



SLOAN WORK AND FAMILY
RESEARCH NETWORK
BOSTON COLLEGE

Work-Family Curriculum Guide

Module 1: Overview of Work-Family Issues in the United States

A Teaching Module Developed by the
Curriculum Task Force of the Sloan Work and Family Research Network
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Module 1: Overview of Work-Family Issues in the United States

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Note: This module should be used in conjunction with:

- 1) Intro to Work-Family Issues (PowerPoint),
- 2) Historical Overview of Work-Family Relationships (PowerPoint),
- 3) Assignment: Using the Statistical Abstract of the United States (PowerPoint)



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Module 1: Overview of Work-Family Issues In the United States

Section I: Goals and Learning Objectives

Goals and Focus

There is a long tradition of academic interest in the worlds of work and family. However, there was scant attention paid to the linkages between these two worlds until the mid 1970s. In the United States, the 1977 publication of Kanter's monograph, *Work and family in the United States: A critical review and agenda for research and policy*, sparked a surge in scholarship focused on the relationships between work and family issues. Academics in diverse fields and disciplines—from child & family studies to economics—began to research and write about the experiences of working families, employers' response to the work-family priorities of their employees, and public sector policies that affect the decisions both of working families as well as those made by employers.

This module introduces students to the multi-disciplinary work-family field of study.

The module's contents provide information related to:

- The diversity of contemporary families.
- Changing forms of work.
- Concepts related to the work-family interface.
- Work-family issues as important contemporary concerns.
- The implications of work and family experiences for the quality of life at home and at the workplace.

The contents of the module are appropriate either for:

1. The first one or two sessions of a work-family course taught in social science departments.
2. Specific sessions of a survey course, such as the sociology of family, which focuses on a range of topics, including an introduction to work-family issues.

Although the contents of this module have been developed with an "intellectually sophisticated and academically talented undergraduate student" in mind, the module contains some



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suggestions for increasing the level of academic challenge so that the curriculum could be adapted for a graduate course.

As prepared, the content of this module could be covered in 2, one-hour class sessions or a single one-hour/90-minute class session. The assignment(s) could be completed between the two sessions.

Student Learning Objectives

Students will:

- ▶ Understand the focus of the work-family area of study.
- ▶ Be familiar with some of the significant historical changes in the American family that have emerged over the past century.
- ▶ Be familiar with some of the significant historical changes in work and workplaces that have transpired in the U.S. over the past century.
- ▶ Be able to conduct searches to locate quality, descriptive statistical information about 21st century U.S. families.
- ▶ Be able to conduct searches to locate quality, descriptive statistical information about the 21st century U.S. workforce.
- ▶ Be familiar with basic employer-sponsored work-family policies and programs available at some U.S. workplaces.



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Module 1: Overview of Work-Family Issues In the United States

Section II: Class Sessions

Introduction

The content of this module has been divided into two class sessions.

The first class session introduces the students to three fundamental constructs: families, work, and the work-family interface. This session concludes with a discussion of the ways that different disciplines examine work-family issues (a topic that is further explored in Module 2).

The second class session focuses on the significance of the changes that have occurred in the work and family spheres of our lives over the past 150 years. At the end of this session, students begin to consider some of the ways that workplaces have responded to the work-family priorities of employees.

Class 1: What is the work-family area of study?

▲ Class Lecture Topics

The topics covered in Class 1 address three basic questions:

1. What does the term “work-family” mean?
2. What do we mean by the interface between family and work?
3. What questions are of interest to scholars from different disciplines?

▲ Key Concepts

Four key concepts are introduced in this class:

1. Changing definitions and structures of families
2. The diversity of employment situations
3. The interface between work and family roles, responsibilities, and experiences: spillover, crossover, conflict, and enhancement
4. Multi-disciplinary contributions to the work-family body of knowledge



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▲ Teaching Notes

Note: The content of the lectures outlined below correspond to PowerPoint slides: **Intro to Work-Family Issues**

What does the term “work-family” mean?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ The work-family area of study focuses on the interface or interaction between people’s experiences associated with their roles as family members and with their roles as workers. ▪ Different work-family scholars from a wide range of disciplines are interested in understanding the work-family experiences of individuals, families, workplaces, communities, and society-at-large. 	<p>Faculty might find it helpful to become familiar with a framework of the work-family area of study prepared by some leading work-family scholars. This framework is accessible online at:</p> <p>http://wfnetwork.bc.edu/downloads/About_Matrices.pdf.</p> <p>As noted in the paper, “Mapping the Work-Family Area of Study,” the work-family area of study has explored:</p> <ol style="list-style-type: none"> 1. factors that have either precipitated or caused specific types of work-family experiences (sometimes called “antecedent” variables) 2. a range of work-family experiences and situations, including the priorities and concerns of individuals, families, workplaces, communities, and societies 3. factors, such as belonging to a particular population group, that moderate the relationship between antecedent variables and work-family experiences 4. the decisions and responses of people, groups, workplaces, communities and societies about work-family experiences 5. outcomes associated with different types of work-family experiences



