Cultural and social factors contributing to gender gaps in the labour market

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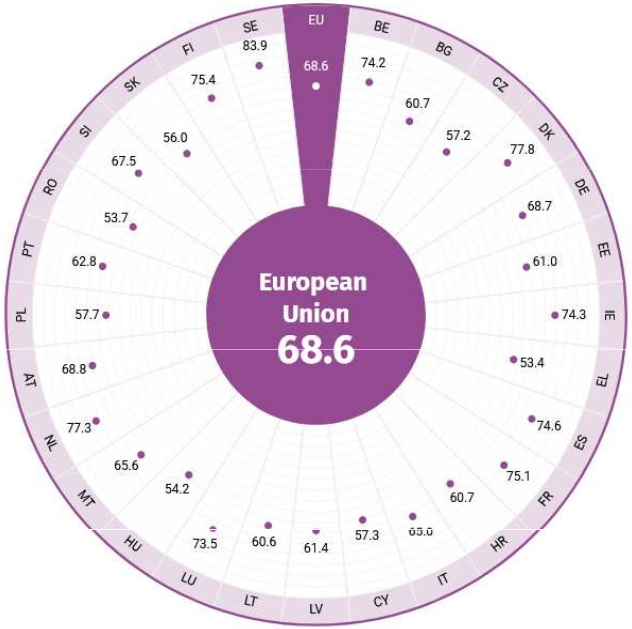
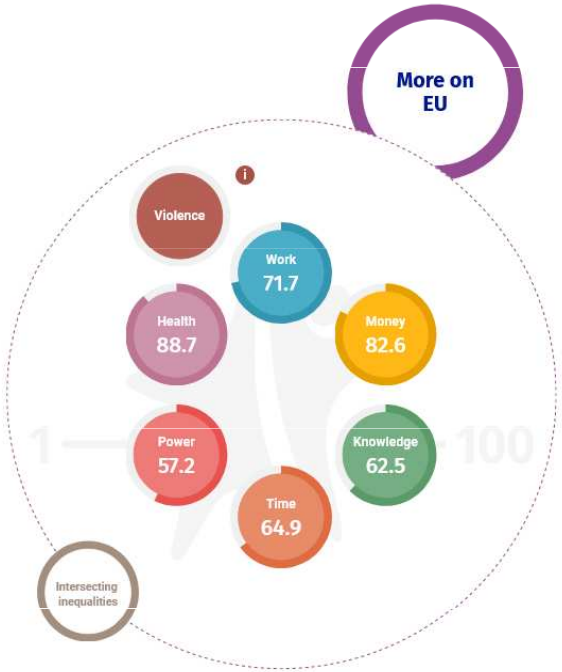
Gender equality index - EU

Gender Equality Index

- View countries
- Compare countries
- Thematic Focus
- About Index
- Publications
- Forum 2022
- Index Game
- Videos





2022 Index highlights

Gender equality index - CR

Gender Equality Index

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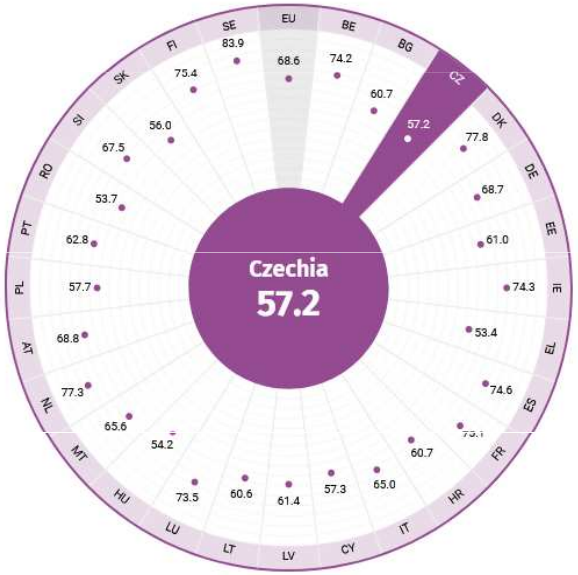
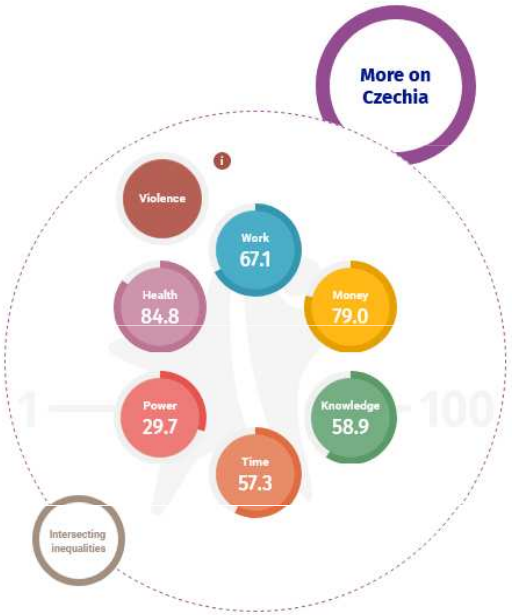
Czechia in 2022 edition

The data for **2022 Index** is mostly from **2020**. The UK is not included.
The Gender Equality Index gives the EU and the Member States **a score from 1 to 100**. A score of 100 would mean that a country had reached full equality between women and men.





2022 Index highlights

CR vs EU

Gender Equality Index

- View countries
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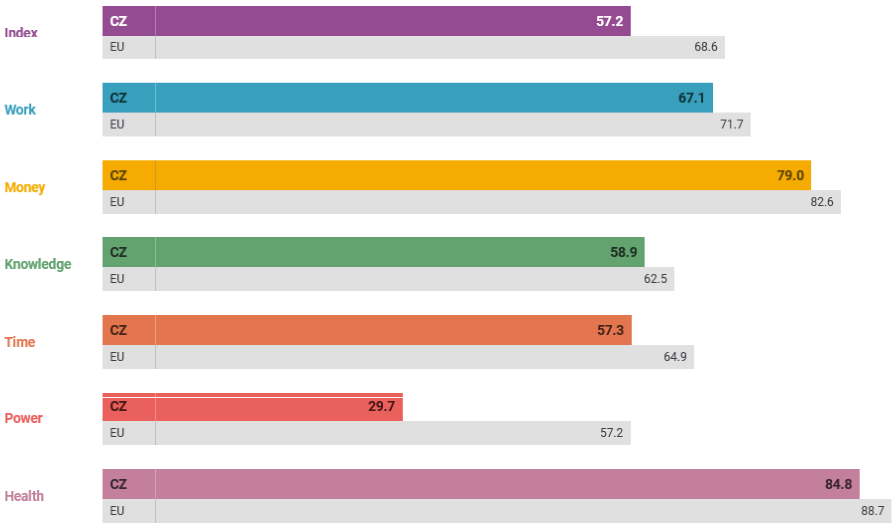
Scores in Czechia

Compare to: Czechia

Export



All Czechia indicators for 2022

Work

83.5 Participation

FTE employment rate (%)

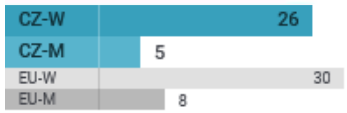
Source: Eurostat, EU LFS, 2020.

Duration of working life (years)

Source: Eurostat, EU LFS, 2020. lfsi_dwl_a.

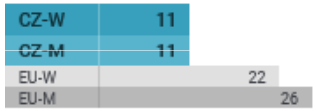
53.8 Segregation and quality of work

Employed people in education, human health and social work activities (%)



Source: Eurostat, EU LFS, 2020. lfsa_egan2, lfsa_egana.

Ability to take one hour or two off during working hours to take care of personal or family matters (%)



Source: Eurofound, EWCS, 2015. EIGE's calculation with microdata.

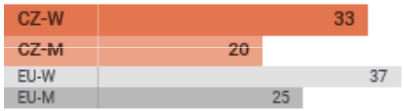
Career Prospects Index (points, 0-100)

Source: Eurofound, EWCS, 2015. Calculated by Eurofound.

Time

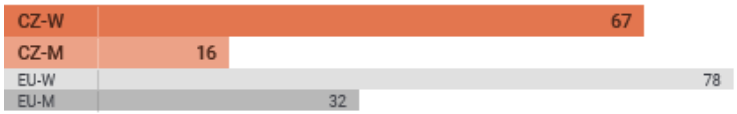
56.8 Care activities

People caring for and educating their children or grandchildren, elderly or people with disabilities, every day (%)



Source: Eurofound, EQLS, 2016. EIGE's calculation with microdata.

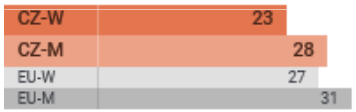
People doing cooking and/or household, every day (%)



Source: Eurofound, EQLS, 2016. EIGE's calculation with microdata.

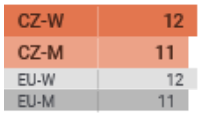
57.7 Social activities

Workers doing sporting, cultural or leisure activities outside of their home, at least daily or several times a week (%)



Source: Eurofound, EWCS, 2015. EIGE's calculation with microdata.

Workers involved in voluntary or charitable activities, at least once a month (%)



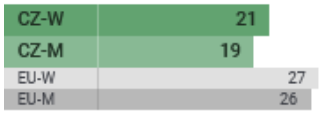
Source: Eurofound, EWCS, 2015. EIGE's calculation with microdata.

Education

65.3

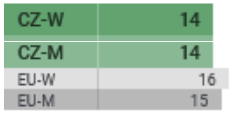
Attainment and participation

Graduates of tertiary education (%)



Source: Eurostat, EU LFS, 2020.

People participating in formal or non-formal education (%)

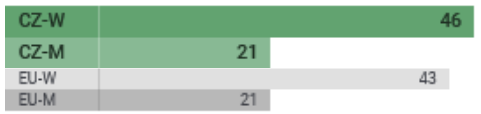


Source: Eurostat, EU LFS, 2020.

53.1

Segregation

Tertiary students in education, health and welfare, humanities and arts (%)



Source: Eurostat, Education statistics, 2020. educ_enrl5, educ_uoe_enrt03.

Important concepts

- **Glass ceiling**
- **Sticky floor**
- **Glass escalator**
- **Matilda effect**
- **Motherhood penalty**

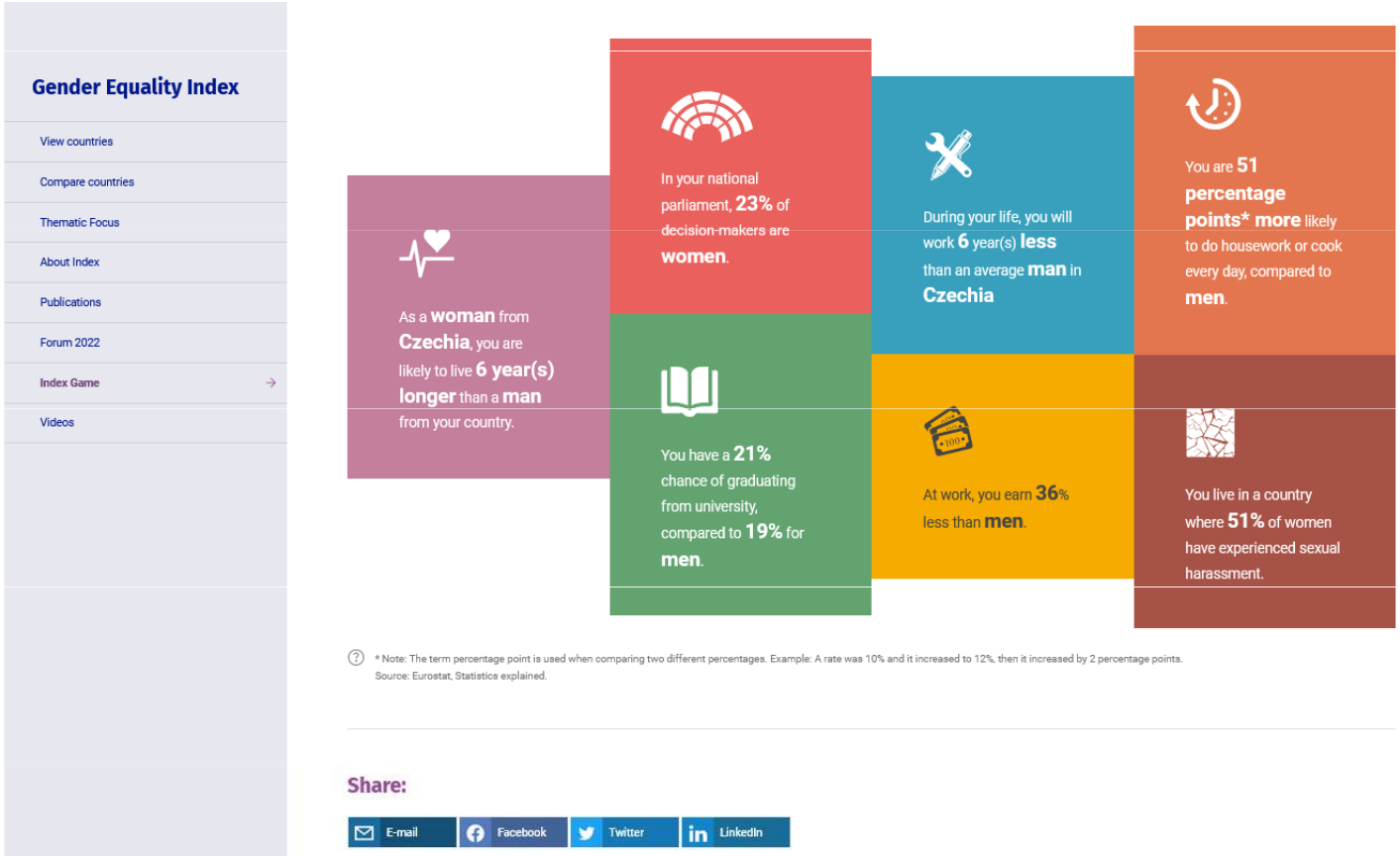
Important concepts

- **Glass ceiling:** a metaphorical barrier preventing women from advancing in a work hierarchy.
- **Sticky floor:** a metaphor indicating that women tend to occupy lower-paid occupations with lower mobility potential.
- **Glass escalator:** in female-dominated occupations, men tend to advance faster that women. A premium for being a man in a female-dominated field.
- **Matilda effect:** attributing female scientific achievements to their male peers (e.g., Skłodowska-Curie, Rosalind Franklin).
- **Motherhood penalty:** percentage wage decrease after every child born by a woman. The larger the drop, the more incline women are not to come back to work.

Presentation tips

- **How does the gender gaps look in your country? What are legal regulations in your country?**
- **How changes in labour force participation affect wellbeing, household work arrangement (and vice versa)?**

A not-so-funny game



Further read

Williams, A. (2020). Why women are poorer than men and what we can do about it?

Presentation tips

- **Which occupations are female-dominated and which are male-dominated in your country?**
- **How occupational seggregation (both vertical and horizontal) contribute to gender wage gap?**
- **Are the female-dominated jobs less paid?**

So what is *gender*?

- Politically correct term for *sex*?
- The term *sex* refers to "biologically determined aspects of men and women's behaviour, whereas *gender* denotes male-female differences that are shaped by sociocultural factors" (Ashmore & Sewell, 1998, p. 378).
- When referring to men and women as members of a social group one should use the term *gender*, while *sex* is more appropriate in contexts where biological differences predominate.
- *Sex characteristics* are attributes that are directly related to biological features, while *gender characteristics* are those that are culturally associated with a person because of his or her biological sex.
- Two debates: *heredity* vs. *environment* (*nature-nurture*) and *essentialism* vs. *constructivism*

Economics of gender

- Definition: Gender Economics is the area in economics that explicitly considers the effects of having two *sexes* as they interact in families, firms, and markets.
- Theoretical models including two sexes;
- Empirical work addressing differences between the sexes;
- Analysis of policies that affect genders in different ways;
- The ultimate question: **why men and women differ?**

Answers to the ***why*** questions on various level:

- Individual and biological
- Institutional
- Social and cultural

Key conepts

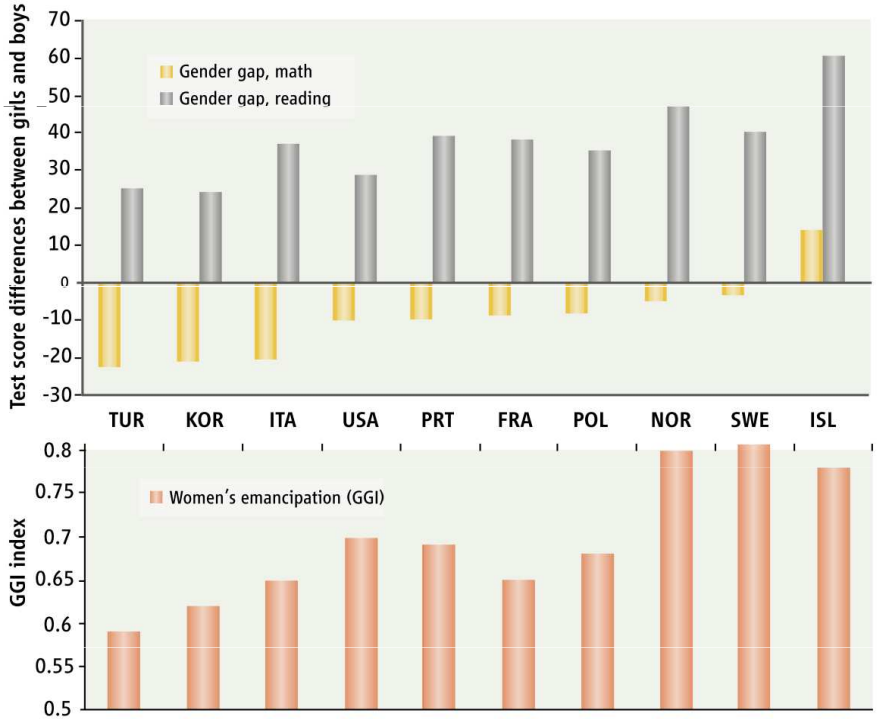
- Cultural differences
- Stereotypes
- Discrimination
- Backlash

Focus
Why are women underrespresented in science?

There are proportionally fewer women in science and math careers, both in academia and private industry. In early 2005, economist and president of Harvard University Lawrence Summers sparked an enormous public debate over why this is the case. In his comments, Summers indicated that he believed that men are more likely to be on the tails of the bell curve of mathematical ability. Assuming that scientists are would be drawn from the high scorers, this implies that men would outnumber women in the mathematically oriented professions. He also cited the reluctance or inability of women with children to work 80-hour weeks. His focus on innate ability angered a number of women scientists. The women scientists argued that Summers discounted discrimination and social factors in general, including opportunities and encouragement for women to enter scientific careers, instead jumping to a biologically based explanations. Summers apologised publicly, but along with other issues related to his outspokenness, this led to his resignation as Harvard's president in 2006. (see Jacobsen, 2012)

Culture, gender and mat

- Guiso, L., Monte, F., Sapienza, P., & Zingales, L. (2008), Culture, gnder and math, *Science*, 320, 1164-1165.



Math and reading gender gaps. In more gender-equal cultures, the math gender gap disappears and the reading gender gap becomes larger. (**Top**) Gender gaps in mathematics (yellow) and reading (gray) are calculated as the difference between the average girls' score and the average boys' score. A subset of countries is shown here (see SOM for complete data set and calculations). In many countries, on average, girls perform more poorly than boys in mathematics. In all countries, girls perform better than boys in reading. The gender gap in mathematics and reading correlates with country measures of gender status within the culture, one of which measures is the GGI (**bottom**). Larger values of GGI point to a better average position of women in society. Besides USA, the countries are abbreviated as their first three letters, except for PRT, Portugal, and ISL, Iceland.

Anecdotical evidence

PERSONAL EXPERIENCES

As a transgendered person, no one understands more deeply than I do that there are innate differences between men and women. I suspect that my transgendered identity was caused by fetal exposure to high doses of a testosterone-like drug. But there is no evidence that sexually dimorphic brain wiring is at all relevant to the abilities needed to be successful in a chosen academic career. I underwent intensive cognitive testing before and after starting testosterone treatment about 10 years ago. This showed that my spatial abilities have increased as a consequence of taking testosterone. Alas, it has been to no avail; I still get lost all the time when driving (although I am no longer willing to ask for directions). There was one innate difference that I was surprised to learn is apparently under direct control of testosterone in adults — the ability to cry easily, which I largely lost upon starting hormone treatment. Likewise, male-to-female transgendered individuals gain the ability to cry more readily. By far, the main difference that I have noticed is that people who don't know I am transgendered treat me with much more respect: I can even complete a whole sentence without being interrupted by a man.

Shortly after I changed sex, a faculty member was heard to say: Ben Barres gave a great seminar today, but then his work is much better than his sister's.

- Barres, B. (2006). A commentary, *Nature*, 442, 133-136

Further read

Maney, D.L. 2016. Perils and pitfalls of reporting sex differences. Phil. Trans. R. Soc. B 371: 20150119.

Presentation tips

- **Does reversing the general educational gender gap contribute to closing wage gap?**

Cross-culture approach
Are you WEIRD?

