to be promoted

C. less likely to leave their job

D. less likable

Ans: B

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

46. When asked about their intentions to use flexible work arrangements men report valuing workplace flexibility \_\_\_\_\_\_ women and anticipate actually using flexible work arrangements \_\_\_\_\_\_ women.

A. the same as; less than

B. less than; less than

C. more than; less than

D. the same as; more than

Ans: A

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

47. Vandello and colleagues (2013) found that college men report being less likely to take advantage of flexible work arrangements because \_\_\_\_\_\_.

A. they feel like it is irresponsible

B. of fear of being perceived as less masculine

C. they don’t want to communicate a poor work ethic

D. they find consistent work schedules easier to maintain

Ans: B

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

48. The Results-Only Work Environment (ROWE) developed by Cali Ressler and Jody Thompson at Best Buy is an intervention designed to increase \_\_\_\_\_\_.

A. work flexibility

B. workplace diversity

C. the glass ceiling

D. overtime work

Ans: A

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Comprehension

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Medium

49. Which of the following describes one of the key findings of Allen and colleagues’ (2014) study of paid leave policies across 12 industrialized nations.

A. having paid parental leave had little association with work-family conflict

B. paid sick leave did not correlate with work-family conflict

C. paid sick leave predicted increase work-family conflict

D. paid parental leave predicted significantly less work-family conflict

Ans: A

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

50. Longitudinal studies across nations have revealed that more generous paid parental leave programs predict each of the following EXCEPT \_\_\_\_\_\_.

A. rates of teenage pregnancy

B. a reduced likelihood of infant death

C. lower high school dropout rates

D. higher earnings by age 30 among children of working parents

Ans: A

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

# True/False

1. A gender wage gap no longer exists in the majority of first world countries

Ans: F

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: How Have Worked in Labor Divisions Changed?

Difficulty Level: Easy

2. A longitudinal study in Germany found that new couples begin by sharing housework duties evenly, but husbands gradually decrease their share of household work over the next 14 years even if the wife makes more money and works longer hours.

Ans: T

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Trends and Inequities

Difficulty Level: Easy

3. Same-sex couples tend to share household responsibilities more equally than heterosexual couples.

Ans: T

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Who Does What?

Difficulty Level: Easy

4. Evidence indicates that since 1960 women and men have double and tripled the hours per week they spend on childcare, respectively.

Ans: T

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Childcare

Difficulty Level: Easy

5. Women don’t report divisions of domestic work to be unfair until they do more than about 66% of it.

Ans: T

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Easy

6. More balanced divisions of housework shares no relationship with positive outcomes for women, such as mental health.

Ans: F

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Easy

7. Having more women in top executive positions correlates with better financial outcomes in countries around the world.

Ans: T

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: **Gender and Leadership**

Difficulty Level: Easy

8. Over half of transgender individuals report experiencing at least one type of bias or discrimination in the workplace

Ans: T

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Knowledge

Answer Location: Sexual Orientation, Gender Identity, and Race

Difficulty Level: Easy

9. On average, women earn less than men in every country around the world.

Ans: T

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: What Is the Gender Wage Gap?

Difficulty Level: Easy

10. The gender wage gap only exists in male-dominated occupations.

Ans: F

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **What Is the Gender Wage Gap?**

Difficulty Level: Easy

11. When women enter previously male-dominated fields in large numbers, the pay for those fields tends to increase.

Ans: F

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

12. Men report greater reluctance to move for a better job in a different city than women do.

Ans: F

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

13. Men who have children work 50+ hour weeks more frequently than men without children.

Ans: T

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Knowledge

Answer Location: **Possible Explanations for the Gender Wage Gap**

Difficulty Level: Easy

14. Men tend to experience higher levels of work-family enrichment than women do.

Ans: F

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: Conflict and Enrichment

Difficulty Level: Easy

15. Research across industrialized nations reveals mixed evidence for the impact of paid parental leave upon work-life balance.

Ans: T

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Knowledge

Answer Location: **Flexible Work and Family Leave Policies**

Difficulty Level: Easy

# Short Answer

1. Briefly explain how divisions of labor among married couples may contribute to a stall the gender revolution.

Ans: As more women entered previously male-dominated fields of work and study, their shifts towards time spent outside the home were not matched by equal shifts in men’s time spent inside the home. Thus women’s increasing gains plateaued as their workplace advancement was limited by the realities of housework and childcare that fell largely on their shoulders. As a result, the gender revolution that characterized the decades of the 60s to the 80s stalled in the beginning of the 90s.