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Key Points	Suggestions for Faculty
	<p>This framework could be used to introduce graduate students to the work-family area of study by asking them to “map” work-family theories or research questions onto the matrix.</p>
<ul style="list-style-type: none"> ▪ In order to understand what the term “work-family” means, it is important to understand the constructs “family” and “work”. ▪ The concepts of both work and family vary from culture to culture. Sociologists say that the meaning of these words is “socially constructed” indicating that different groups of people have defined these terms in different way. Therefore, what is understood to be “a family” or “work” in one culture (or sub-culture) may not be seen as “a family” or “work” in another. ▪ As noted in the Work-Family Glossary posted on the web site of the Sloan Work and Family Research Network, there are a number of different definitions of these constructs. 	<p>As noted in Section V of this Module, the website of the Sloan Work and Family Research Network contains a wide range of resources that can be useful to both faculty and their students: http://www.bc.edu/wfnetwork.</p>
<ul style="list-style-type: none"> ▪ According to the U.S. Census Bureau, “A family consists of two or more people, one of whom is the householder, related by birth, marriage, or adoption and residing in the same housing unit. A household consists of all people who occupy a housing unit regardless of relationship. A household may consist of a person living alone or multiple unrelated individuals or families living together.” U.S. Census Bureau (2005). <i>Question and answer center</i>. Retrieved July 7, 2005, from https://ask.census.gov/cgi-bin/askcensus.cfg/php/enduser/std_alp.php. ▪ Other groups, such as the National Institute of 	<p>Selected definitions of family can be found in the Work-Family Glossary on the website of the Sloan Work and Family Research Network at: http://wfnetwork.bc.edu/glossary_entry.php?term=Family,%20Definition(s)%20of&area=academics.</p>



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Key Points	Suggestions for Faculty
<p>Mental Health, consider the relational dimensions of family and conclude that a family is a "... 'network of mutual commitment' to connote the new structures that are the reality of families in the 1990s." (p. 3). Pequegnat, W., & Bray, J.H. (1997). Families and HIV/AIDS: Introduction to the special section. <i>Journal of Family Psychology</i>, 11(1), 3-10.</p>	
<ul style="list-style-type: none"> ▪ Rothausen-Vange has noted: "The word family as we use it in most western cultures derives from the Latin <i>familia</i>, which originally meant household, including kin and servants of the householder (Mish, 1993). Implicit in this original definition are some of the concepts that still cause confusion when talking about or measuring families. <i>Familia</i> consists of four important interrelated but separate concepts, kin (those related by blood or legal ties), non-kin (those not related by blood or legal ties, but perhaps by dependency or duty), household (those who live together, whether kin or non-kin) and the notion of the householder or "head of household." Rothausen- Vange, (2005). Family diversity. In M. Pitt-Catsoupes, E. Kossek, and P. Raskin (Eds.), <i>Work-Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_template.php?id=1138. 	<p>Faculty members might want to direct students to the Rothausen-Vange entry in the <i>Work-Family Encyclopedia</i> cited in the left column.</p>
<ul style="list-style-type: none"> ▪ Academics have adopted a number of definitions of work. ▪ As discussed in the classic book <i>Work in America</i>, "...work...is often defined as 'paid employment.'" The definition conforms with one readily measurable aspect of work but utterly ignores its profound personal and social aspects. Using housework as an 	



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Key Points	Suggestions for Faculty
<p>example, we can see the absurdity of defining work as 'paid employment...We can come closer to a multi-dimensional definition of work if we define it as 'an activity that produced something of value for other people.'" Special Task Force to the Secretary of Health, Education, and Welfare. (1973). <i>Work in America</i>. Cambridge, MA: MIT Press, pp. 2-3.</p> <p>The <i>Social Science Encyclopedia</i> defines work in the following way: "Work can refer to any physical and/or mental activities which transform natural materials into a more useful form, improve human knowledge and understanding of the worlds, and/or provide or distribute goods to others...Work activities may...be valued for their own sake, but they always have an extrinsic purpose...In industrial societies the most socially prominent and economically important forms of work are those activities which occur within relationships of employment, or self-employment, and provide goods and services for sale in the market in return for a wage, salary or fee." Brown, R., K. (1989). Work and leisure. In A. Kuper and J. Kuper (Eds.), <i>The Social science encyclopedia</i>. New York, NY: Routledge, p. 908.</p> <ul style="list-style-type: none"> ▪ Work is also studied as central to the individual, with particular attention paid to its relationship to self-concept and career development, examining work from the perspective of the worker. Walsh, W. B. & Savickas, M. L. (Eds.). (2005). <i>Handbook of vocational psychology</i> (3rd Ed.). Hillsdale, NJ: Erlbaum. 	