Gneezy, Leonard, & List (2009)

- Used a controlled experiment to explore whether there are gender differences in selecting into competitive environments across distinct societies: the Maasai in Tanzania and the Khasi in India.
- The Maasai represent an example of a patriarchal society, whereas the Khasi are matrilineal.
- Similar to the extant evidence drawn from experiments executed in Western cultures, Maasai men opt to compete at roughly twice the rate as Maasai women.
- Interestingly, this result is reversed among the Khasi: women choose the competitive environment more often than Khasi men, and even choose to compete weakly more often than Maasai men.

Cross-culture approach
Are you WEIRD?

Finucane et al. (2000)

- Data collected as part of a national telephone survey designed to test hypotheses about risk perceptions over a range of hazards. The survey contained questions about worldviews, trust, and a range of demographic variables.
- All respondents were asked to consider health and safety risks `to you and your family' and to indicate whether there is almost no risk, slight risk, moderate risk, or high risk from each of 13 hazardous activities and technologies (for example, blood transfusions; motor vehicles; nuclear power plants; vaccines) and safety risks from 19 hazards for `the American public'.
- Claimed that there are no universal gender differences, there is only a "white male effect".

Eurobarometer on stereotypes

Table 1
Institutional variables by country.

Country		Indicator														
		GDP	Employment to population ratio		Part-time employment		Overall men are less competent than women to perform household tasks	A father must put his career ahead of looking after his young child	Length of paid leave					Childcare coverage	
		Per capita ($)	Female (%)	Male (%)	Female (%)	Male (%)			Total (weeks)	Maternity leave (weeks)	Parental leave (weeks)	Home care leave	Leave reserved for fathers (including paternity leave; weeks)	Aged 0-3	Aged 3-6
	Source	World Bank	Eurostat				Eurobarometer		OECD Family Database (2016) + Multilinks (2011)					Eurostat	
Continental Europe	Germany	42026	66	76	45	8	52%	26%	110.0	14.0	96.0	0.0	6.7	20.6	89.2
	Austria	46513	64	75	42	8	58%	41%	138.0	16.0	122.0	0.0	16.5	8.9	75.8
	Netherlands*	49995	69	81	76	24	20%	16%	29.0	16.0	13.0	0.0	13.4	45.8	88.9
	France	40917	59	69	30	6	31%	14%	42.0	16.0	26.0	0.0	2.0	36.9	94.4
	Belgium*	44024	56	68	42	8	36%	26%	28.9	15.0	13.9	0.0	15.9	41.3	98.7
Eastern Europe	Estonia	15675	64	69	12	5	38%	21%	162.1	20.0	142.1	0.0	2.0	17.8	87.6
	Czech Rep.	19638	57	74	9	2	51%	35%	214.0	28.0	186.0	0.0	0.0	2.4	70.6
	Slovak Rep.	16051	53	67	5	2	51%	48%	164.0	30.0	134.0	0.0	0.0	3.4	71.4
	Lithuania	12543	61	63	10	7	52%	26%	114.5	18.0	96.5	0.0	6.0	10.4	63.9
	Latvia	12377	62	66	10	6	56%	39%	121.3	16.0	79.0	26.3	2.0	17.7	68.9
	Hungary	13320	51	62	7	4	71%	48%	160.0	24.0	84.0	52.0	1.0	8.0	77.1
	Slovenia	23447	62	70	12	7	47%	25%	52.3	15.0	37.3	0.0	18.0	32.8	86.9
	Bulgaria*	6833	57	64	3	2	66%	38%	114.2	35.3	79.0	0.0	2.0	9.5	66.4
	Poland*	12074	51	64	12	6	57%	40%	23.1	20.2	2.9	0.0	0.7	3.1	35.8
	Romania	8475	53	66	11	9	63%	37%	114.0	18.0	96.0	0.0	1.0	7.0	55.9

Further read

Henrich, J. (2020). *The WEIRDest people in the world*: *How the West became psychologically perculiar and particularly prosperous?*

Henrich, J., et al. (2010). The weirdest people in the world? *Behavioural and brain sciences*, vol. 33, pp. 61-83. doi:10.1017/S0140525X0999152X

Cukrowska-Torzewska, E. & Lovasz, A. (2019). The role of parenthood in shaping the gender wage gap – A comparative analysis of 26 European countries

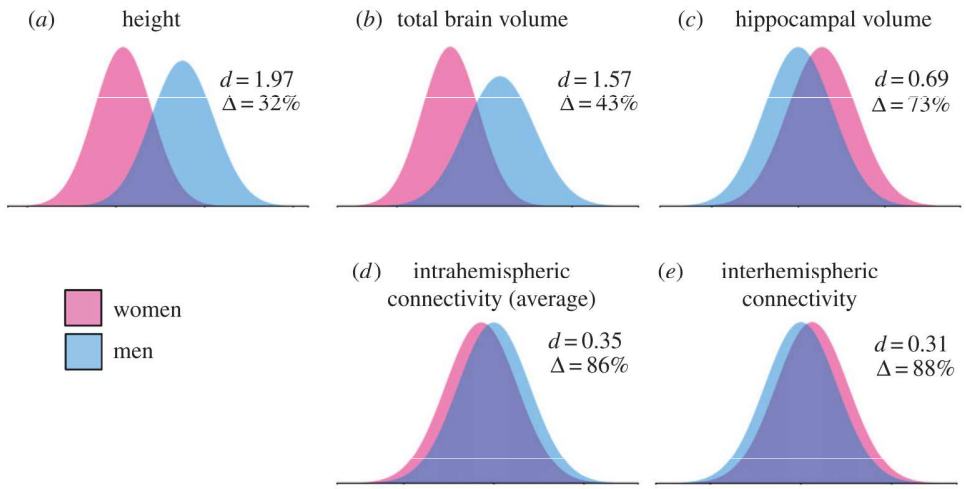
Discrimination

Discrimination = „the valuation in the market place of personal characteristics of the worker that are unrelated to worker productivity”

Statistical discrimination = imperfect productivity information → use of statistic information/stereotypes to evaluate a person (judging by belonging to a group rather than individual competences and skills)

Understanding statistics

- *d*=.2 (small), *d*=.5 (medium), *d*=.8 (large)
- https://sexdifference.org/



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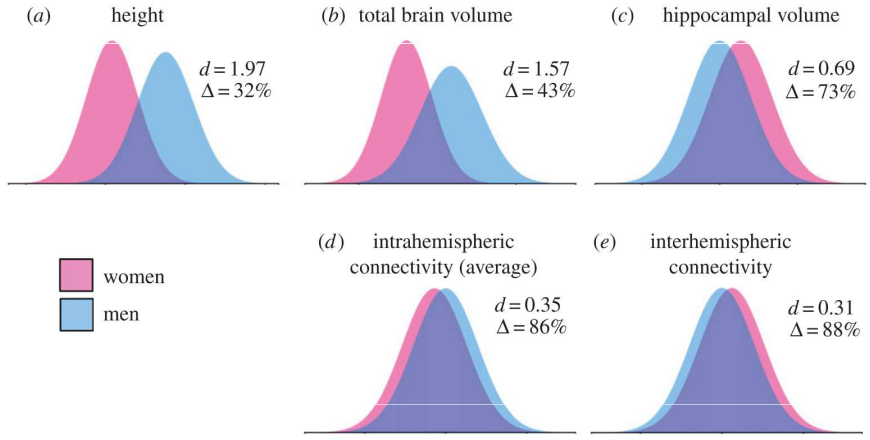


Further read

Arrow, K. (1973). The theory of discrimination. In: O. Ashenfelter and A. Rees (eds.), *Discrimination in Labor Markets*, Princeton, NJ: Princeton University Press.

Phelps, E. (1972). "The Statistical Theory of Racism and Sexism". *American Economic Review.* 62 (4): 659–661.

Stereotypes

- Gender stereotypes = reflections of observed behaviour
- May be biased or incorrect
- Two types of stereotypes: descriptive and prescriptive

Gender stereotypes and identity

- Men and women are socialised to different roles.
- Specifically, already at an early stage of development, boys and girls learn gender-appropriate activities and behaviours (Eagly, 1987).
- Boys are socialised to be masculine (instrumental or agentic) and to develop traits such as aggression, independence, ambition and rationality.
- Girls are praised for being feminine (expressive or communal) and encouraged to be warm, caring, emotional and socially-oriented (Bem, 1974).

Gender stereotypes and identity

- Consequently, occupations are not gender-neutral either, with some being considered appropriate for men and some reserved almost exclusively for women.
- Gender stereotypes can, thus, distort individuals ’ preferences for occupations.
- Congruence theory (Eagly and Karau, 2002) further explains that the preferences are likely to be distorted because of the biases against adopting masculine roles by individuals with predominantly feminine characteristics (and vice versa).
- Consequently, individuals who perceive themselves as incongruent with the gendered notion of a given job are likely to feel discouraged from pursuing it as a potential career.

Backlash

- Backlash = a strong negative reaction
- In the gender context = social desirability (expectations) of behaviour increases when it is consistent with prescriptions applicable to one's gender;
- Individuals are likely to be penalized for non-conforming behaviour—i.e., inconsistent with gender-relevant prescriptive norms
- Often related to a trade-off faced by women: they may be perceived as either competent or likeable
- Trade-off: maintaining identity or pursuing a career

Further read

Akerlof, G. & Kranton, R. (2010). *Identity Economics*. Princeton University Press.

Eagly, A.H. (1987), Sex Differences in Social Behaviour: A Social-Role Interpretation, Lawrence Erlbaum, London.

Eagly, A.H. and Karau, S.J. (2002), Role congruity theory of prejudice toward female leaders, *Psychological Review*, 109(3), pp. 573-598.

Eagly, A.H. and Steffen, V.J. (1984), Gender stereotypes stem from the distribution of women and men into social roles, *Journal of Personality and Social Psychology*, 46(4), pp. 735-754.

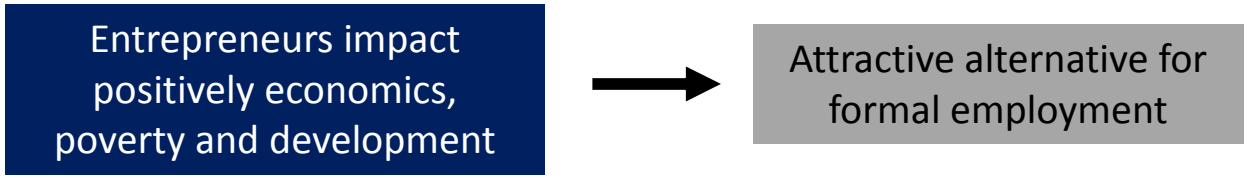
Presentation tips

- **How gender stereotypes contribute to gender gaps across countries?**
- **How strongly are gender stereotypes associated with labour market outcomes in your country?**

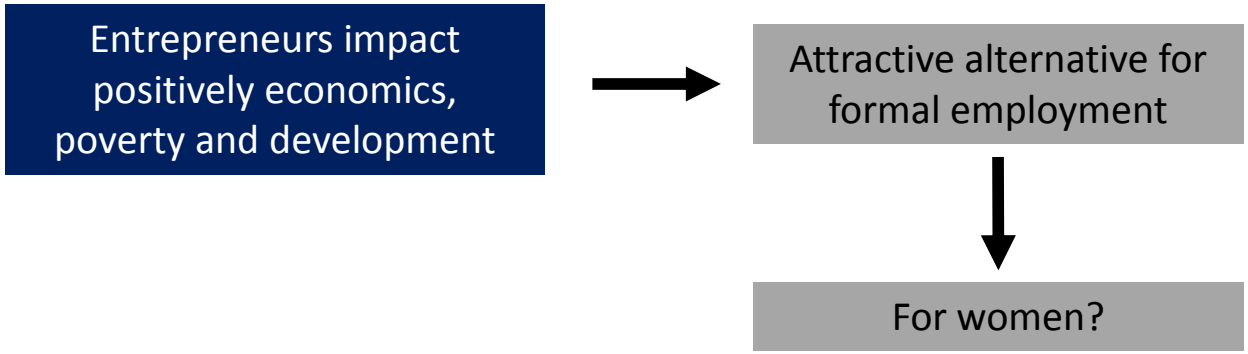
Case study - entrepreneurship

Entrepreneurs impact positively economics, poverty and development

Gender and EI



Gender and EI



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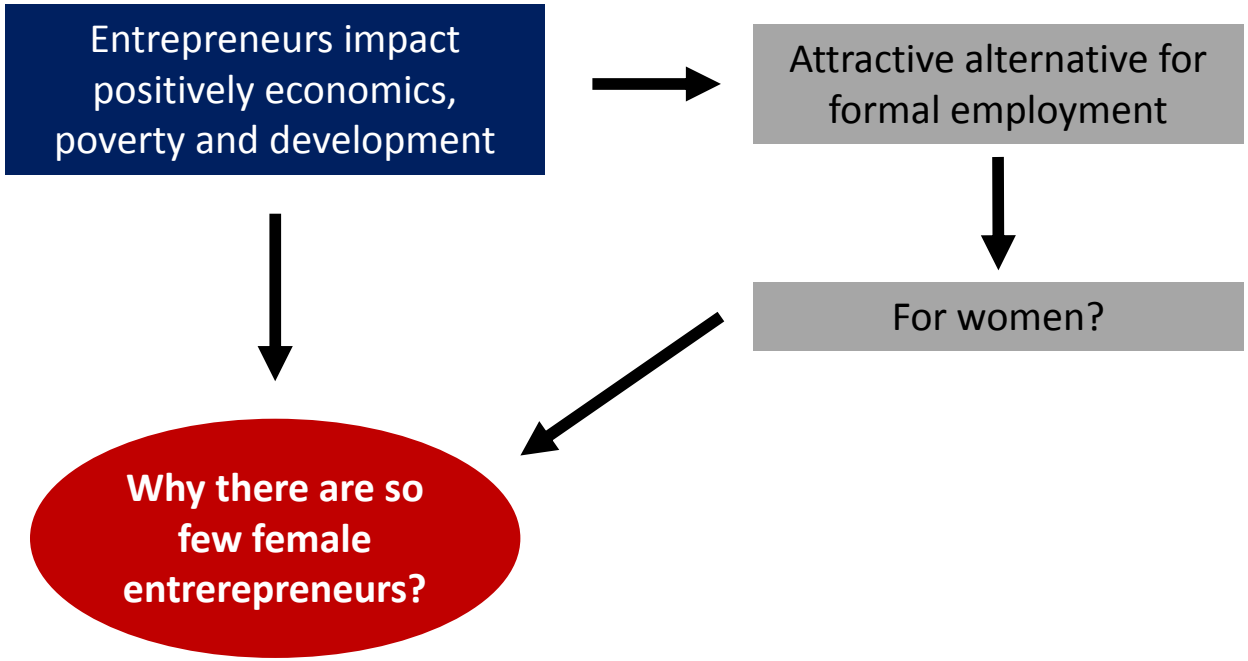
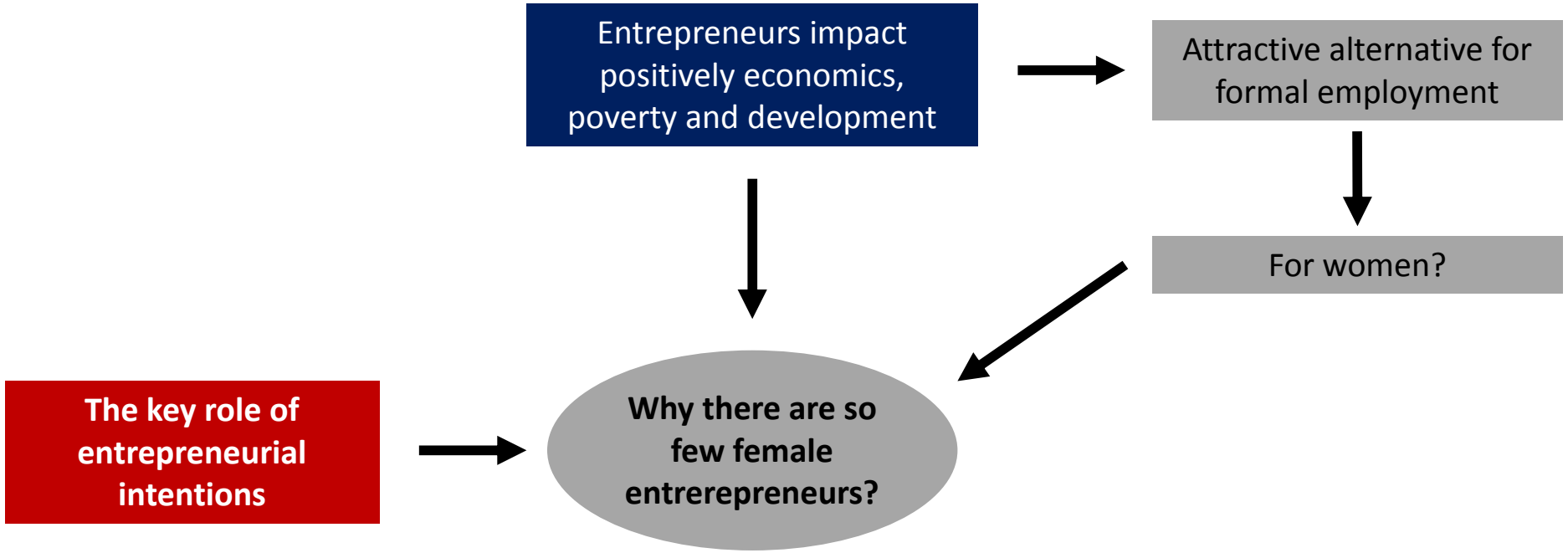


Gender and EI



Sample & procedure

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Recruited through an external participant recruitment agency.

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Recruited through an external participant recruitment agency.

Representative of the general population in terms of gender and age.

Results in brief

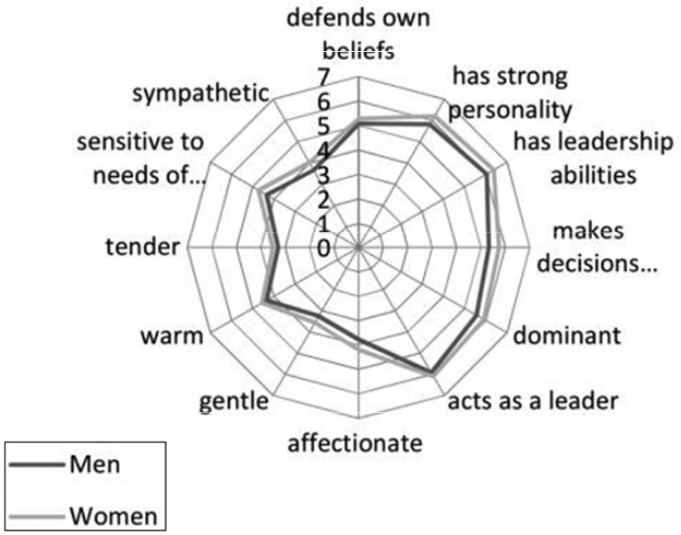
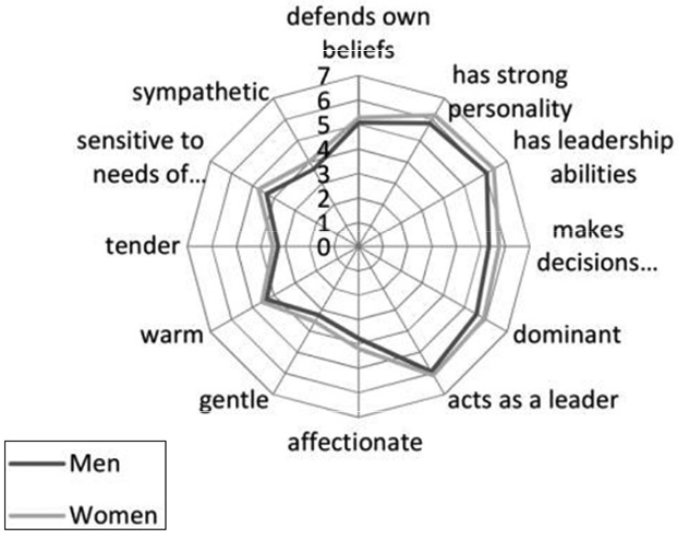


Figure 1.
Radar chart showing differences in men's and women's perceptions of successful entrepreneurs

Results in brief



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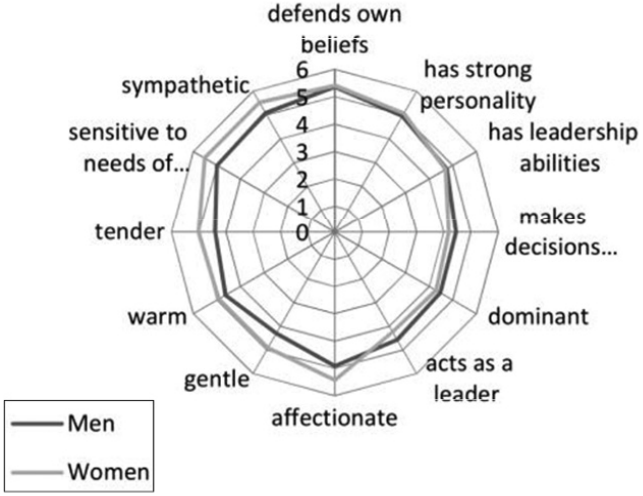