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Comprehension

Answer Location: Trends and Inequities

Difficulty Level: Medium

2. Describe how women and men typically divide household labor. What kind of household tasks are most typically performed by men in which are more typically performed by women?

Ans: Women tend to do more daily routine work (cooking, laundry, straightening up) and childcare--all ongoing, essential, and time-consuming tasks. These sorts of activities also tend to occur inside the home. In contrast, typical male tasks are usually done only occasionally, and they allow for more choice and flexibility in terms of scheduling. For example, male-typical tasks include home repairs or taking out the garbage, and they often occur outdoors (e.g., lawn maintenance, grilling, washing the car).

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Knowledge

Answer Location: Who Does What?

Difficulty Level: Easy

3. Describe the kind of sex differences, if any, revealed by meta-analyses in leader effectiveness.

Ans: Meta-analyses reveal no sex differences in overall leader effectiveness. However, men tend to be rated as more effective leaders in male-dominated settings, such as the military, and women tend to be rated as more effective leaders in more female-typed settings such as schools and social service agencies.

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Comprehension

Answer Location: Who Makes Better Leaders?

Difficulty Level: Medium

4. How do the leadership styles typically adopted by women differ from those typically adopted by men?

Ans: Female leaders tend to adopt more interpersonally oriented, democratic, collaborative, and less directive leadership styles than male leaders. Women also tend to use a transformational leadership style somewhat more than men, which means that they lead through mentoring actively, inspiring trust, and encouraging others to develop their full potential. Male leaders more often use a laissez-faire (or “hands off”) leadership style and wait until problems become severe before addressing them.

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Comprehension

Answer Location: Who Makes Better Leaders?

Difficulty Level: Medium

5. Explain the difference between a glass ceiling and a glass cliff effect?

Ans: The glass ceiling refers to all the invisible barriers that may keep women (and other underrepresented individuals) from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements. The term “glass cliff” refers to a leadership position fraught with risk, which occurs when a company needs to be saved from failure or from a high profile scandal. The glass cliff effect refers to a phenomenon in which women get called upon more often than men into leadership positions fraught with risk.

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Comprehension

Answer Location: Glass Ceilings, Glass Cliffs, and Sticky Floors

Difficulty Level: Medium

6. In what way may gender roles sometimes produce bias against men in the workplace?

Ans: Men who violate gender role expectations by acting feminine or behaving modestly in the workplace are more likely to be disrespected and perceived as “wimpy” for failing to conform to typical gender norms.

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Comprehension

Answer Location: Bias Against Men

Difficulty Level: Medium

7. Briefly describe what longitudinal studies have revealed about how parental leave relates to both work-family conflict and outcomes for children.

Ans: Interestingly, international studies examining paid parental leave found little association between a company having paid parental leave and self-reported work-family conflicts. However, other longitudinal studies have shown that paid parental leave programs predict lower high school dropout rates and higher earnings among children of working parents.

Learning Objective: 11-4: Analyze the challenges and benefits of work–life balance and relevant factors, such as parental leave and flexible work arrangements.

Cognitive Domain: Comprehension

Answer Location: Correlates of National Leave Policies

Difficulty Level: Medium

# Essay

1. Explain how time availability theory and the relative income hypothesis explain how couples decide to divide housework. What are the limitations for each of these theories? Describe how gender role ideologies explain these divisions of labor and how they address the limitations of time availability theory and the relative income hypothesis.

Ans: Time availability theory proposes that couples decide how much time to spend on housework based on how much time they have available. That is, the partner with the most free time at home assumes more responsibility for housework. However, this theory cannot explain why women in heterosexual relationships continue to do the bulk of housework regardless of their share of the couple’s combined paid work hours. According to the relative income hypothesis, couple members trade off income for housework such that whoever makes more money does less housework. Because men typically earn more money than women, they do less housework. However, some research shows that when husbands depend financially on their wives, they become less, not more, willing to do housework. The gender role ideology hypothesis holds that a couple’s beliefs about gender roles influence the division of housework. This helps to explain the paradox identified above: When a husband depends more on his wife for economic support, he does less housework, while women tend to do more housework the more they out-earn their husbands. These patterns cannot be explained easily by either the time availability theory or the relative income hypothesis. Instead, they are consistent with the view that some men experience their economic dependence as a threat to their gender identity, and they attempt to restore their masculinity by avoiding “feminine” housework.