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What do we mean by the interface between family and work?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ In the 1970s, Rosabeth Moss Kanter published a monograph which challenged assumptions that people's work and family lives function separately and independently from each other, without affecting one another. She provided evidence that work and family experiences spillover from one environment to the other even in coupled, single earner households. Kanter's work dispelled the "myths of the separate spheres." 	<p>Kanter, R. M. (1977). <i>Work and family in the United States: A critical review and agenda for research and policy</i>. New York, NY: Russell Sage Foundation.</p>
<ul style="list-style-type: none"> ▪ Jeffrey Greenhaus and Romilia Singh describe the relationships and intersections of work and family as "linking mechanisms." They state: "A variety of linking mechanisms have been proposed that explain the nature of the relationship between work and family roles (Edwards & Rothbard, 2000), the most prominent of which are conflict (or interference), accommodation, enrichment, compensation, and the amount of time devoted to a role or segmentation." 	<p>Greenhaus, J., & Singh, R. (2003). Work-family linkages. In M. Pitt-Catsouphes, E.E. Kossek, and P. Raskin (Eds.), <i>Work-Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 3, 2006 from http://wfnetwork.bc.edu/encyclopedia_template.php?id=263.</p>
<ul style="list-style-type: none"> ▪ One way to think about the intersections between work and family is that they can produce either positive and/or negative results. 	
<ul style="list-style-type: none"> ▪ On the "plus" side, the positive aspects of work can benefit family and the positive aspects of family can benefit work. This is often referred to as either enhancement or enrichment. 	
<ul style="list-style-type: none"> ▪ On the "negative" side, the demands of work can be detrimental to family and the demands of family can be detrimental to work. This is often referred to work-family conflict. 	



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Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ “Work-family conflict is a type of inter-role conflict in which the role demands stemming from one domain (work or family) are incompatible with role demands stemming from another domain (family or work).” (Greenhaus & Beutell, 1985; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Hammer, L. & Thompson, C. (2003). Work-family role conflict. In M. Pitts-Catsoupes, E.E. Kossek & P. Raskin (Eds.), <i>Work Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_template.php?id=264. 	
<ul style="list-style-type: none"> ▪ Some of the ways that people manage the interface between work and family include accommodation, compensation, and segmentation. As defined by Greenhaus & Singh: <i>Accommodation: Work-family accommodation</i> refers to the process by which individuals reduce their involvement in one role to accommodate the demands of the other role (Lambert, 1990). Work-family accommodation can be used as a strategy in response to actual or anticipated work-family conflict such that individuals reduce their involvement in a role that is less important to them. The reduction in involvement can take either of two forms: behavioral (e.g., curtailing the amount of time devoted to a role) or psychological (e.g., restricting the level of ego attachment to a particular role). <i>Compensation: Another linking mechanism, work-family compensation, represents efforts by individuals to offset dissatisfaction</i> 	



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Key Points	Suggestions for Faculty
<p>in one role by seeking satisfaction in another role (Lambert, 1990; Zedeck,1992). These efforts can take the form of decreasing involvement in a dissatisfying role and increasing involvement in a more satisfying role. Alternately, individuals may respond to dissatisfaction in one role by pursuing rewarding or fulfilling experiences in the other role. The latter form of compensation can be either supplemental or reactive in nature (Zedeck,1992). Supplemental compensation occurs when individuals shift their pursuits for rewarding experiences from the dissatisfying role to a potentially more satisfying one. For example, individuals with little autonomy at work seek more autonomy outside of their work role. On the other hand, reactive compensation represents individuals' efforts to redress negative experiences in one role by pursuing contrasting experiences in the other role such as engaging in leisure activities after a fatiguing day at work.</p> <p><i>Work-family segmentation</i> originally referred to the notion that work and family roles are independent of one another such that individuals can participate in one role without any influence on the other role (Blood & Wolfe, 1960). More recently, segmentation has been viewed as an intentional separation of work and family roles such that the thoughts, feelings, and behaviors of one role are actively suppressed from affecting the individual's performance in the other role (Lambert, 1990).</p> <p>Greenhaus, J.H. & Romila Singh, R. (2003). Work- family linkages. In M. Pitt-Catsouphes, E.E. Kossek, & P. Raskin (Eds.), <i>Work-Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work</p>	



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Key Points	Suggestions for Faculty
<p>and Family Research Network. Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_template.php?id=263.</p>	
<ul style="list-style-type: none"> ▪ It is possible to think about the intersections between work and family for a single person or for a family. ▪ When you are thinking about the experiences of a single person, the impact of work on family and family on work, the intersection is called spillover. <p>Westman states that "...spillover (is) stress experienced in one domain of life results in stress in the other domain for the same individual.. spillover is... intraindividual... Thus, spillover is a process by which attitudes and behavior carry over from one role to another.</p> <p>Westman, M. (2005). Crossover of stress and strain between spouses. In M. Pitt-Catsouphes, E.E. Kossek & P. Raskin (Eds.), <i>Work and Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_entry.php?id=1961&area=academics</p> <ul style="list-style-type: none"> ▪ When you think about the ways that the work and family experiences of one family member affect the work or family experiences of another family member, the intersection is called crossover. <p>Comparing spillover and crossover, Westman states, ... "crossover is a dyadic, <u>inter-individual</u>, inter-domain contagion.</p>	