Figure 2.
Radar chart showing differences in men's and women's perceptions of themselves

Results in brief

Figure 3.
Radar chart showing differences in men's perceptions of successful entrepreneurs and of themselves

Results in brief

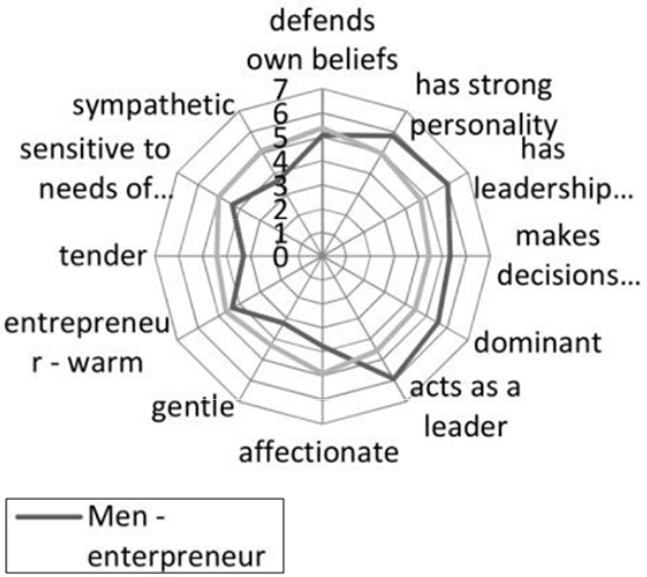


Figure 3.
Radar chart showing differences in men's perceptions of successful entrepreneurs and of themselves

Figure 4.
Radar chart showing differences in women's perceptions of successful entrepreneurs and of themselves

Results in brief

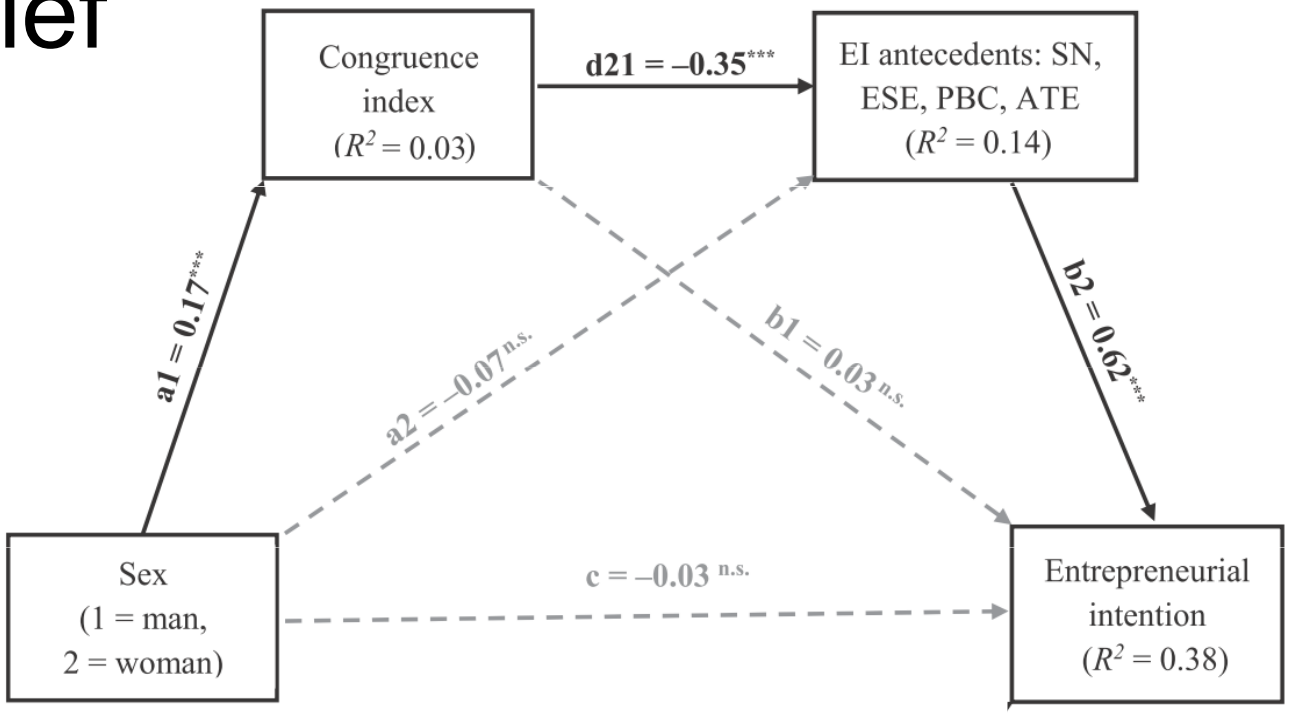
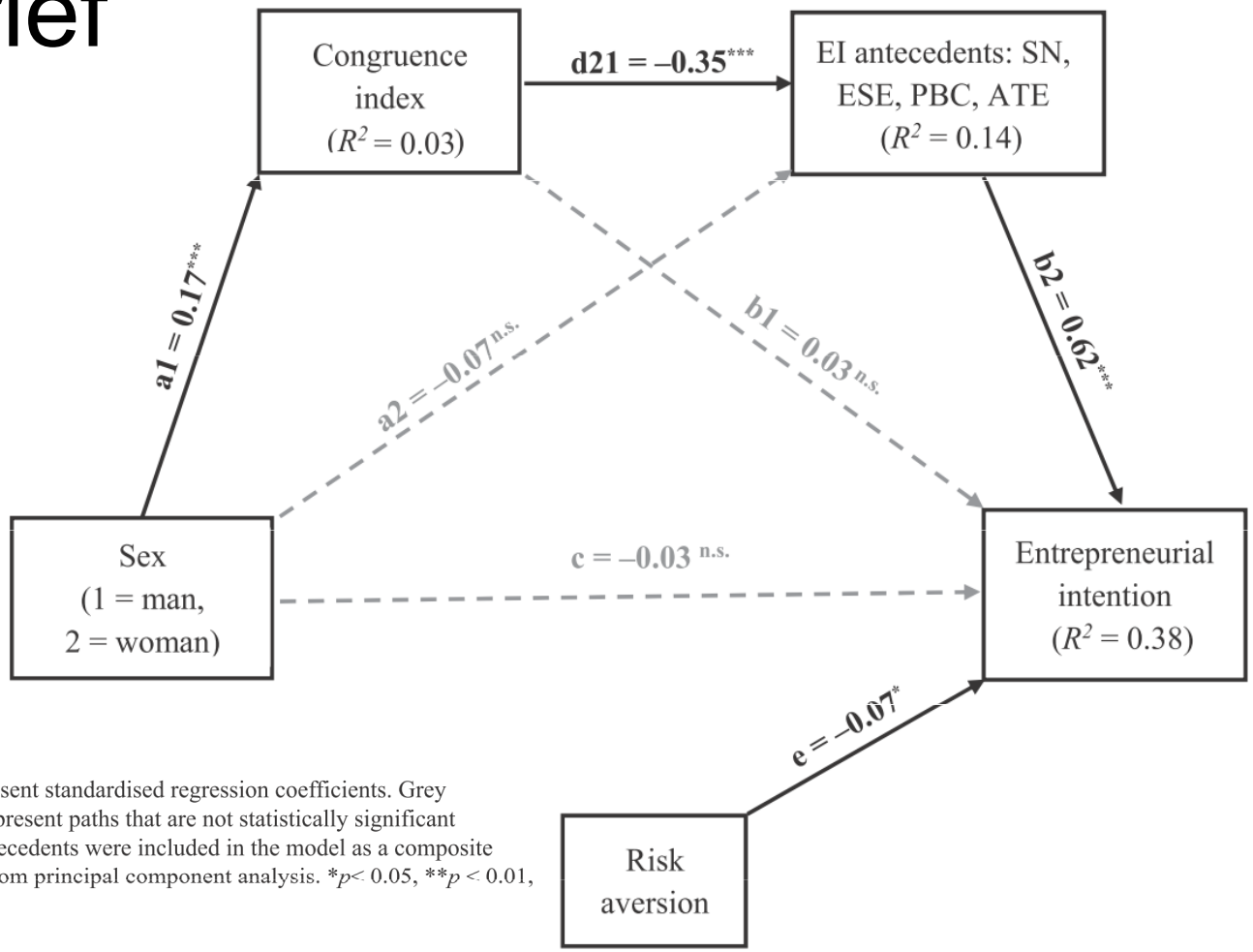


Figure 5.
Serial mediation model predicting with sex and risk aversion as predictors of entrepreneurial intention and congruence index and EI antecedents as mediators of the relationship between sex and entrepreneurial intention

Note: Paths represent standardised regression coefficients. Grey dashed arrows represent paths that are not statistically significant ($p > 0.05$). EI antecedents were included in the model as a composite score extracted from principal component analysis. *$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

Results in brief



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Further read

Rudman, L. A. & Glick, P. (2001). Prescriptive Gender Stereotypes and Backlash Toward Agentic Women. *Journal of Social Issues*, *57*(4), 743–762.

Rudman, L. A. & Mescher, K. (2013). Penalizing Men Who Request a Family Leave: Is Flexibility Stigma a Femininity Stigma? *Journal of Social Issues*, *69*(2), 322–340.

Rudman, L. A., Moss-Racusin, C. A., Phelan, J. E. & Nauts, S. (2012). Status incongruity and backlash effects: Defending the gender hierarchy motivates prejudice against female leaders. *Journal of Experimental Social Psychology*, *48*(1), 165–179.

Gender biases in starting a business

Business plans evaluation

Do evaluators assess men's and women's business plans differently?

Business plans evaluation

Do evaluators assess men's and women's business plans differently?

→ N=498 entrepreneurs

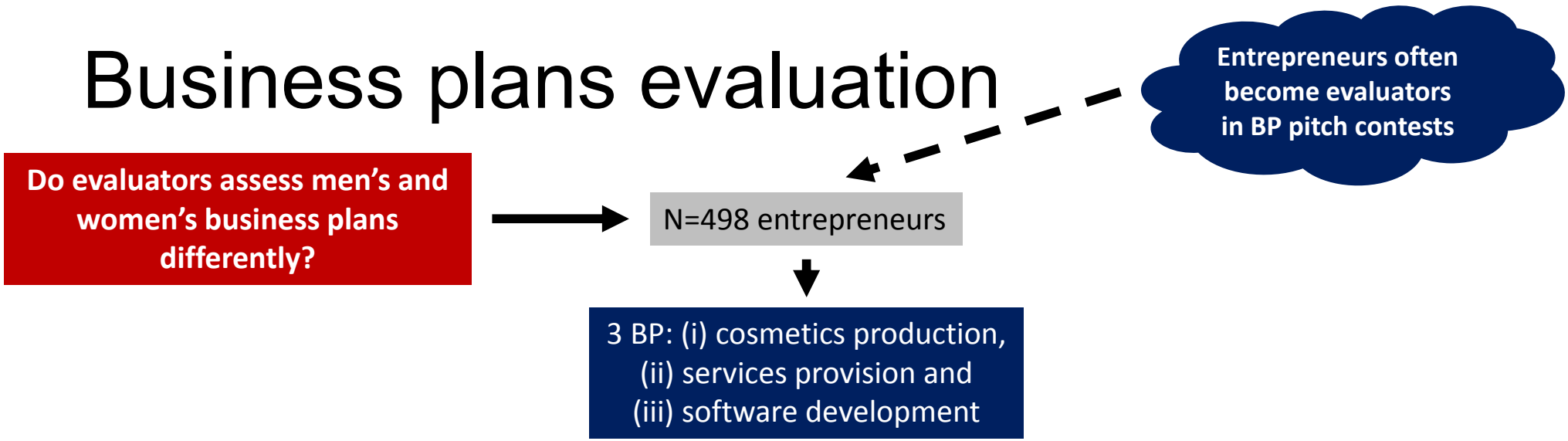
Business plans evaluation

Entrepreneurs often become evaluators in BP pitch contests

Do evaluators assess men's and women's business plans differently?

N=498 entrepreneurs

Business plans evaluation



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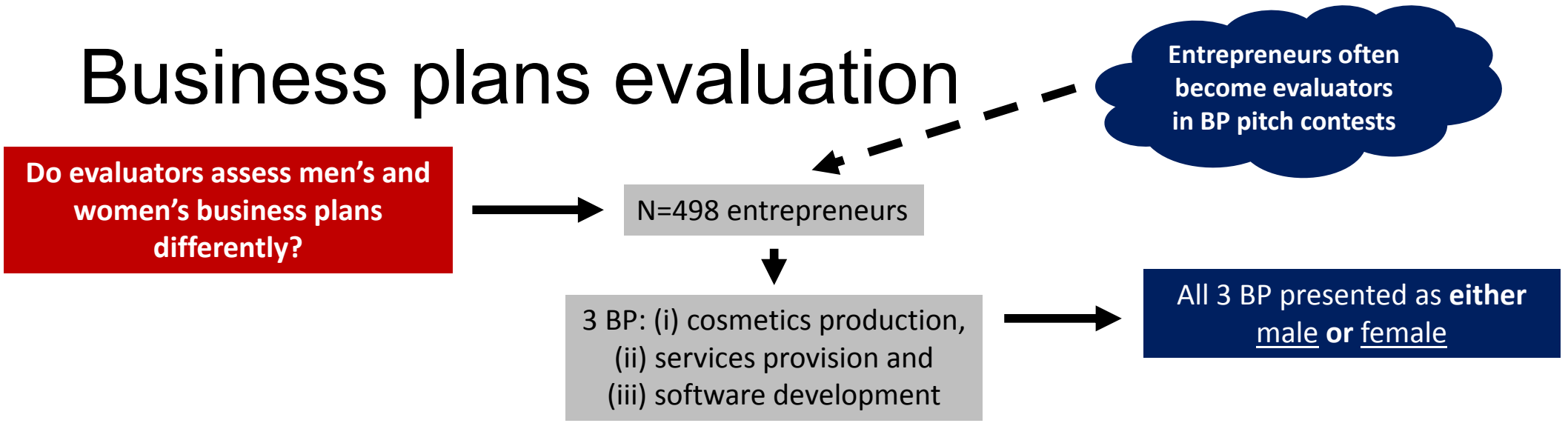
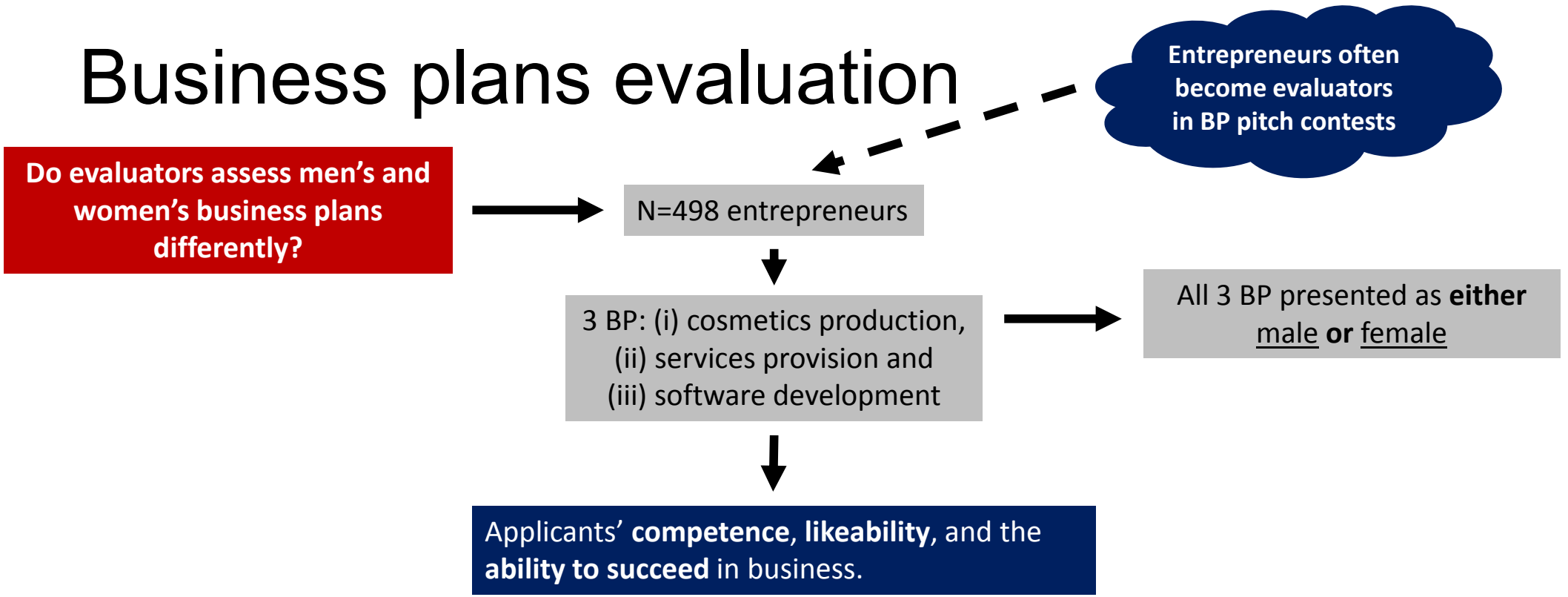


Business plans evaluation



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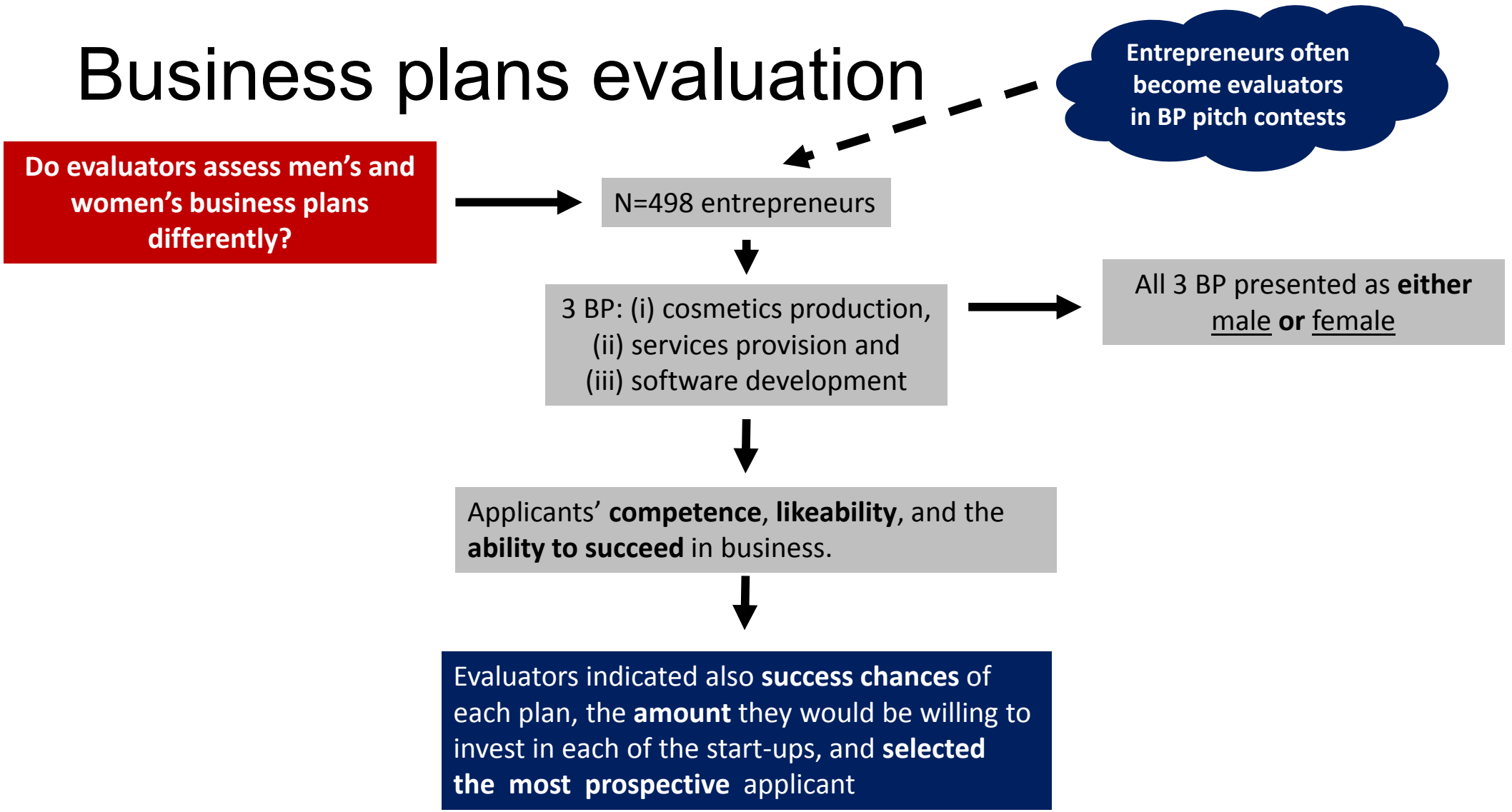

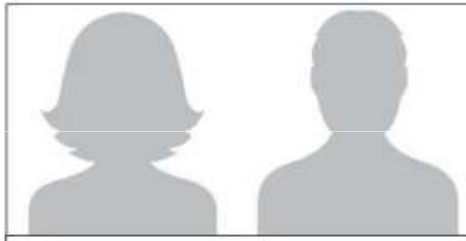

Ing. Jana Kováčová/ Ing. Pavol Horváth
Date of birth: 12.4.1997
Telephone number: 0903347483
Email: jana.kovacova@gmail.com
pavol.horvath@gmail.com

Education
2016-2020: Learning programme: *Food, nutrition, cosmetics*
Slovak University of Technology in Bratislava
2008-2016: Bilingual high school in Žilina

Experience
2020-2021: Work at *Soaphoria* shop in Bratislava
- Sales of cosmetics
- Training in natural soap and cosmetics production

2019: Practice at *Manufaktúra* shop in Bratislava
- Sales of cosmetics
- Professional consultations for clients
- Trainings in skin care

Natural cosmetics "Purita"

Products
We will offer natural soaps, shampoo bars and conditioners containing natural ingredients such as oil, goat milk and herbal essences. Products will be ecological and local ingredients will be favoured whenever possible. Products will be suitable for various skin types. Packaging will be returnable/reusable and clients who send packaging back will receive 5% discount on next purchase.