Learning Objective: 11-1: Evaluate factors that influence the gendered division of labor in the home.

Cognitive Domain: Analysis

Answer Location: Predictors of the Division of Domestic Labor

Difficulty Level: Medium

2. Describe the four pervasive gender biases in the workplace identified by Joan Williams and Rachel Dempsey (2014), explaining how they may inhibit to women’s progress in the workplace. Detail two research studies that provide evidence for two of these biases.

Ans: The prove-it-again bias reflects doubts about women’s competence. Because women are less represented in some jobs--particularly in positions of power--they may not seem as well-suited for these jobs. As a result, women often have to provide extra evidence of competence in order to seem as competent as men. For example, even when women’s work accomplishments are identical in quality to men’s, others perceive women’s work as inferior. A second bias, called the maternal wall, reflects the challenges that employed women face as mothers. Women suffer a “motherhood penalty,” whereas no parallel “fatherhood penalty” exists. Cuddy and colleagues (2004) demonstrated this by having participants rate the profiles of fictitious employees of a consulting firm who either did or did not have children. Participants rated working mothers as less competent than childfree women, and expressed more reluctance to hire and promote them. Working fathers suffer no penalties in the workplace comparable to those experienced by working mothers. Williams and Dempsey identify a third type of bias called the tightrope. Some types of jobs require masculine qualities of agency and assertiveness, but people stereotype women as lower in agency than men. As a result, women who occupy male-dominated jobs may find themselves caught in a bind: If they behave assertively--which may be required for job performance--they violate gender role norms and are often viewed as less likable. If they behave warmly--which is expected for their sex--they may undermine their own job performance and appear lacking in competence. For instance, Heilman et al. (2004) found that people view women who succeed in male-typed jobs as successful and competent, however, they also tend to like them less than equivalently successful men. Finally, women show a tug of war against other women. Women sometimes feel like they have to compete with other women for access to limited jobs, promotions, and workplace rewards. This can lead women to dissociate themselves from each other and make it difficult for women to support other women.

Learning Objective: 11-2: Describe subtle workplace gender biases that create and reinforce status differences between dominant and subordinate groups.

Cognitive Domain: Analysis

Answer Location: Bias Against Women

Difficulty Level: Medium

3. Choose three, non-discrimination explanations of the gender wage gap. Describe the extent to which each helps to explain the wage gap, the evidence in favor of each, and its limitations.

Ans: Answers may descriptions of any three of the following: occupational segregation, occupational feminization, salary negotiation, relocations and career interruptions, or overwork. For example:

Three potential, nondiscrimination based explanations of the gender wage gap include occupational segregation, salary negotiation, and overwork. Occupational segregation suggests that part of the gender wage gap may be due to men’s increased likelihood to go into higher-paying occupations. For instance, studies of career aspirations of US high school valedictorians reveal that females plan to pursue careers with median salaries significantly lower than male valedictorians. Women are also disproportionately concentrated in the lowest paying professions and men tend to be more highly concentrated in the highest paying professions. However, the wage gap exists in both male-dominated and female dominated jobs with almost no exceptions. Even within the same low paying occupations, men make more than women do.

Another possible explanation is that men are more likely to negotiate for higher salaries than women are. Studies of MBA graduates, for example, reveal that higher proportions of men negotiate their job offers than women. Experimental research also reveals that women are less likely to push for more money interactions framed as negotiations. However, salary negotiation alone still does not account for the gender wage gap.

Finally, recent research indicates that men are more likely than women to work more than 50 hours a week, moreover, overwork is on the rise, especially among men. It occurs even more often in managerial occupations, perpetuating the gender wage gap in management. Researchers argue that sex differences and overwork are largely due to the male role norm of devotion to work. Considering overwork does explain a sizable amount of the variance in the gender wage gap (about 10%), but still leaves much of it unexplained.

Learning Objective: 11-3: Explain the gender wage gap and the various theories that account for it.

Cognitive Domain: Analysis

Answer Location: Non-Discrimination Explanations

Difficulty Level: Medium