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Key Points	Suggestions for Faculty
<p>Thus, the inter-personal process that occurs when a psychological strain experienced by one person affects the level of strain of another person in the same social environment, is referred to as crossover. ...</p> <p>Crossover research is based upon the propositions of the spillover model, i.e., the recognition of the fluid boundaries between work and family life.</p> <p>Westman, M. (2005). Crossover of stress and strain between spouses. In M. Pitt-Catsoupes, E.E. Kossek & P. Raskin (Eds.), <i>Work and Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_entry.php?id=1961&area=academics.</p>	

What questions are of interest to scholars from different disciplines?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ Work-family experiences are, by definition, complex issues. ▪ The multi-disciplinary nature of the work-family area of study has made it possible for academics to develop a comprehensive understanding of these issues. ▪ For example, scholars in the area of child and family studies may explore how different work-family experiences affect child and family outcomes. Economists may examine the resources that families use—such as time or money—to manage their work and family responsibilities. Political scientists may examine the effects of public policies on the responsiveness of communities and workplaces to the needs and priorities of working families. 	<p>Many of these different disciplinary perspectives are discussed in Pitt-Catsoupes, M., Kossek, E. E., & Sweet, S. (Eds.). (2006). <i>The work and family handbook: Multi-disciplinary perspectives, methods and approaches</i>. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.</p>



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<ul style="list-style-type: none"> ▪ Historians have helped us to understand how changes in our families, our work, and our societies have influenced the impact that work has on family and that family has on work. 	
<ul style="list-style-type: none"> ▪ There have been numerous indicators of the expansion of the work-family area of study. For example: <ul style="list-style-type: none"> - A number of university-based centers have been established to study work-family issues. - Shelley MacDermid (Purdue University) established the Rosabeth Kanter Work-Family Research Awards to acknowledge and share exemplary work-family scholarship. 	<p>See Module 2: Surveying the "Best of the Best." A Seminar Based on Articles Nominated for the Rosabeth Moss Kanter Award for Work-Family Research.</p>

▲ Suggestions for Reading Assignments

Academic literature in the work-family area of study is both rich and expansive. The authors of this module have selected just a few publications for this class session.

For supplemental readings, faculty and students can search the online database of Work-Family Literature created and maintained by the Sloan Work & Family Research Network.

http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF.

As of October 2006, there are citations and annotations entered for more than 7,900 scholarly work-family publications.

Reference Resources

1. Faculty may want to tell students that *The Work-Family Glossary* is posted on the website of the Sloan Work & Family Research Network: <http://wfnetwork.bc.edu/glossary.php#W>.

This glossary can be consulted for definitions.

2. The *Work-Family Encyclopedia* is a compilation of peer-reviewed literature reviews about selected work-family topics. The Encyclopedia can be found at:

<http://wfnetwork.bc.edu/encyclopedia.php?mode=nav&area=academics>.

Selected Classic Publications

Kanter, R. M. (1977). *Work and family in the United States: A critical review and agenda for research and policy*. New York, NY: Russell Sage Foundation.



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Turkel, S. (1972). *Working*. New York, NY: The New Press.

Selected Publications Suggested for Undergraduate & Graduate Students

There are several chapters in *The Work and Family Handbook: Multi-disciplinary Perspectives, Methods and Approaches* appropriate for this module, in addition to those listed below.

Kossek, E. E., Sweet, S. & Pitt-Catsouphes, M. (2006). Introduction: The insights gained from integrating disciplines. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 67-71). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Marks, S. (2006). Understanding diversity of families in the 21st century and its impact on the work-family area of study. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 41-65). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Perry-Jenkins, M., Repetti, R., & Crouter, A. (2000). Work and family in the 1990s. *Journal of Marriage and the Family*, 62, 981-998.

M. Pitt-Catsouphes, M., Kossek, E.E., & Sweet, S. (2006). Charting new territory: Advancing multi-disciplinary perspectives, methods, and approaches in the study of work and family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 1-16). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Wharton, A. S. (2006). Understanding diversity of work in the 21st century and its impact on the work-family area of study. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp.17-39). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Selected Publications Suggested for Graduate Students

Greenhaus, J.H., & Powell, G.N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31(1), 72-92.

MacDermid, S. (2005). (Re)Considering conflict between work and family. In E. E. Kossek & S. Lambert (Eds.), *Work and life integration. Organizational, cultural and individual perspectives* (pp. 19-40). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.



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Pitt-Catsouphes, M., & Christensen, K. (2004). Unmasking the taken for granted. *Community, Work & Family*, 7(2), 123-142.

▲ Suggestion for Class Activities and Assignments

This assignment introduces students to sources of data that provide information about the structure of families, the structure of work, and changes over time in the structure of both work and family.

Note: The steps below correspond to PowerPoint slides: **Assignment: Using the Statistical Abstract of the United States**

Step 1: Students scan the contents of relevant sections of the Table of Contents of selected years of the *Statistical Abstract*. [Please note: Although many tables are duplicated in successive years, some of the tables are unique to specific years. For example, tables with historical comparisons can be found in the 1999 version and in some special issues.]

Step 2: Students frame a research question that can be addressed using data contained in one or more of the tables in the *Statistical Abstract*.