Target group
women aged 15-65

Form of sale
E-shop

Main strengths of the products
- Sustainable cosmetics
- Skin-friendly
- Locally produced
- Re-usable packaging
- Not-tested on animals

Marketing activities
- Advertisements through social networks
- Mini samples for customers to test products
- Workshops on natural soap production
- Loyalty programme and gift packs

Required financial resources
The estimated amount: 10,000€ includes lease of facilities and equipment necessary to start production, certification of products, establishing e-shop, marketing and advertisements.

Market competitors
Retail chains (e.g. Tesco, Lidl) and drug stores selling cosmetics (not necessarily natural cosmetics). Local producers such as Soaphoria, Mydlove or Dulcia.

Ing. Zuzana Nováková/ Ing. Jozef Baláž
Date of birth: 11.2.1996
Telephone number: 0908327921
Email: zuzana.novakova@gmail.com
jozef.balaz@gmail.com

Education
2016-2020: Learning programme: Regional development and Tourism, Masaryk University in Brno
2008-2016: Ľudovít Štúr high school in Trenčín

Experience
2020-2021: Work at travel agency Čedok in Brno as *sales manager*
- Sales of holidays and sightseeing tours
- Guide course

2019: practice at the Grand Hotel in Brno
- Communication with guests
- Participation in marketing activities
- Managing bookings

Firm name
Travel agency "Young soul"

Services
We will offer trips to interesting sites in Slovakia at competitive prices. The target group includes young people who want to visit new places but have low budget. Participants will try traditional crafts and will help local farmers. Instead of financial remuneration they will receive accommodation and food which will make travelling more accessible. Some of the tours will be related to historic monuments restoration.

Target group
Young people below 26

Form of sale
Online application

Main strengths of the services
- Promoting tourism in Slovakia
- Supporting tourism among young people and students
- Revitalisation of historic monuments

Marketing activities
- Posters at universities
- Offers at isic.sk
- Campaigns in social networks,
- Articles in Refresher.sk
- Short videos about interesting sites

Required financial resources
The estimated amount: 10,000€ includes development of the application, dissemination, costs of starting cooperation with farm owners and partners restoring monuments.

Market competitors
Travel agencies such as Hydrotour, Fifo or Bubo and the Erasmus+ programme.

Ing. Kristína Šedivá/ Ing. Adam Balaj
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Email: kristina.sediva@gmail.com
adam.balaj@gmail.com

Education
2016-2020: Programming and development, Faculty of Informatics, Masaryk University in Brno
2008-2016: Ján Holly eight-year high school in Trnava
Experience
2019-2021: Junior software engineer, Eset in Brno
- Data analysis and visualisation
- Development of web applications
- Trainings in programming languages

2018: analysis of mobile applications, KPMG in Brno
- Web analysis and tracking
- Design and optimisation of e-shops (AB testing)

Firm name
Application „Gastroturista"

Services
The proposed application will be a tourist guide to monuments and touristic attractions in Slovakia for people from various age groups who are kin to travel and visit non-traditional places. The application will include also tips for gourmands, evaluations and photos of various sites, restaurants and cafes. Users who share their photos and opinions through social networks will obtain discounts at participating sites/facilities.

Target group
Entire population

Form of sale
Application for Android and IOS

Main strengths of the application
- Linking tourism with culinary experiences
- Promotion of tourism and support for good gastronomy in Slovakia

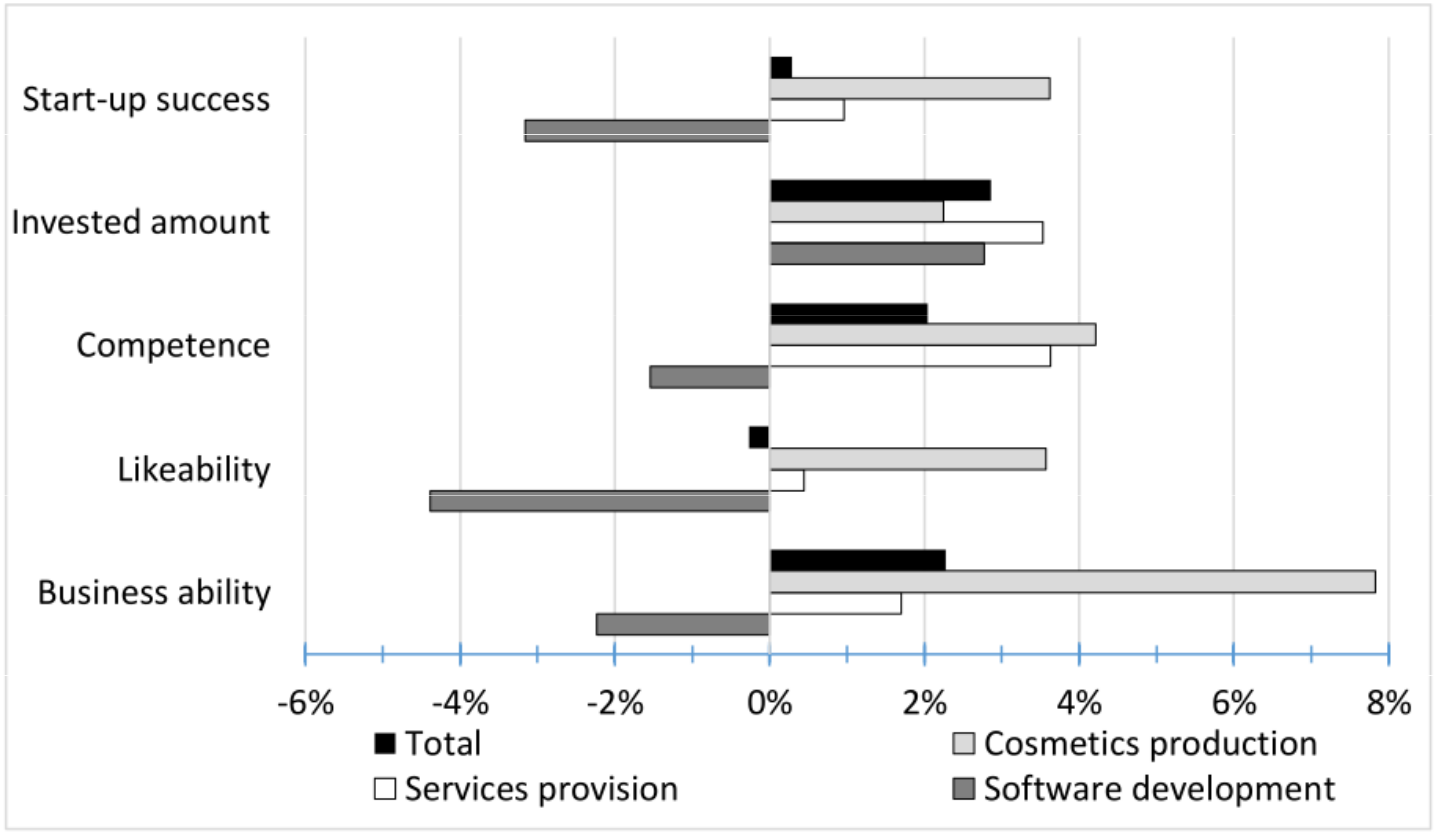
Marketing activities
- Campaigns through social networks
- Short videos about travelling

Required financial resources
The estimated amount: 10,000€ includes developing the application, trade negotiations, cooperation with owners and promotion of the application.

Market competitors
Web pages: Tripadvisor.com, Hiking.sk

Results

Figure 1 Gender differences in assessments of business plans



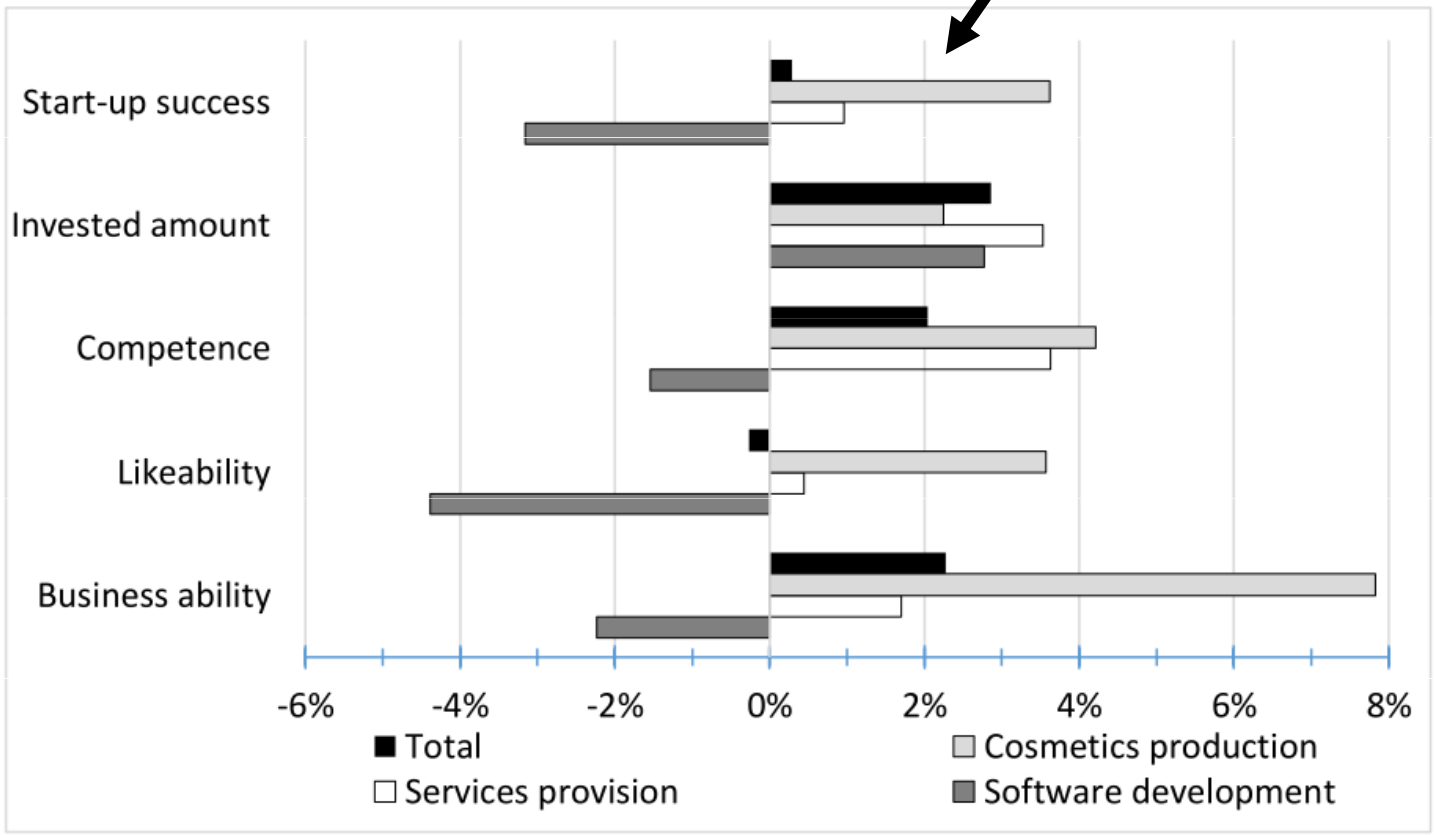
Source: Authors

Note: Presented numbers are calculated as differences in average female and male assessments relative to male assessments.

Results

More positive assessment of women

Figure 1 Gender differences in assessments of business plans



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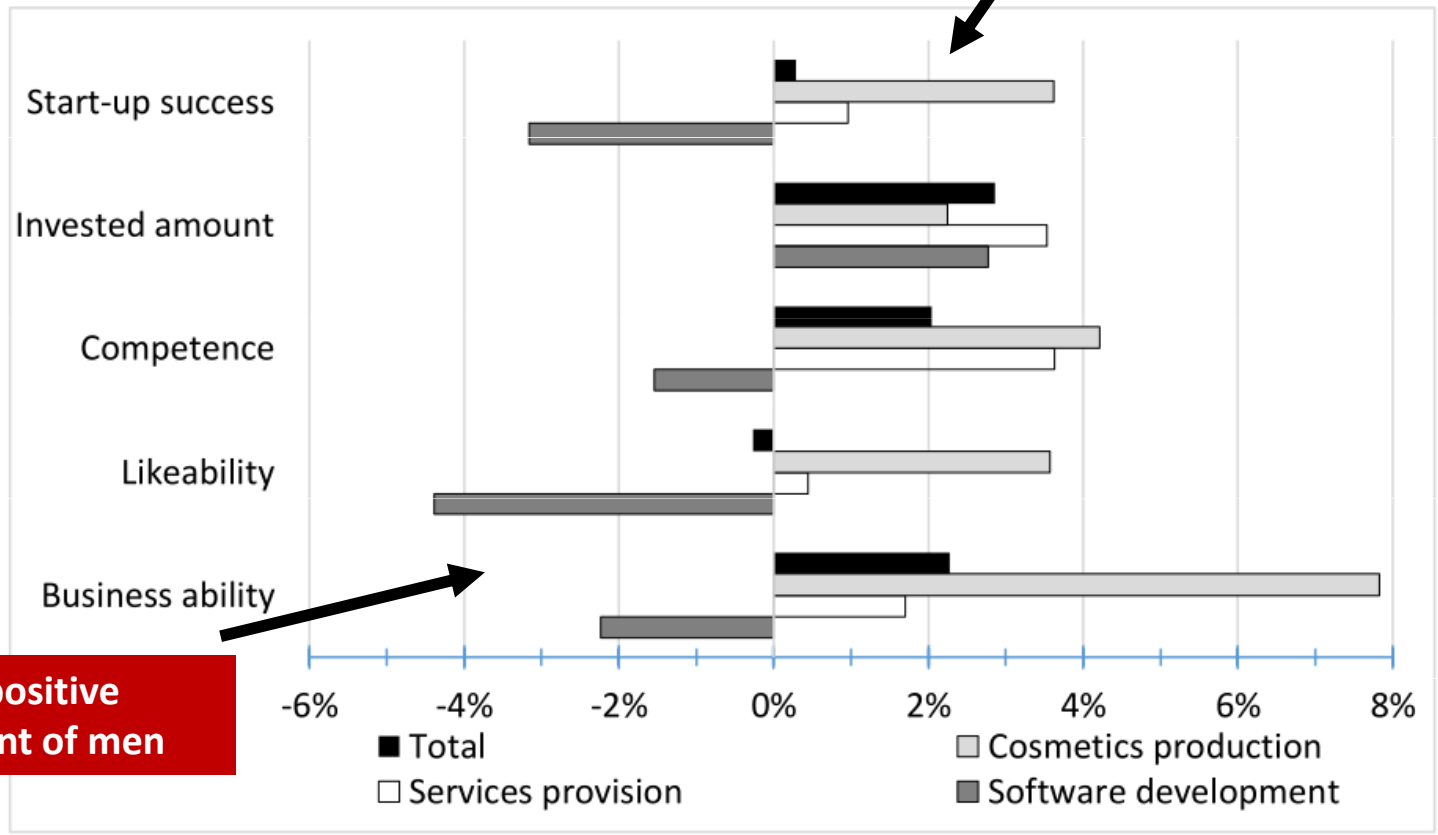


More positive assessment of men

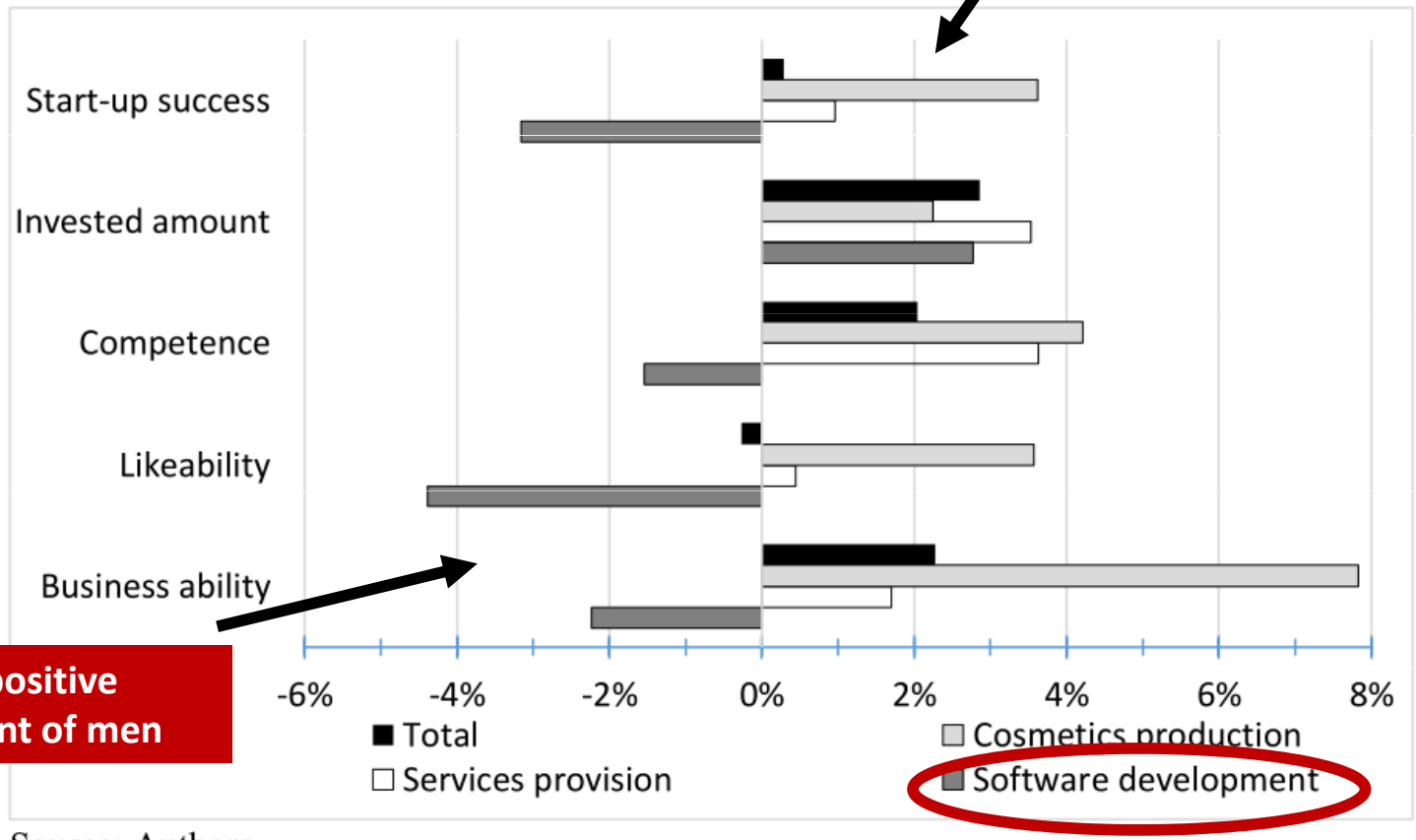
Source: Authors

Note: Presented numbers are calculated as differences in average female and male assessments relative to male assessments.