Step 3: Students select the relevant statistics and put them into a graph format. Students should fully cite the sources used at the bottom of the graph and should be careful to define important terms such as "family" and "household" in a footnote at the bottom of the graph.

Step 4: Students describe in words what the statistics say, considering how comparisons/changes might affect work-family experiences. The discussion section of the short paper should cite readings assigned. Student should include a bibliography with the complete citation for each statistic used.

Class 2: Work and Family in the Past, Present, and Future

▲ Class Lecture Topics

Class 2 addresses five questions:

1. Why is work-family important to working families, employers and policy makers?
2. How have families changed over the years?
3. How has work changed over the years?
4. How have workplaces responded to the work-family experiences of their employees?



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5. What is cultural lag?

⤴ Key Concepts

Two key concepts are explored during Class 2.

1. Workplace Responsiveness to Work-Family Issues
2. Cultural Lag: Fit and Mismatch

⤴ Teaching Notes

Note: The content of the lectures outlined below correspond to PowerPoint slides: **Historical Overview of Work-Family Relationships**

Why is work-family important to working families, employers and policy makers?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ A combination of economic and social forces has resulted in changes in labor force needs, as well as changes in the composition of the labor force. For instance: <ol style="list-style-type: none"> 1. Macro Economic Changes: For example, "hot" economy" of the 1990s. Changes in labor force needs of industries. There has been a growth of the service economy. 2. Micro Economic Changes: Household income and individual wages remained constant but the cost of living climbed. The growth in real median family income began to level off in 1967 and slowed considerably between 1977 and 1997. <p>U.S. Department of Commerce (September 1998). <i>Measuring 50 years of economic change</i>. Washington, D.C.: U.S. Department of Commerce, pp. 23. Retrieved April 3, 2006, from</p> 	



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Key Points	Suggestions for Faculty
<p>http://www.census.gov/prod/3/98pubs/p60-203.pdf.</p> <p>The greatest increases in the cost of living adjustments also occurred during the 1970s to 1980s: 8% in 1975, 14.3% in 1980, and 7.4% in 1982.</p> <p>Bureau of Labor Statistics. (2005). <i>Cost-of-living adjustments history</i>. Washington, D.C.: U.S. Department of Labor. Retrieved April 3, 2006, from http://www.ssa.gov/OACT/COLA/colaseries.html</p> <p>3. Cultural Transformations: The women's movement in the last three decades of the 20th century encouraged the labor force participation of women as a vehicle for gender equity.</p> <p>Chafetz, J.S (1990). <i>Gender equity: An integrated theory of stability and change</i>. Thousand Oaks, CA: Sage Publications.</p> <ul style="list-style-type: none"> ▪ As a result of these and other societal changes, increasing numbers of women – including those with children – entered the labor force, both to contribute to family income to help make 'ends meet' and to engage in paid employment as a meaningful adult activity. <p>See Bond, J.T., Thompson, C., Galinsky, E. & Prottas, D. (2002). <i>The 2002 National Study of the Changing Workforce</i>. New York: Families and Work Institute.</p> <ul style="list-style-type: none"> ▪ By the turn of the century, women's labor force participation had become more socially acceptable. 	
<ul style="list-style-type: none"> ▪ Labor force participation trend data depict this significant change. For example: over two decades, the labor force participation rate of 	



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Key Points	Suggestions for Faculty
<p>mothers with children under 6 yrs old increased from 46.8% in 1980 to 64.1% in 2003.</p> <p>Bond, J.T., Thompson, C., Galinsky, E. & Prttas, D. (2002). <i>The 2002 National Study of the Changing Workforce</i>. New York: Families and Work Institute.</p>	
<ul style="list-style-type: none"> ▪ The number of single female-headed families with young children tripled from 1970 to 2003. <p>U. S. House of Representatives Committee on Ways and Means. (2004). <i>The 2004 Green Book. Section 9. Child Care</i>. Washington, D.C.: Committee on Ways and Means. Retrieved April 3, 2006, from http://waysandmeans.house.gov/Documents.asp?section=1215.</p>	
<ul style="list-style-type: none"> ▪ Labor force participation changes altered families' use of time. For example, the combined work hours for dual-earner couples with children rose 10 hours a week, from 81 hours a week in 1977 to 91 hours a week by 2002. <p>Bond, J.T., Thompson, C., Galinsky, E. & Prttas, D. (2002). <i>The 2002 National Study of the Changing Workforce</i>. New York: Families and Work Institute.</p>	
<ul style="list-style-type: none"> ▪ Families have also made changes in the ways that they take care of the needs of family members. For example, fathers appear to be taking more family responsibility than they used to, although women are still much more likely to shoulder greater overall responsibility for family. <p>Bond, J.T., Thompson, C., Galinsky, E. & Prttas, D. (2002). <i>The 2002 National Study of the Changing Workforce</i>. New York: Families</p>	



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Key Points	Suggestions for Faculty
<p>and Work Institute.</p> <ul style="list-style-type: none"> ▪ Furthermore, as the population ages, increasing percentages of employees assume responsibility for taking care of elderly family members: 35 percent of workers, men and women alike, say they have provided care for a relative or in-law 65 or older in the past year. <p>Bond, J.T., Thompson, C., Galinsky, E. & Prottas, D. (2002). <i>The 2002 National Study of the Changing Workforce</i>. New York: Families and Work Institute.</p>	
<ul style="list-style-type: none"> ▪ Working families have tried to adapt to the new work and family situations, trying to identify resources that allow them to manage their work and family responsibilities. Oftentimes, however, they cannot access the resources that they need – including time, money, and services. The result is often characterized as work-family conflict. ▪ For example, employees with families report significantly higher levels of interference between their jobs and their family lives than employees 25 years ago. 45% today versus 34% in 1977 report work-family interference “some” or “a lot”. <p>Bond, J.T., Thompson, C., Galinsky, E. & Prottas, D. (2002). <i>The 2002 National Study of the Changing Workforce</i>. New York: Families and Work Institute.</p>	
<ul style="list-style-type: none"> ▪ As work-family conflicts spillover into the workplace, some employers have recognized work-family issues as business concerns, especially when work-family problems impact employee absenteeism and tardiness, productivity, recruitment and retention. 	



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Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ Some employers have found that reductions in work-family conflict results in positive work outcomes (job satisfaction, commitment to employer, and retention) as well as more positive life outcomes (less interference between job and family life, less negative spillover from job to home, greater life satisfaction, and better mental health) when work-life policies and practices are available. 	
<ul style="list-style-type: none"> ▪ Compared to other countries, there has been more circumspect public policy response in the United States to the needs of working families. However, some of the relevant public policy initiatives include the Family Medical Leave Act and Child Care and Development Block Grant (CCDBG) and the At-Risk Child Care Program. 	

How have families changed over the years?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ Historical accounts help us to understand how families have changed and which types of families have changed. It is important to refer to historical evidence to check whether our “understanding” of previous historical eras is accurate and, if so, for which population groups. 	<p>How has the structure of families changed over the past 400 years?</p> <p>Students who completed the statistics assignment with a focus on family structure could discuss their findings.</p>

How has work changed over the years?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ In the era of early industrialization, the spheres of work and family remained intertwined, as paid work was often conducted in home environments. Home centered around work. ▪ During the latter years of industrialization, work 	<p>For further reading see Armando, T. & DeGroot, J. (2005). A historical perspective on social change. In M. Pitt-Catsouphes, E.E. Kossek, and P. Raskin (Eds.), <i>Sloan Work and Family Encyclopedia</i>. Chestnut Hill, MA: Sloan Work and Family Research Network.</p>



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Key Points	Suggestions for Faculty
<p>and family became polarized into separate spheres. Adults (and children, as noted below) tended to focus most of their “work” (whether paid or unpaid) either at home or at the workplace.</p>	<p>Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_entry.php?id=1690&area=academics.</p>
<ul style="list-style-type: none"> ▪ The Industrial Revolution produced a range of consequences for work and family. One of the problems was the employment of children for long hours in unsafe and unhealthy work environments. ▪ As depicted in classic sociology, the industrial revolution created two primary classes: business owners and workers. 	<p>Faculty members may want to ask student to consider the following questions:</p> <ul style="list-style-type: none"> • In the late 19th century, was child labor a problem? • How about before? Is it now? • Should children be absolved from performing work (paid and unpaid)? • When does childhood end? Why?
<ul style="list-style-type: none"> ▪ In the post World War II economy, a new form of work – office work – emerged. ▪ In the mid-1900s, concepts of class changed to include three basic groups of workers: white collar workers, blue collar workers, and pink collar workers. 	
<ul style="list-style-type: none"> ▪ At the end of the 20th century, the emergence of the “knowledge” economy once again shifted perceptions of the skills and professional status of different types of occupations. 	<p>How has the structure of work changed over the past 150 years?</p> <p>Students who completed the statistics assignment with a focus on family structure could discuss their findings.</p>

How have workplaces responded to the work-family experiences of their employees?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ Employer responsiveness to work-family issues dates back at least to the years of the Industrial Revolution. Programs and services developed by employers were sometimes called “corporate welfare” or “corporate paternalism.” These services were the first “family- friendly” policies at the workplace. 	<p>Why did (and do) companies give workers these “perqs” and opportunities?</p>