Results

More positive assessment of women

Figure 1 Gender differences in assessments of business plans



More positive assessment of men

Source: Authors

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Results

Table 2 Assessment of business plans and their interactions with evaluator characteristics

Dependent variable	Start-up success	Invested amount	Competence	Likeability	Business ability
	(1)	(2)	(3)	(4)	(5)
Female applicant	0.009	0.013	0.088	0.047	-0.008
	(0.021)	(0.030)	(0.115)	(0.111)	(0.114)
Male evaluator	-0.085***	-0.034	-0.439***	-0.473***	-0.470***
	(0.024)	(0.034)	(0.128)	(0.128)	(0.132)
Interaction	-0.008	0.009	0.037	0.124	0.041
	(0.034)	(0.049)	(0.179)	(0.180)	(0.183)
Female applicant	0.005	0.017	0.018	0.018	0.002
	(0.017)	(0.024)	(0.015)	(0.015)	(0.015)
Male evaluator	-0.089***	-0.029	-0.070***	-0.069***	-0.075***
	(0.018)	(0.025)	(0.015)	(0.015)	(0.016)
Same-sex pair	0.004	-0.005	-0.003	-0.01	-0.003
	(0.017)	(0.024)	(0.015)	(0.015)	(0.015)
Female applicant	0.172*	0.338**	1.125**	1.004*	0.584
	(0.101)	(0.146)	(0.546)	(0.527)	(0.548)
Masculinity of evaluator	0.062***	0.069***	0.430***	0.445***	0.361***
	(0.015)	(0.022)	(0.085)	(0.084)	(0.089)
Interaction	-0.038*	-0.072**	-0.233*	-0.207*	-0.134
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Male evaluators give lower evaluations on average than women evaluators, but no differences are confirmed when men assess female applicants or when evaluators assess applicants of same sex (i.e., the interaction effects are not significant).

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Our results indicate that masculine evaluators give higher assessments on average but negative interaction terms imply that masculine evaluators are harsher to women applicants in terms of start-up success, invested amount, competence, and likeability.

Results

Table 3 Odds ratios of selecting the most prospective applicant (logit model)

	(1)	
Startup services	1.11	(0.29)
Startup IT	2.83***	(0.701)
Man evaluator	0.84	(0.259)
Startup services x Man evaluator	1.26	(0.535)
Startup IT x Man evaluator	1.3	(0.526)
Woman applicant	0.87	(0.239)
Startup services x Woman applicant	1.84	(0.686)
Startup IT x Woman applicant	0.83	(0.302)
Woman applicant x Man evaluator	1.9	(0.807)
Startup services x Woman applicant x Man evaluator	0.42	(0.246)
Startup IT x Woman applicant x Man evaluator	0.38*	(0.217)
Constant	0.33***	(0.062)
N	1494	
Pseudo R2	0.0293	

Source: Authors

Note: *p< 0.1, **p < 0.05, ***p< 0.01. Dependent variable is equal to 1 if the start-up plan is marked as the most prospective by the evaluator.

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Constant	0.33***	(0.062)
	1494	
	0.0293	

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The woman applicant in IT sector has 2.6 times lower probability (odds ratio of 0.38) to be selected as the most prospective applicant in the situation when the start-up is submitted by a woman applicant and evaluated by a man. This result points to the stereotype thinking of men about the potential success of women in different fields

Results and conclusions

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→ **Culture-specific barriers that could slow down women's progress in entrepreneurship.**

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2: The evaluators' masculinity may have an adverse effect on the evaluation.

→ Culture-specific barriers that could slow down women's progress in entrepreneurship.

3: Female evaluators described themselves as more masculine than men

→ **Hyper-masculine stereotypes about successful entrepreneurs may lead to self-selection of potential female entrepreneurs.**

Take-home message

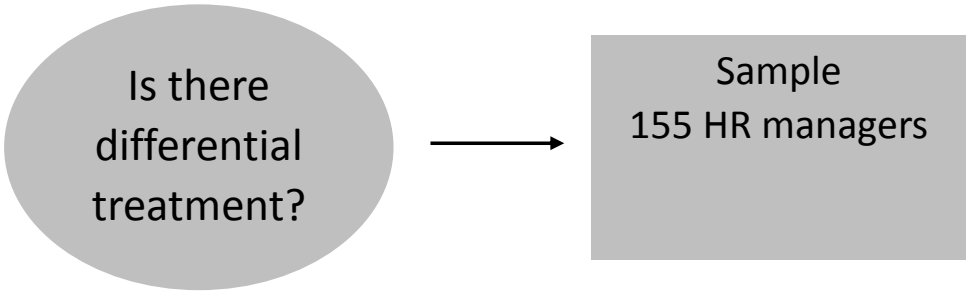
Caution is advised when recommending to increase the number of female evaluators of business plans in pitch competitions. If women who get involved in entrepreneurship are excessively masculine and masculinity is associated with less favourable evaluation of potential female entrepreneurs, such policies could backfire against women putting them in more disadvantaged position.

Case study – discrimination & backlash

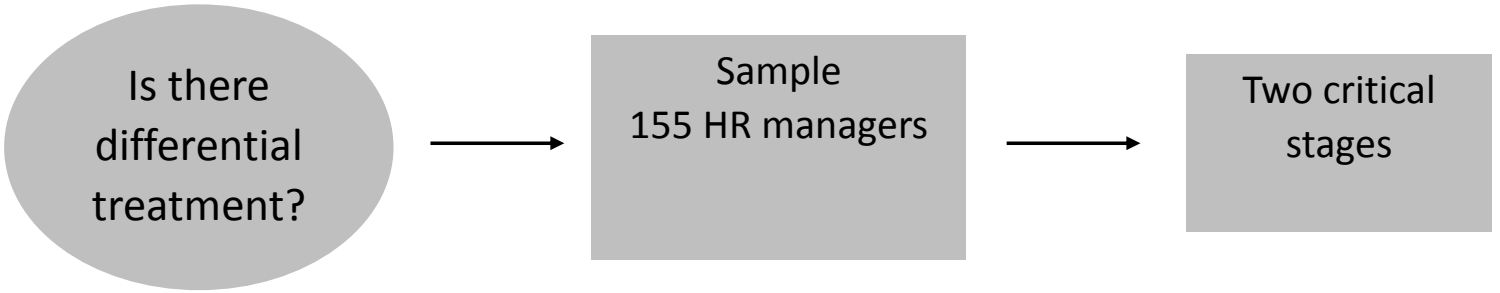
Case study – discrimination & backlash

Is there differential treatment?

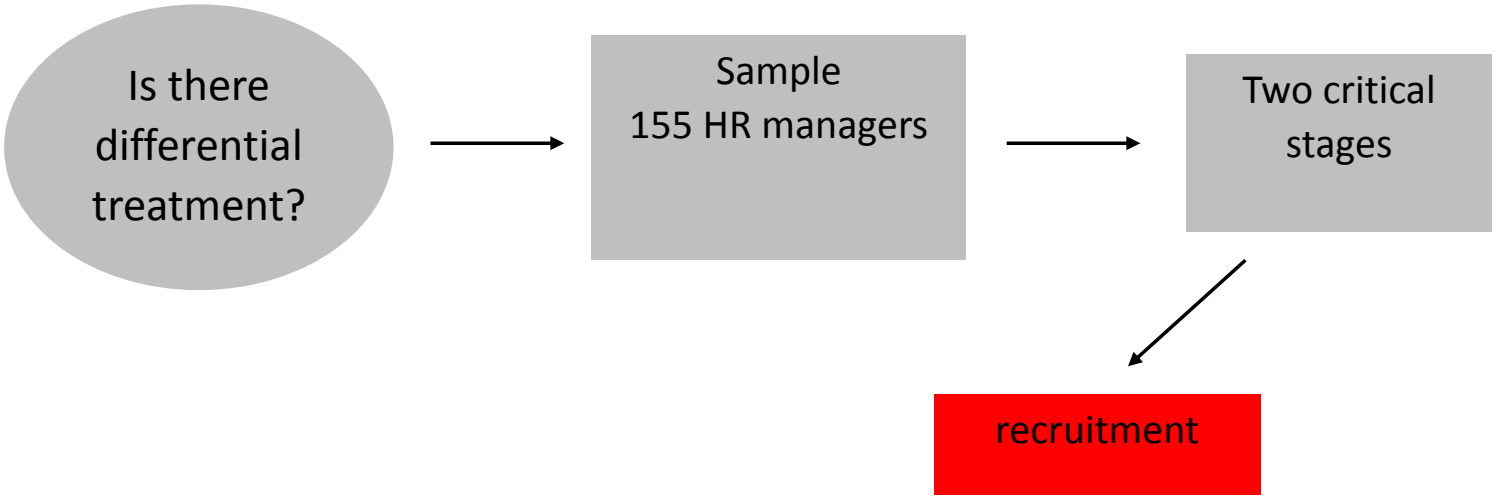
Case study – discrimination & backlash



Case study – discrimination & backlash



Case study – discrimination & backlash



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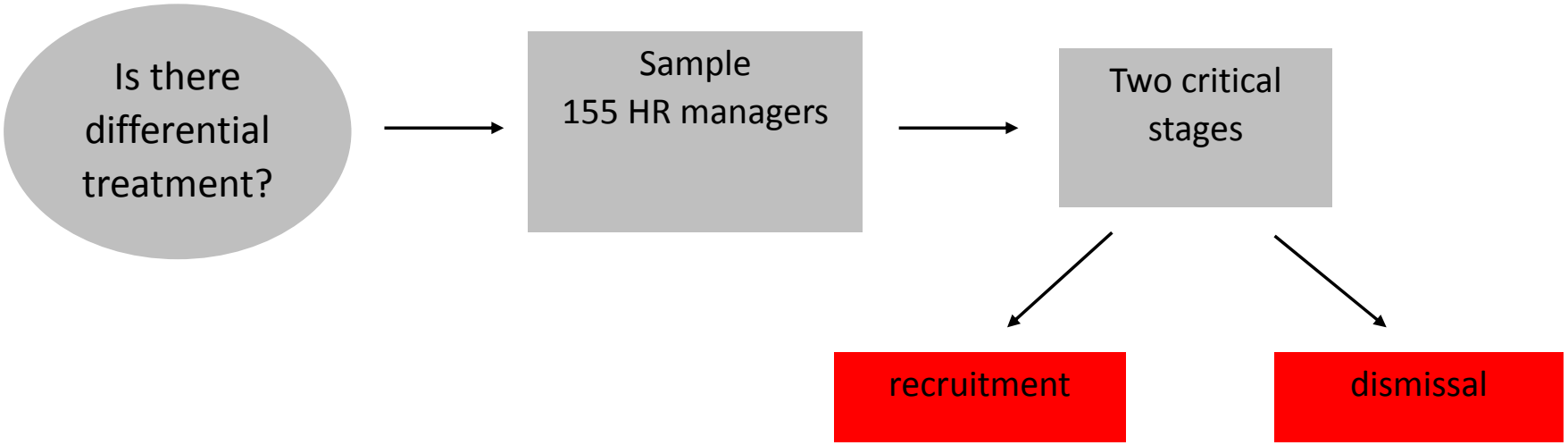

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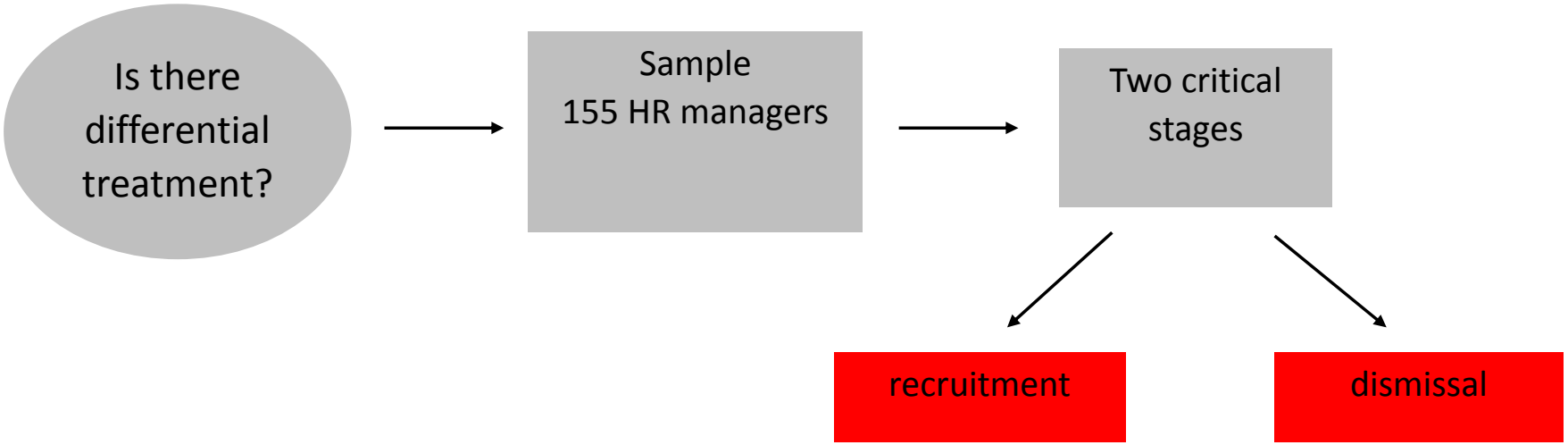
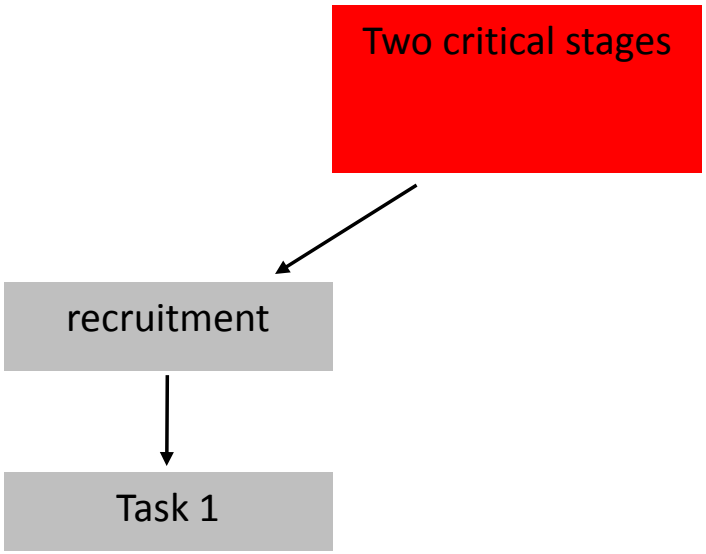


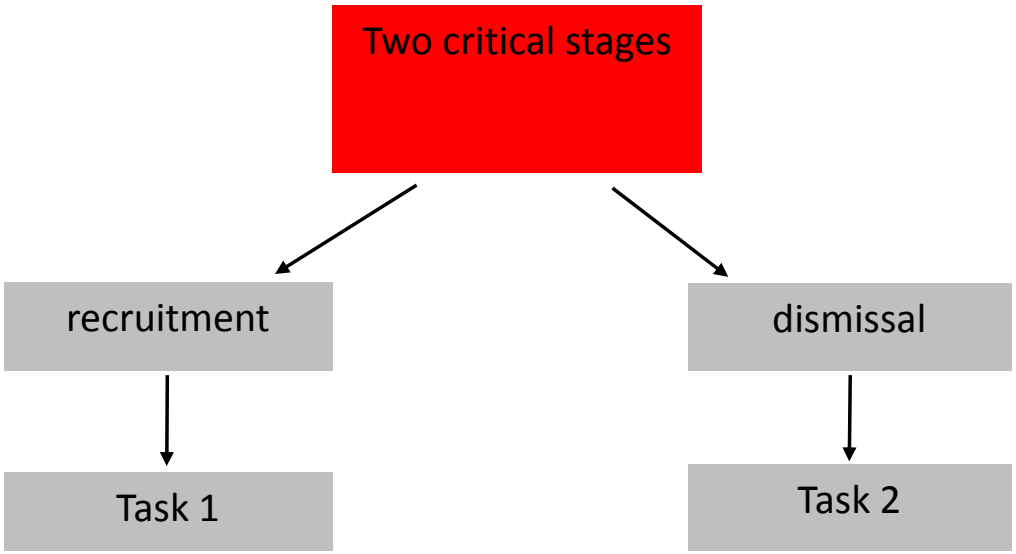
Study design – vignette study

Two critical stages

Study design – vignette study



Study design – vignette study



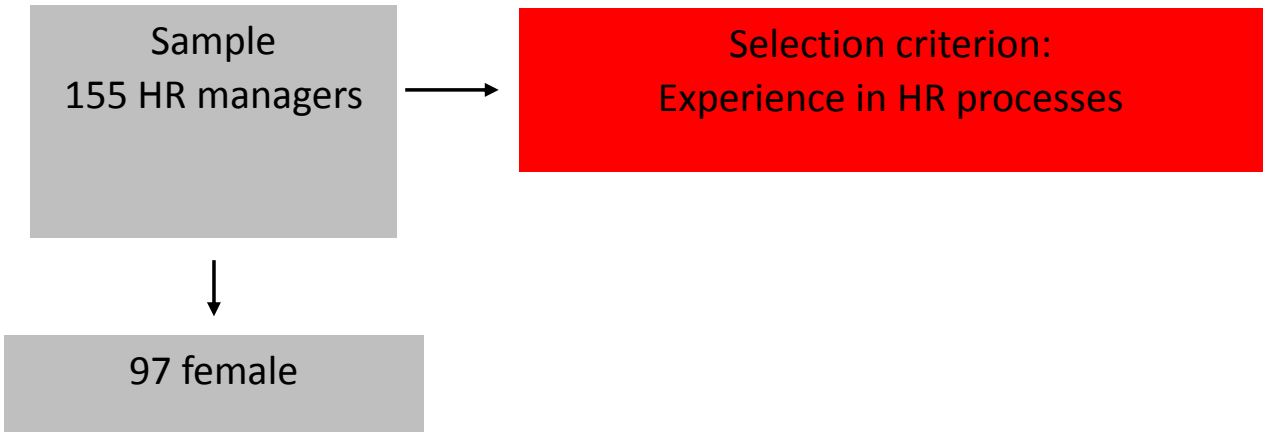
Sample

Sample
155 HR managers

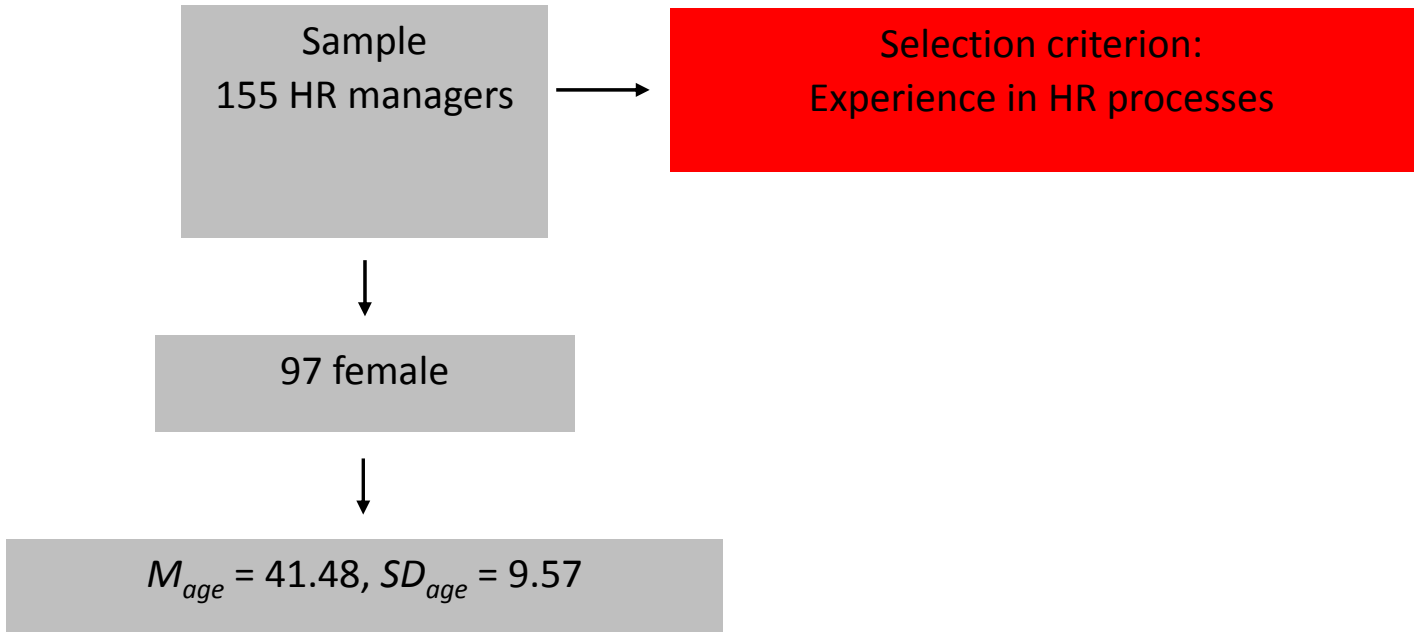
Sample


Sample
155 HR managers
Selection criterion:
Experience in HR processes

Sample


Sample
155 HR managers
Selection criterion:
Experience in HR processes
97 female

Sample


Sample
155 HR managers
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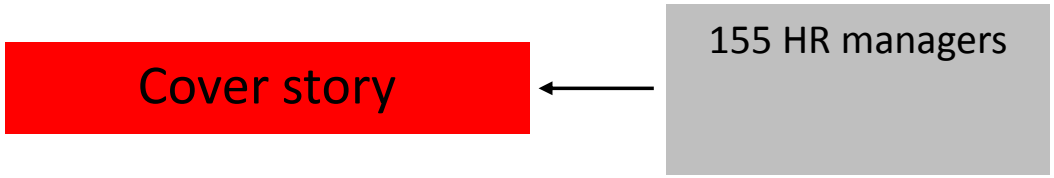
M_{age} = 41.48, SD_{age} = 9.57

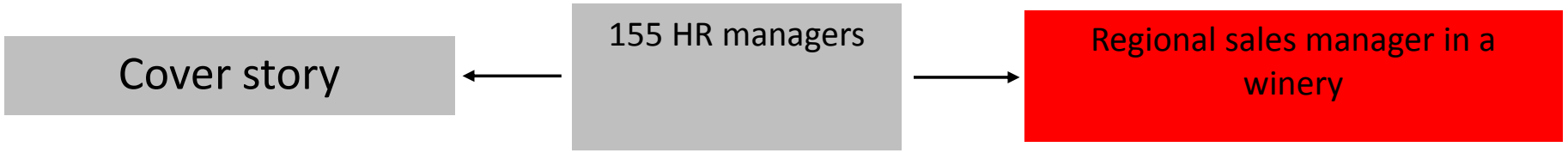
Task 1: recruitment

155 HR managers

Task 1: recruitment



Task 1: recruitment



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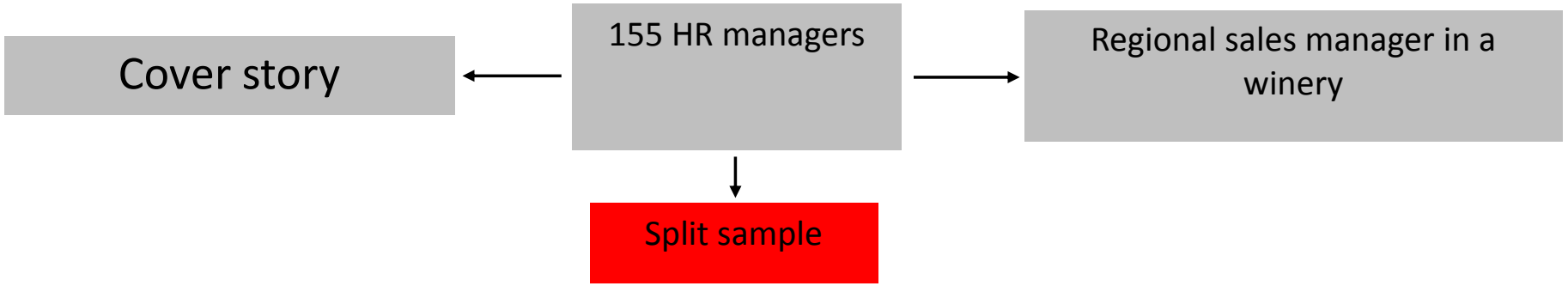

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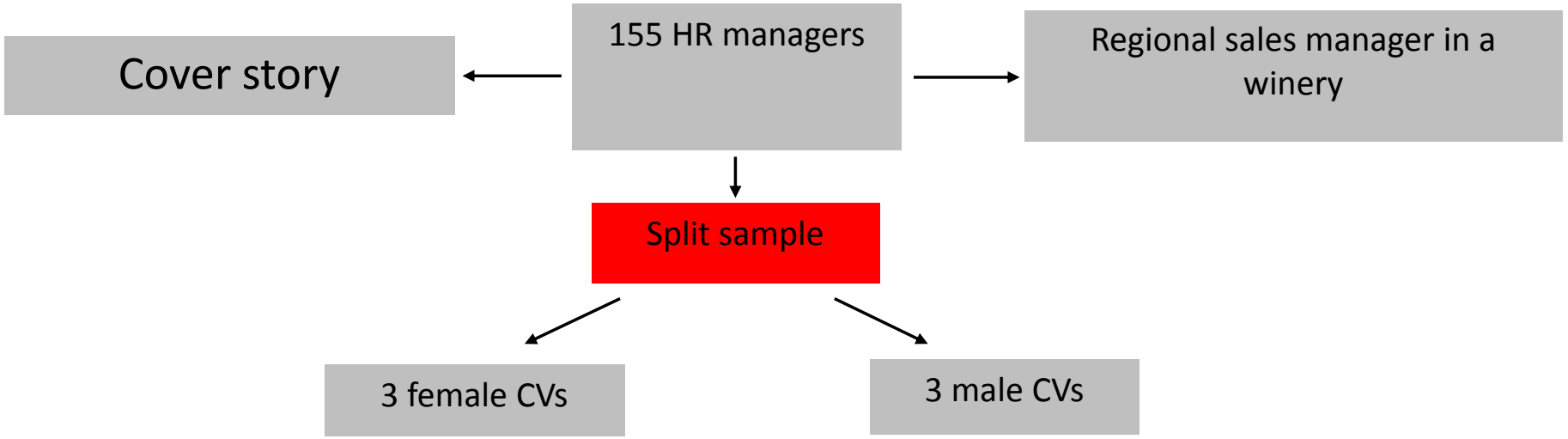

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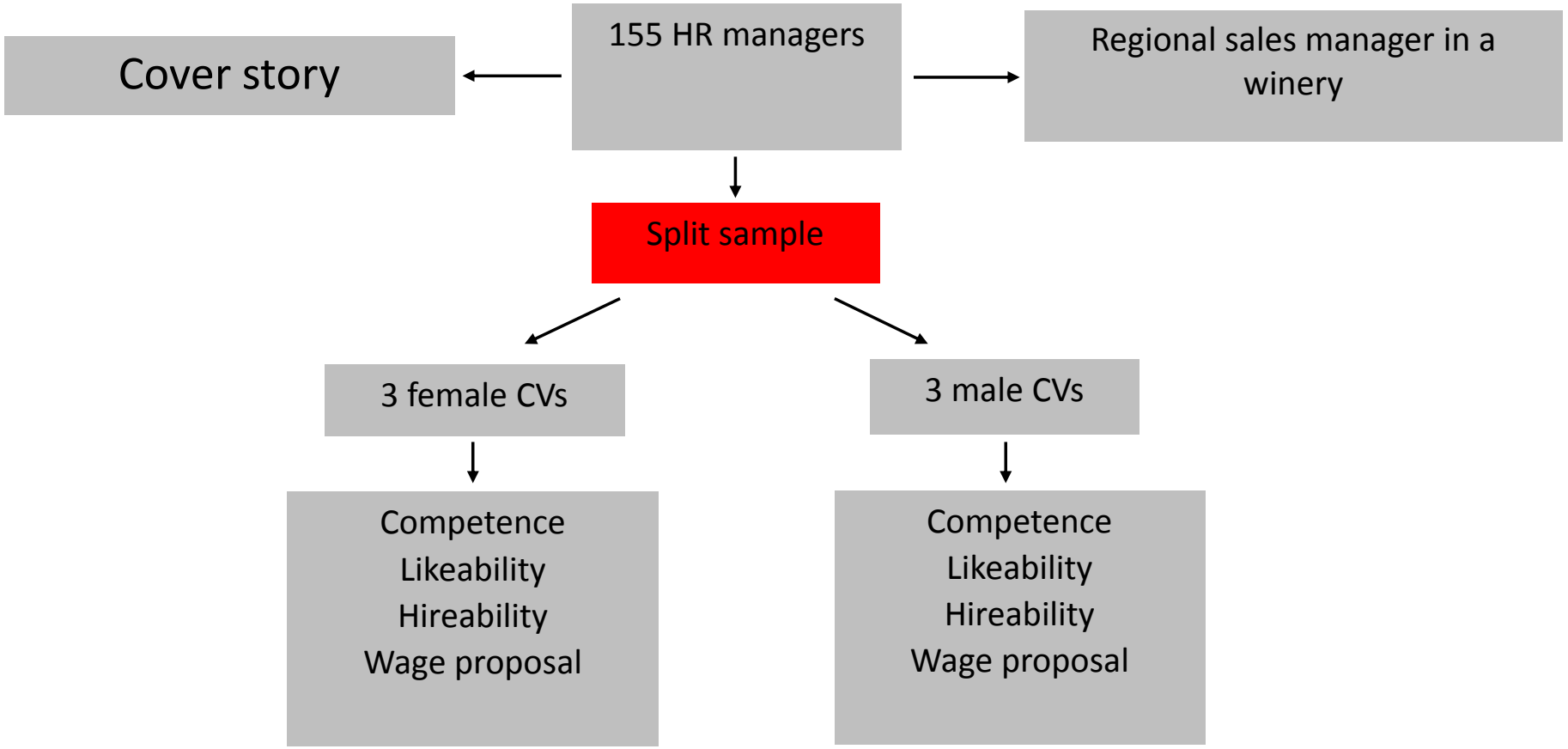

Task 1: instrument

Ing. Anna Šmitalová
Date of birth: 17.9.1984
Place of residence: Nitra
Email: anna.smitalova@gmail.com
Phone number: 0909/234 910

Education	• 2008, University of Economics in Bratislava: Marketing management
Working experiences	• 11 years in domain • 2016 – 2020 sales manager, a company with 250 employees • 2009 – 2015 Head of Marketing, a company with 50 employees
Courses and workshops	• Risk Management Workshop • Team building and motivation
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Cover letter	yes
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Task 1: instrument

Table 1 Vignette factors and factor levels

Factor	Factor levels	
gender	2 levels	male/female
age	3 levels	35, 36, 37 years
educational attainment	3 levels	3 universities with different quality
professional experience	3 levels	8 years and small team, 10 years and medium team, 11 years and big team
vocational training	3 levels	considerable and job-related, average, none

Task 1: questionnaire

- **Competence** (3 items): 1. Did the applicant strike as competent? 2. How likely is that the applicant has the necessary skills for this job? 3. How qualified you think the applicant is? Scale: 1 (not at all) to 7 (very much);
- **Hireability** (3 items): 1. How likealy would you be to invite the applicant to interview for the job? 2. How likely would you be to hire the applicant for the job? 3. How likely do you think it is thay the applicant was actually hired? Scale: 1 (not at all) to 7 (very much);
- **Likeability** (3 items): 1. How much did you like the applicant? 2. Would you characterize the applicant as someone you want to get to know better? 3. Would the applicant fit well with other team members? Scale: 1 (not at all likely) to 7 (very likely);
- **Wage proposal**: starting and after probation

Task 1: results

Table 2 Descriptive statistics of measured variables and differences between assessment of men and women applicants

		men applicants				women applicants							
CV		N	ω	M	SD	N	ω	M	SD	t	df	p	d
best	competence	77	.910	5.74	0.93	78	.992	5.73	1.08	0.059	153	.953	
	hire-ability	77	.893	5.51	1.08	78	.987	5.67	1.02	-0.949	153	.344	
	likeability	77	.879	5.41	0.88	78	.990	5.61	0.94	-1.403	153	.163	
	starting wage	77	-	1230.39	451.86	78	-	1055.77	295.64	2.845	152	.005	.459
	average wage	77	-	1498.55	531.91	78	-	1314.03	361.49	2.513	151	.013	.406

Note: N – number, ω – reliability (omega), M – mean, SD – standard deviation, t – t-test value, df – degree of freedom, p – significance, d – Cohen's d

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Medium and least competent men significantly less likeable than identical women

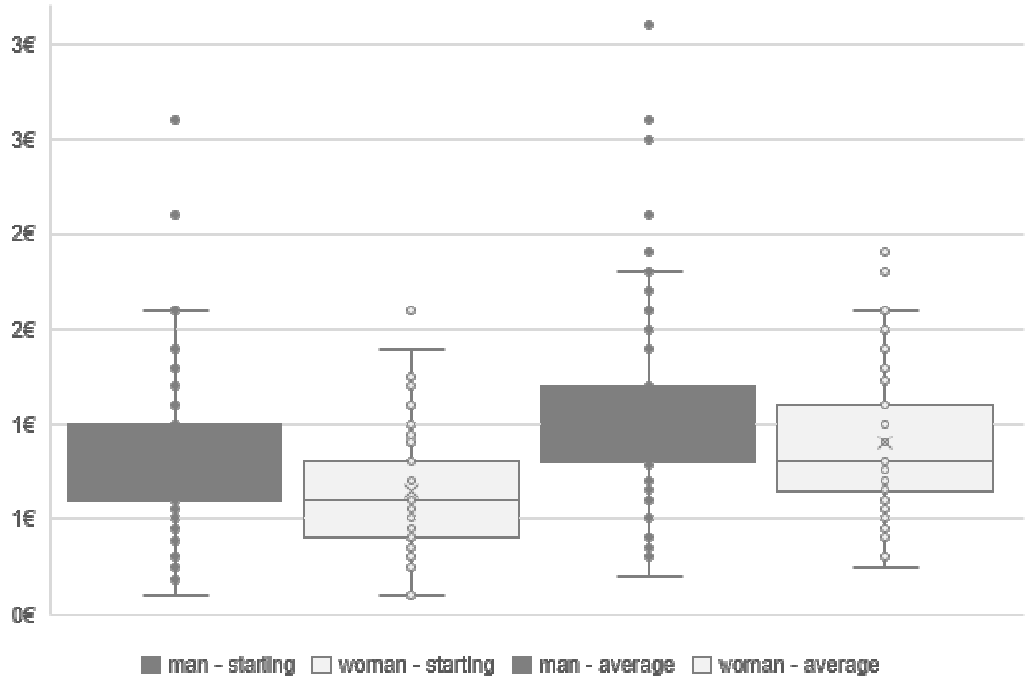
Task 1: results

Table 3 Correlations between hire-ability, competence and likeability

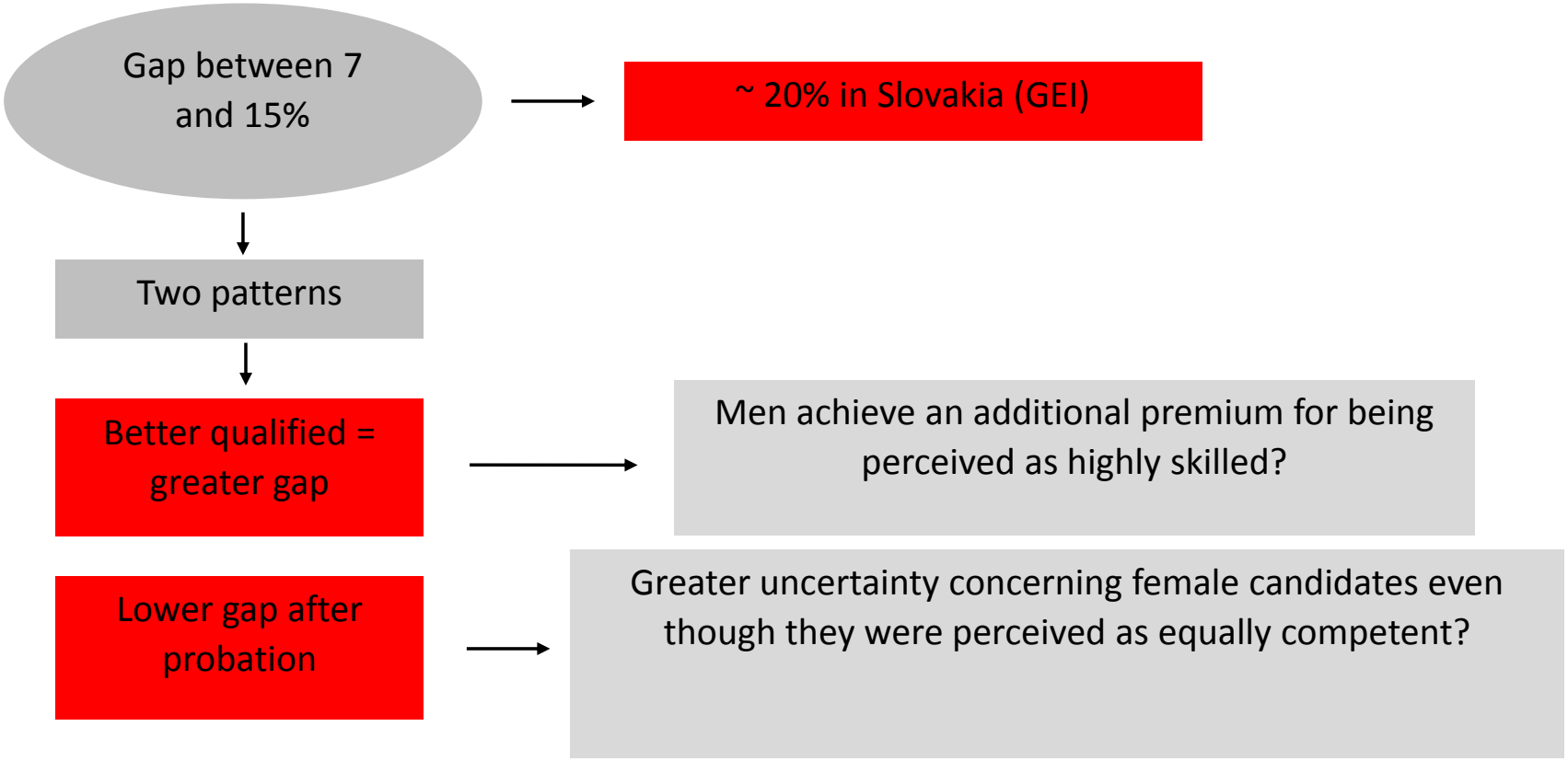
	women applicants		men applicants	
	hire-ability	likeability	hire-ability	likeability
competence	.875**	.817**	.842**	.729**
hire-ability		.870**		.756**

Note: **correlation is significant at the .01 level

Task 1: results



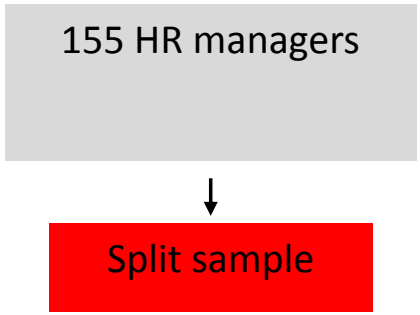
Task 1: results



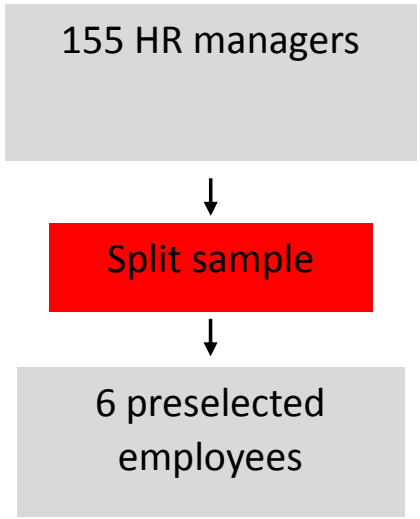
Task 2: dismissal

155 HR managers

Task 2: dismissal



Task 2: dismissal



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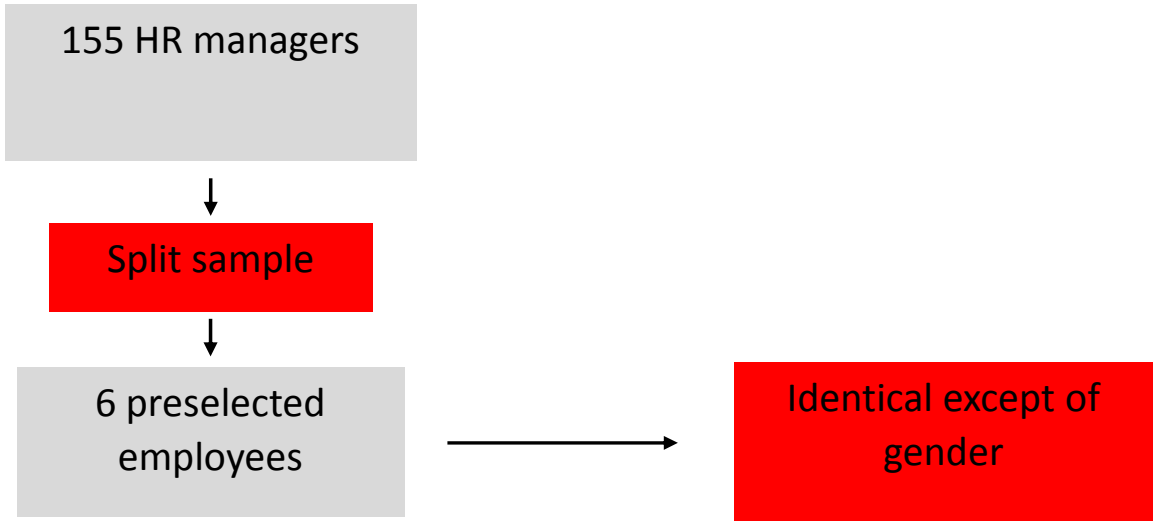