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Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ It is important to recognize, however, that despite some of the positive outcomes associated with programs such as employer-sponsored day care centers or hospitals, these programs were established, in part, to subvert emerging labor activism. Corporate paternalism can be viewed as both effective and ineffective in addressing emergent work-family problems. 	<p>Student might want to consider:</p> <p>In what ways did company housing influence work-family affairs in the early 20th century?</p>
<ul style="list-style-type: none"> ▪ Numerous professional associations and consulting firms have developed services and resources to help businesses to develop and maintain workplaces that are responsive to family needs (e.g., Alliance for Work-Life Progress, Bright Horizons Family Solutions, WFD Consulting, Artemis Management Consultants, Families and Work Institute, Work and Family Connections, Inc., National Work & Family Roundtable at Boston College). 	<p>Faculty might want to refer to the Timeline of Work and Family available on the website of the Sloan Work and Family Research Network at:</p> <p>http://wfnetwork.bc.edu/template.php?name=wftimelines</p>
<ul style="list-style-type: none"> ▪ The Families and Work Institute reports that in 2005, 70% of U.S. workplaces with 50 or more employees allow at least some of their employees to periodically change their starting and quitting times; 45% have “dependent care assistance plans” that allow employees to pay for dependent care expenses (such as childcare) with pre tax dollars; and 43% provide employee assistance programs. <p>Bond, J.T., Galinsky, E., Kim, S.S., & Brownfield, E. (2005). <i>National Study of Employers</i>. New York, New York: Families and Work Institute. Retrieved April 3, 2006, from http://familiesandwork.org/eproducts/2005ns_e.pdf.</p>	<p>For additional information about family-friendly policies and programs at the workplace, see Module 3: Work and Family Issues at the Workplace.</p> <p>Links to some case studies can be found in Section IV of this module on p. 45.</p>



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What is cultural lag?

Key Points	Suggestions for Faculty
<ul style="list-style-type: none"> ▪ Social change usually proceeds in an uneven fashion. That is, the attitudes and behaviors of individuals and groups tend to change at different paces (and often precedes) than social institutions, such as public policy or community resources. This phenomenon is called “cultural lag.” 	
<ul style="list-style-type: none"> ▪ Work-family specialists have noted that the structure of many jobs does not “fit” well with the work-family needs of employees. This is sometimes called structural mismatch. ▪ “Structural mismatch refers to the incongruence between the design of job demands and organizational career systems and members of the labor force’s need to have flexibility and support to enable regular participation in caregiving roles.” <p>Kossek, E.E. (2006). Workplace policies and practices to support work and families: Gaps in implementation and linkages to individual and organizational effectiveness. In S. Bianchi, L. Casper, & R. King (Eds.), <i>Work, family, health and well-being</i> (pp.97-116). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Also available online at: http://www.polisci.msu.edu/kossek/policiesandpractices.pdf.</p>	

^ Suggestions for Reading Assignments

Academic literature in the work-family area of study is both rich and expansive. The authors of this module have selected just a few publications for this class session.

For supplemental readings, faculty and students can search the online database of Work-Family Literature created and maintained by the Sloan Work & Family Research Network.

http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF.



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As of the January 2006, there are citations and annotations entered for more than 7,000 scholarly work-family publications.

Reference Resources

1. Faculty may want to tell students that *The Work-Family Glossary* is posted on the website of the Sloan Work & Family Research Network: <http://wfnetwork.bc.edu/glossary.php#W>. This glossary can be consulted for definitions.
2. The *Work-Family Encyclopedia* is a compilation of peer-reviewed literature reviews about selected work-family topics. The Encyclopedia can be found at: <http://wfnetwork.bc.edu/encyclopedia.php?mode=nav&area=academics>.
3. U.S. Department of Commerce. (2006). Statistical Abstract of the United States. Washington, DC: U.S. Dept. of Commerce. Retrieved April 3, 2006, from <http://www.census.gov/statab/www/>.

Selected Classic Publications

Brandeis, S. D. (1976). *American welfare capitalism, 1880-1940*. Chicago, IL: University of Chicago Press.

Hareven, T. K. (1982). *Family time and industrial time: The relationship between family and work in a New England industrial community*. New York, NY: Cambridge University Press.

Whyte, W.H. (1957). *The organization man*. Garden City, NY: Doubleday.

Selected Publications Suggested for Undergraduate & Graduate Students

Bond, J.T., Galinsky, E., Kim, S.S., & Brownfield, E. (2005). *National study of employers*. New York, New York: Families and Work Institute. Retrieved April 3, 2006, from <http://familiesandwork.org/eproducts/2005nse.pdf>.

Boris, E., & Lewis, C. (2006). Caregiving and wage-earning: A historical perspective on work and family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 73-99). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Christensen, K. (2006). Leadership in action: A work and family agenda for the future. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 705-734). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.



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Feldblum, C.R. & Appleberry, R. (2006). Legislatures, agencies, courts and advocates: How laws are made, interpreted, and modified. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 627-650). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Harrington, B. & James, J.B. (2006). The standards of excellence in work-life integration: From changing policies to changing organizations. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 665-684). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Kelly, E.L. (2006). Work-family policies: The United States in international perspective. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 99-124). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Kossek, E.E. (2006). Workplace policies and practices to support work and families: Gaps in implementation and linkages to individual and organizational effectiveness. In S. Bianchi, L. Casper, & R. King (Eds.), *Work, family, health and well-being* (pp. 97-116). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Kossek, E.E. & Fried, A.F. (2006). The business case: Managerial perspectives on work and the family. In (M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 611-626). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Pitt-Catsouphes, M. (2002). Family-friendly workplace. In M. Pitt-Catsouphes, E. Kossek, and P. Raskin (Eds.), *Work-Family Encyclopedia*. Chestnut Hill, MA: Sloan Work and Family Research Network. Retrieved April 3, 2006, from http://wfnetwork.bc.edu/encyclopedia_entry.php?id=232&area=academics.