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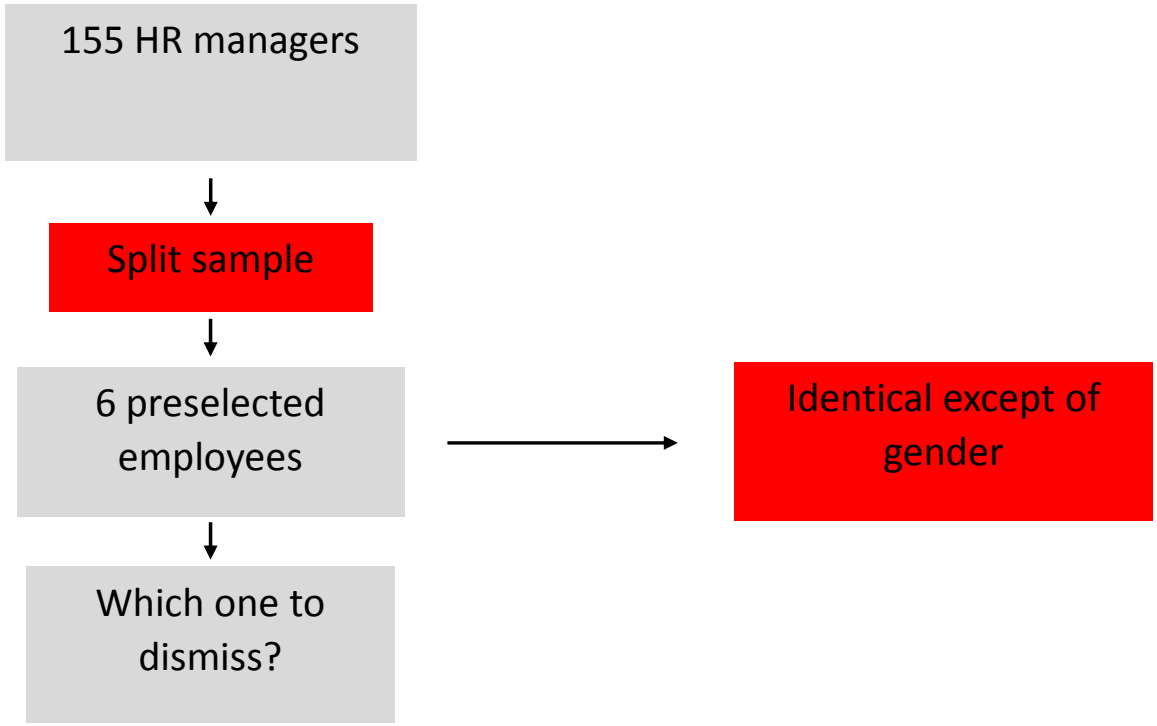

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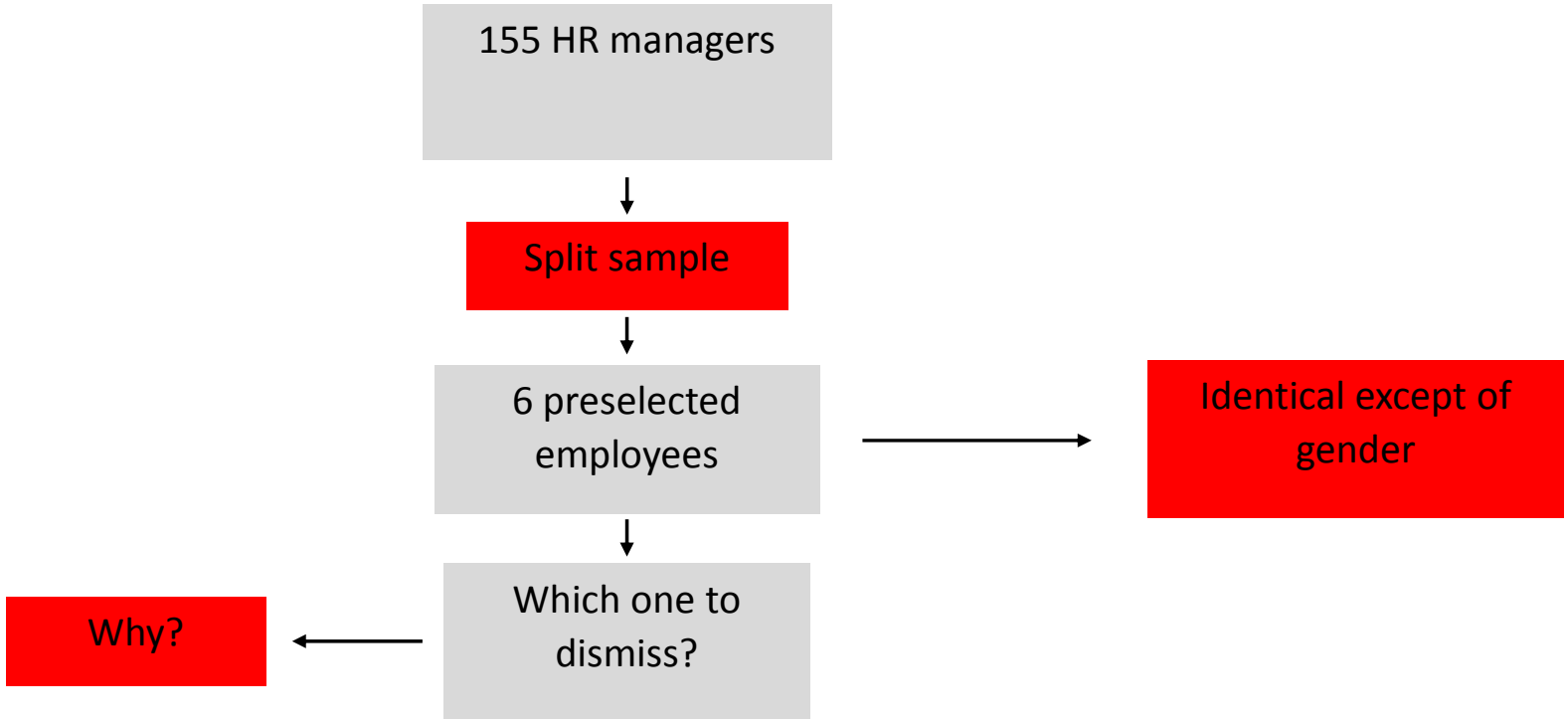

Task 2: dismissal

Table 4 Choice of applicant to fire

	form A, n = 77		form B, n = 78	
applicant	sex, %	reasoning	sex, %	reasoning
36, 6 years in Co., almost no absences	w, 0.0%		m, 1.3%	
37, 7 years in Co., almost no absences	m, 0.0%		w, 0.0%	
35, 5 years in Co., some absences	w, 1.3%		m, 12.8%	absences, fewer years in Co., a man, young
36, 6 years in Co., some absences	m, 2.6%		w, 1.3%	
37, 7 years in Co., frequent absences	w, 9.1%	absences	m, 41.0%	absences, fewer years in Co., a man (too much absences), young
38, 5 years in Co., frequent absences	m, 87.0%	absences, fewer years in Co., a man	w, 43.6%	absences, fewer years in Co., young

Note: w – woman, m – man

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Conclusions

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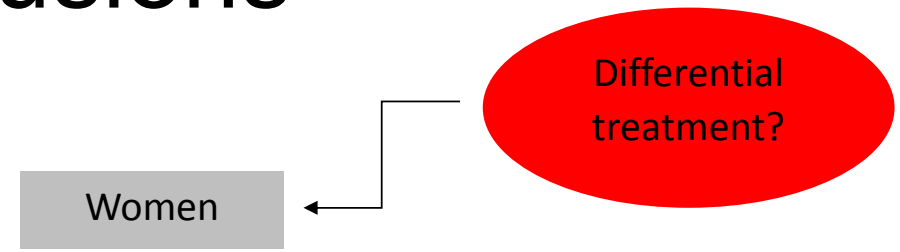
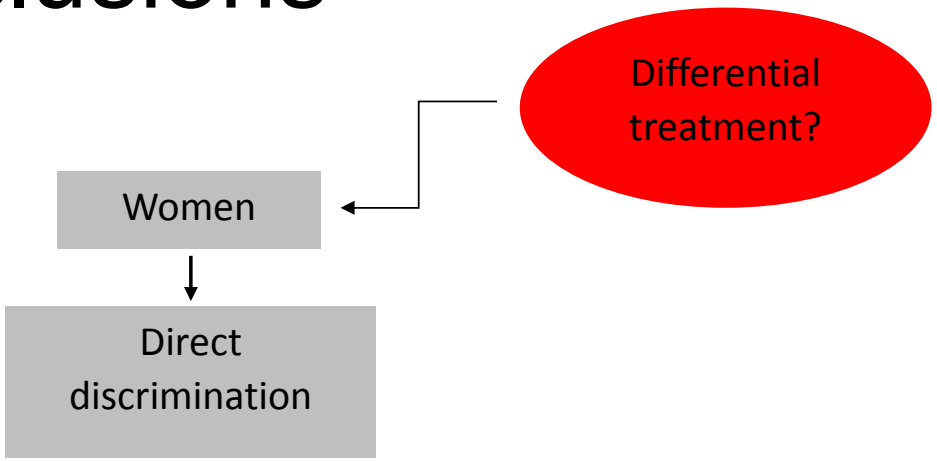


Conclusions



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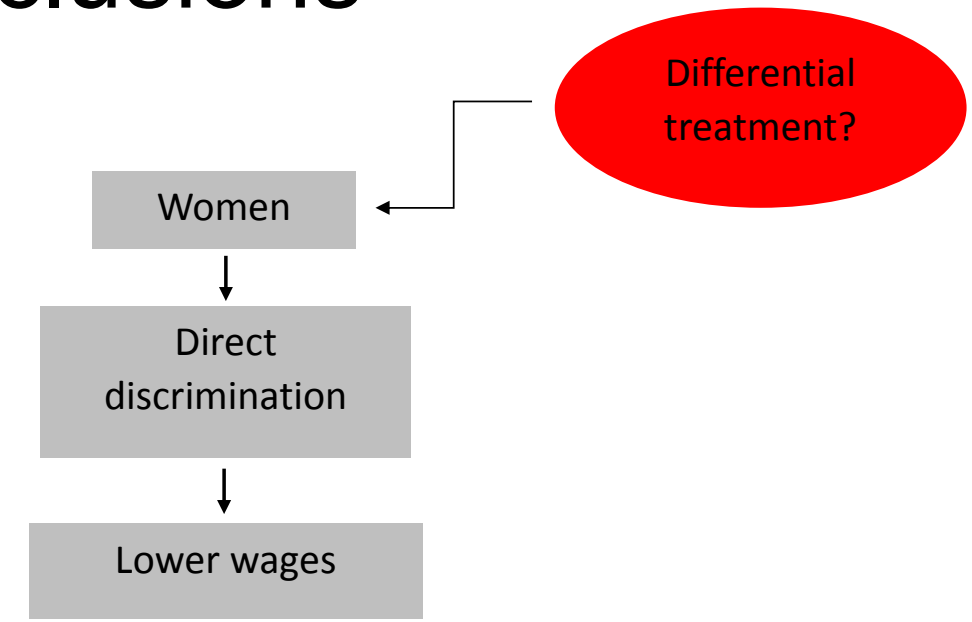

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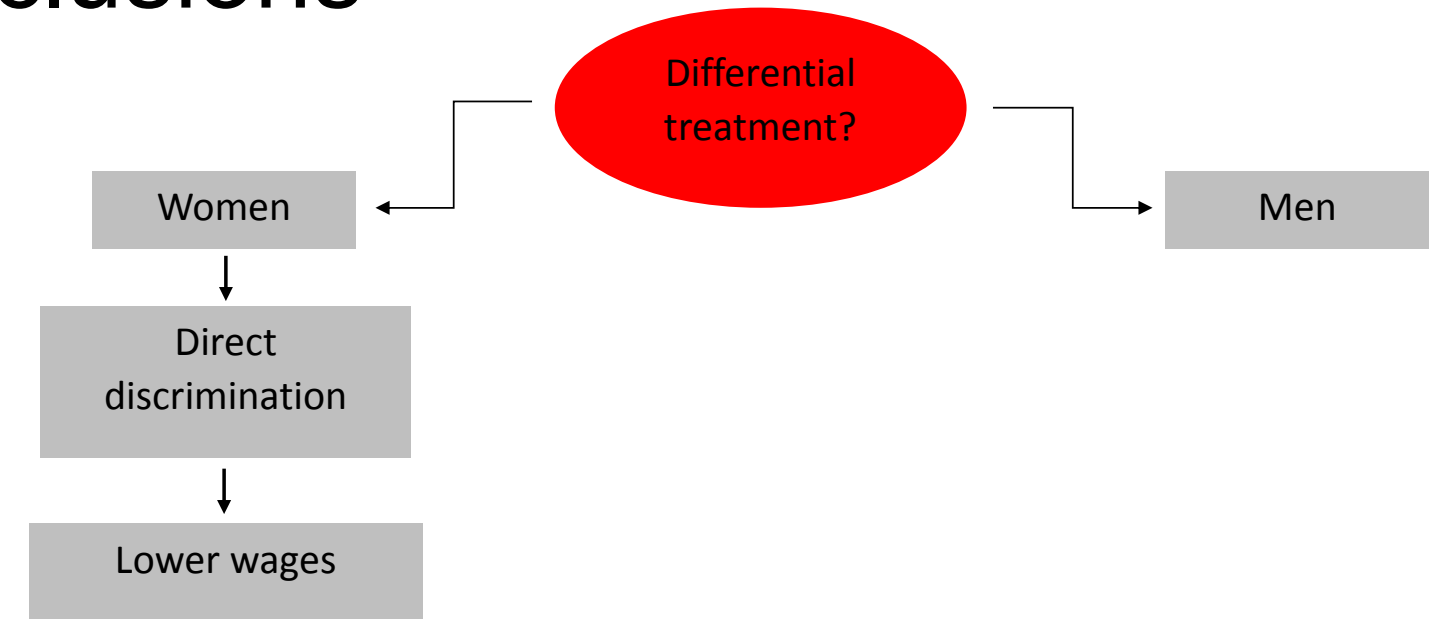

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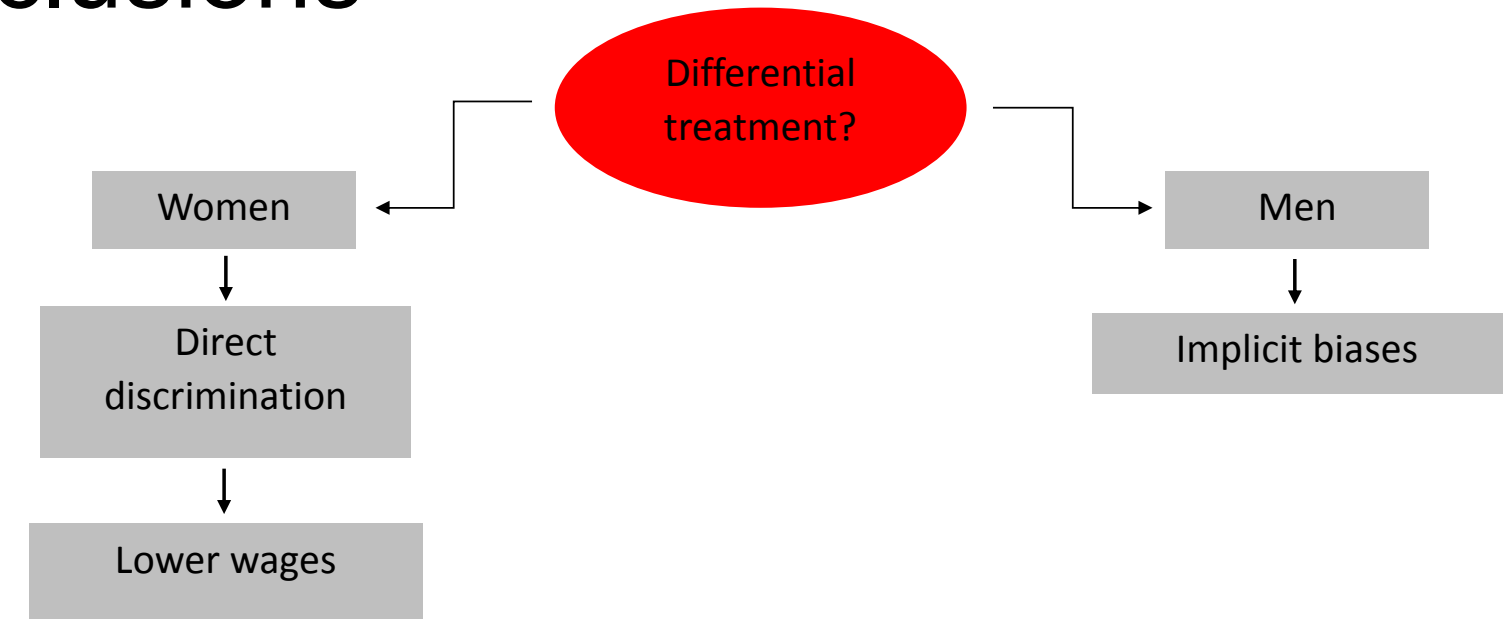

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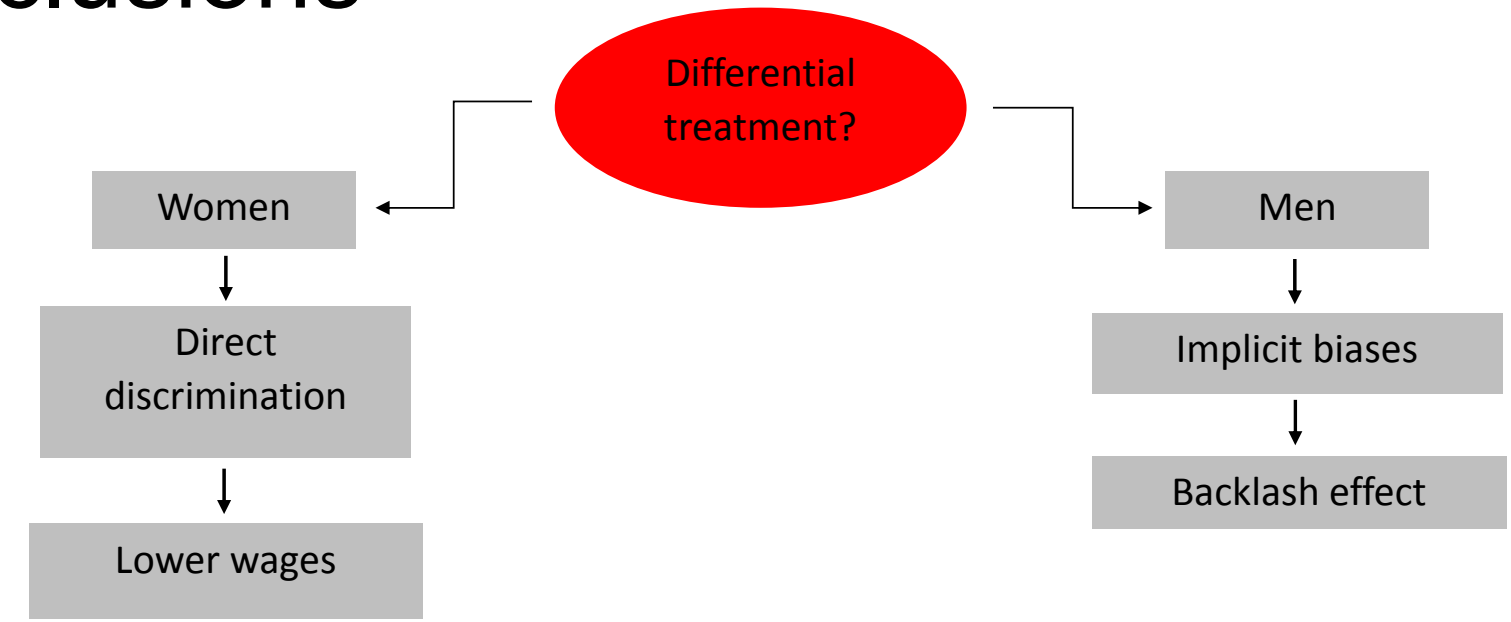

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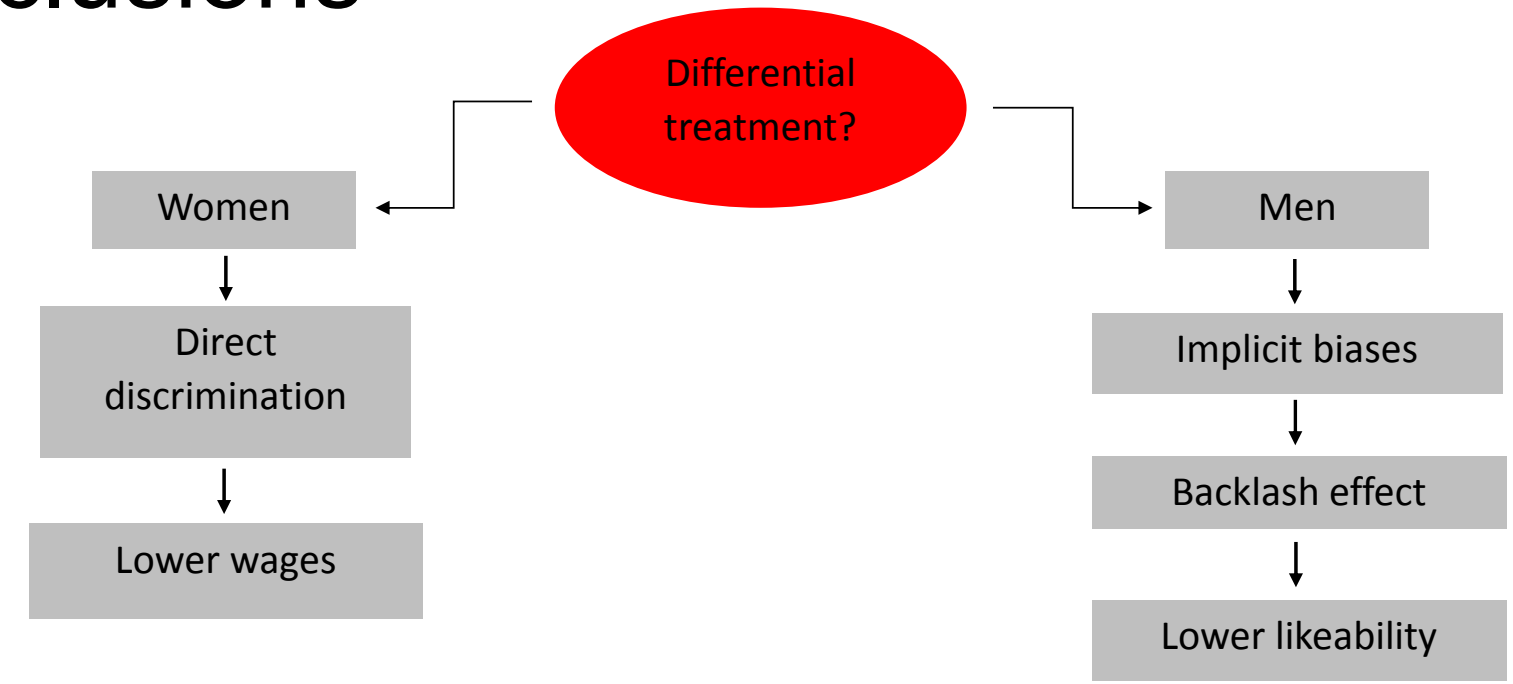

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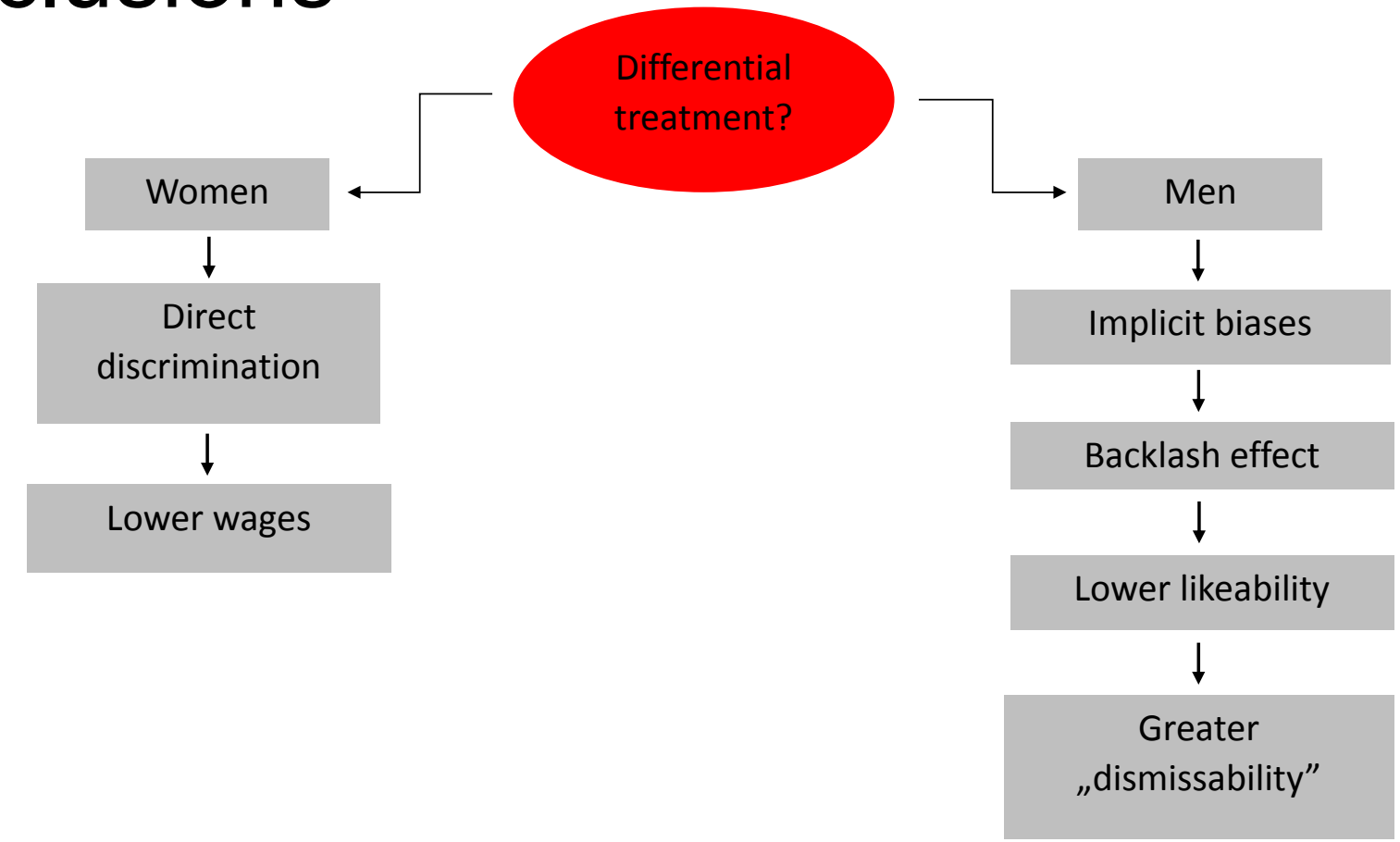

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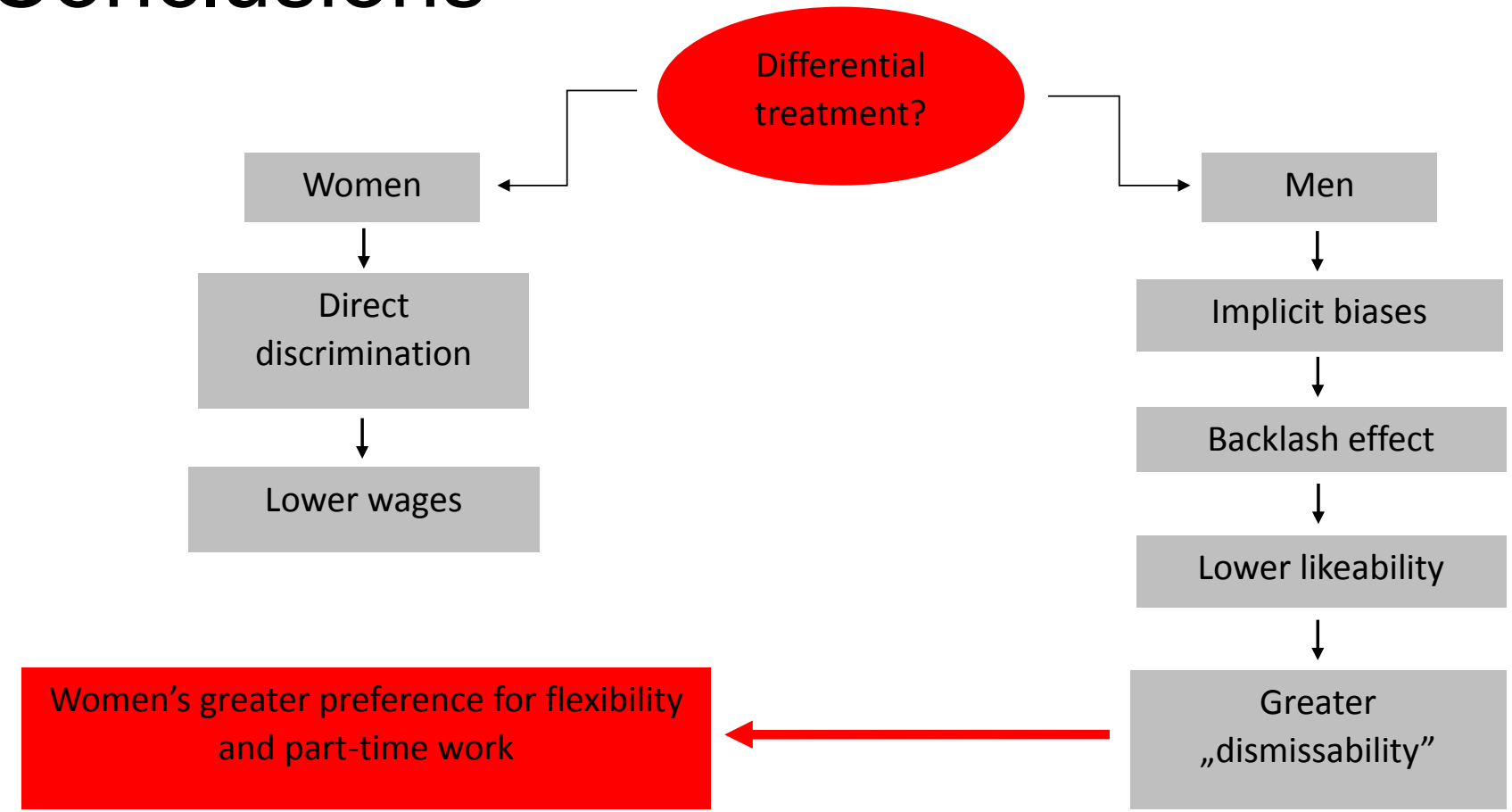

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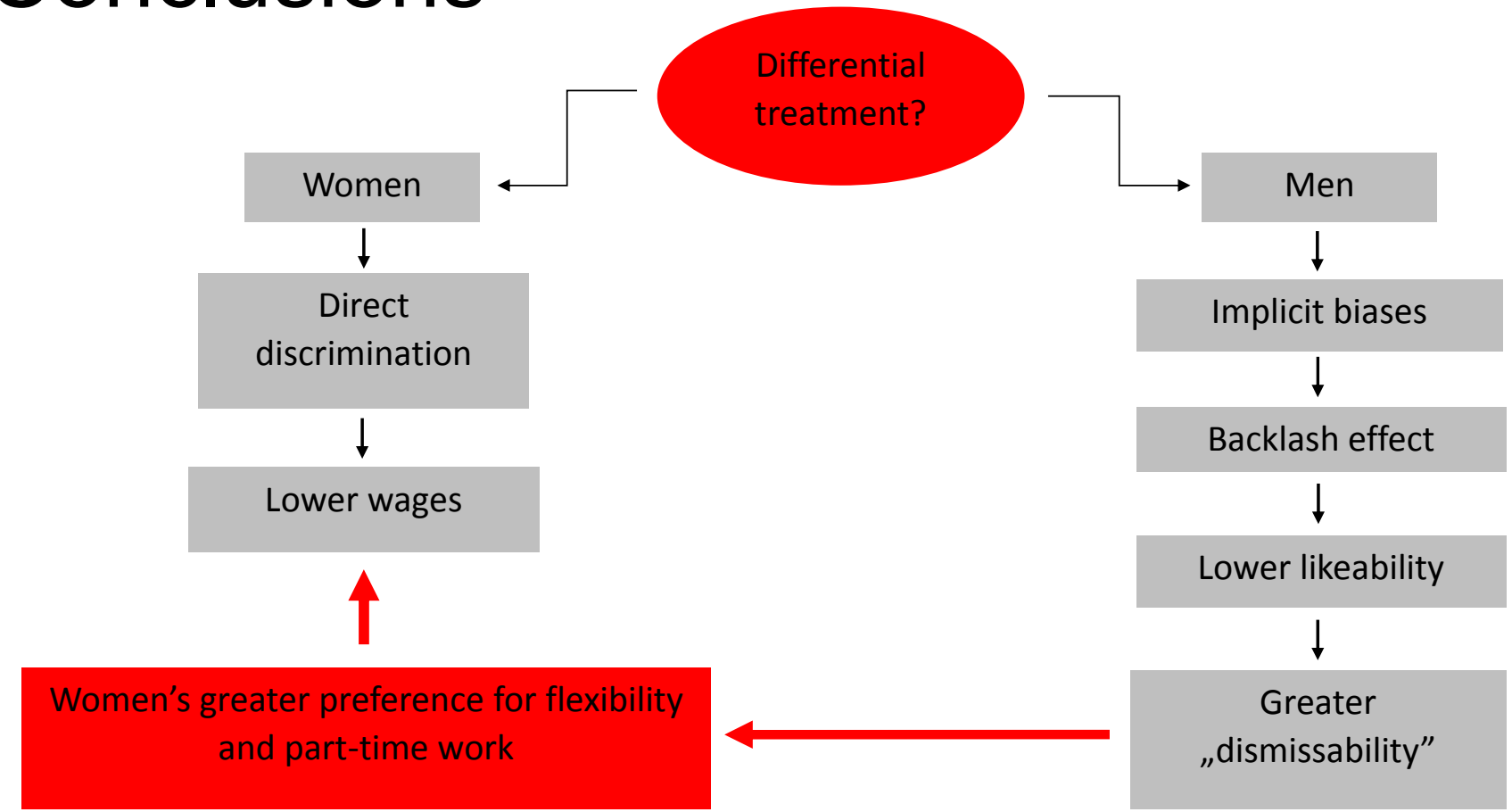

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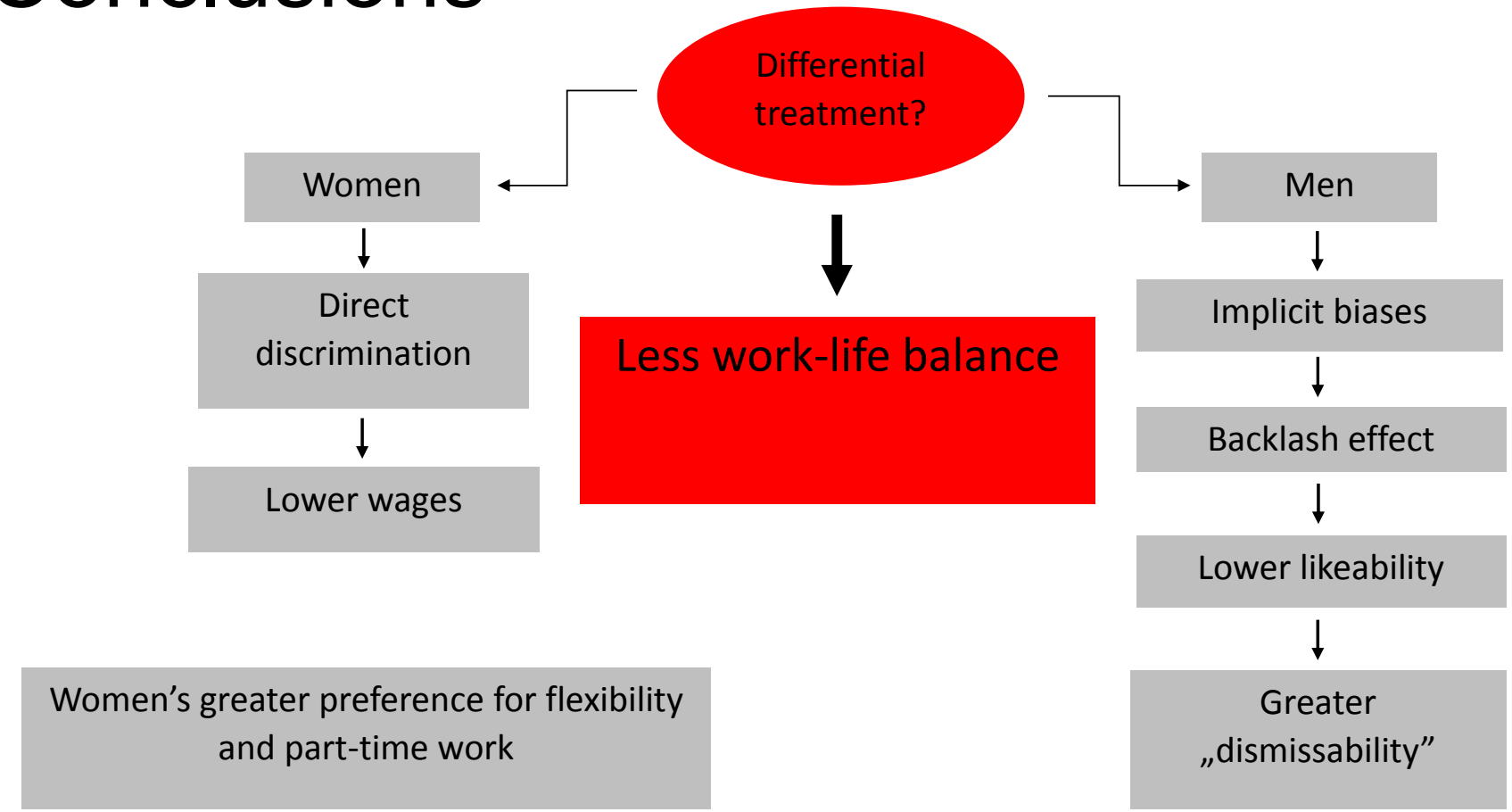

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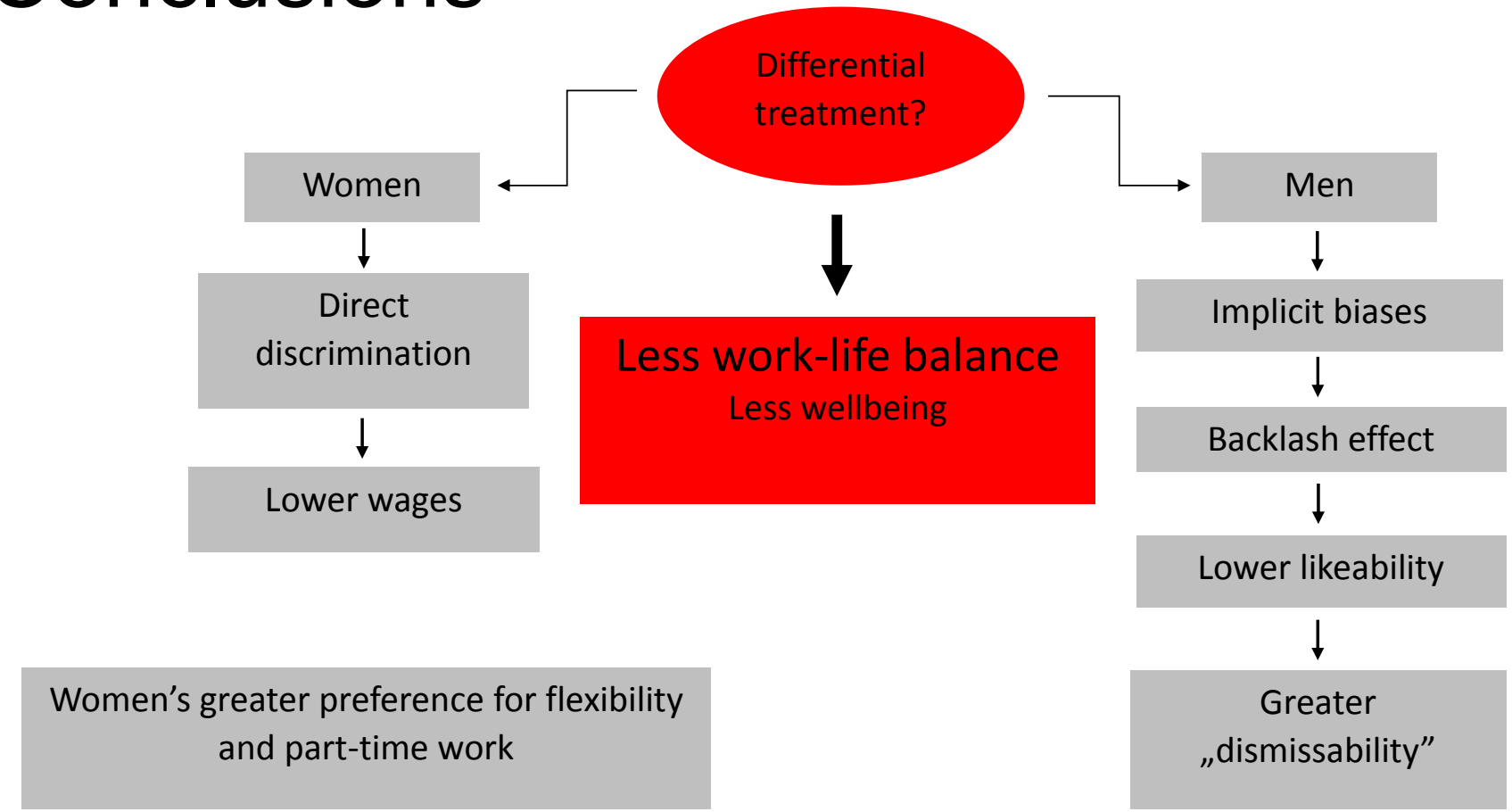

Conclusions