Sutton, K.L. & Noe, R. A. (2005). Family-friendly programs and work-life integration: More myth than magic? In E. E. Kossek & S. Lambert (Eds.) *Work and life integration. Organizational, cultural and individual perspectives* (pp. 19-40). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Selected Publications Suggested for Graduate Students

Burke, M.E. (June 2005). 2005 Benefits [Survey report]. Alexandria, VA: The Society for Human Resource Management.



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Edwards, J.R. & Rothbard, N.P. (2005). Work and family stress and well-being: An integrative model of person-environment fit within and between the work and family domains. In E. E. Kossek & S. Lambert (Eds.) *Work and life integration. Organizational, cultural and individual perspectives* (pp. 211-242). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Lewis, S. & Haas, L. (2005). Work-life integration and social policy: A social justice theory and gender equity approach to work and family. In E. E. Kossek & S. Lambert (Eds.) *Work and life integration. Organizational, cultural and individual perspectives* (pp. 349-374). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

▲ **Suggestions for Class Activities and Assignments**

This assignment introduces students to current work-family topics and to some of the leading thinkers in the work-family area of study.

Step 1: Students scan through issues of the *Network News*, the newsletter published by the Sloan Work and Family Research Network.

Step 2: Students select one of the issues for reading.

Step 3: Students prepare a reflections paper, discussing whether the work-family issue discussed in the newsletter is relevant for working families, employers, and/or policy-makers.



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Module 1: Overview of Work-Family Issues In the United States

Section III: Module Summary

This module has introduced students to:

- the work-family area of study
- basic work-family constructs
- historical changes in family structure
- historical changes in the structure of work
- the concept of employer-supported policies and programs for working families

Faculty and students interested in exploring these and other work-family issues in more depth might consider other teaching modules prepared by the Curriculum Task Force of the Sloan Work and Family Research Network.

Module 1: Overview of Work-Family Issues in the United States

Section IV: Suggested Resources

► Online References

There are several online resources that could be of assistance. As appropriate, each of the Work-Family Curriculum Modules suggests specific online resources. In addition, we recommend that you consider using the resources posted on the website of the Sloan Work and Family Research Network (www.bc.edu/wfnetwork).

- **Database of academic work-family literature.** Citations for over 7,000 work-family publications are in this database. You (and your students) can get access to full-text articles published in some of the journals that often publish work-family manuscripts. (Contact the Sloan Network at wfnet@bc.edu for a password to access full texts of articles). The Network's database of work-family literature can be accessed at: http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF.



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- **Class activities.** Academics around the country have developed a wide variety of teaching activities and assignments that you can use. The list of these activities is available at: <http://wfnetwork.bc.edu/activities.php>.
- **Work-Family Encyclopedia.** Scholars from around the world have written nearly 60 articles which have been accepted to the peer-reviewed *Work-Family Encyclopedia*. The entries present overviews for a wide range of topics. The contents of the *Encyclopedia* can be accessed from: <http://wfnetwork.bc.edu/encyclopedia.php?mode=nav>.
- **Sample course syllabi.** A number of faculty members have kindly shared their course syllabi. These can be accessed at: <http://wfnetwork.bc.edu/template.php?name=syllabi>.

► Publications

In addition to the publications suggested in the Work-Family Curriculum Modules, the following publications can be used as teaching reference materials.

Case Studies

Four of the case studies developed by the Wharton Work/Life Integration Project are available online at: http://wfnetwork.bc.edu/activities_template.php?id=804.

1. Bankert, Ellen; Lee, Mary Dean; & Lange, Candace (2001). *SAS Institute: A case study on the role of senior business leaders in driving work/life cultural change*. (Click on "SAS.Wharton.pdf" below to download). [Focuses on capturing the essential elements that define the SAS Institute culture: employee- centered values, employee interdependence, a spirit of risk-taking, freedom, challenging work, richness of resources, and the company's physical surroundings. (Includes a teaching note.)]
2. Friedman, Stewart D.; Thompson, Cynthia; Carpenter, Michelle; & Marcel, Dennis (2001). *Proving Leo Durocher wrong: Driving work/life change at Ernst & Young*. (Click on "ernstyoung.pdf" below to download). [Presents a case study that focuses on a firm that has developed new approaches to addressing the life balance challenges. The case describes two of the main prototypes, including the work/life practices.]
3. Lobel, Sharon (2001). *Allied Signal: A case study on the role of senior business leaders in driving work/life cultural change*. (Click on "alliedsignal.pdf" below to download). [Presents a case study that revolves around a leader's ability to integrate an unyielding demand for bottom-line results with a focus on the whole person. (Includes a teaching note.)]
4. Siegel, Phyllis (2001). *Seagate Technology: A case study on the role of senior business leaders in driving work/life cultural change*. (Click on "seagate.pdf" below to download). [Examines the core team change initiative in the context of achieving



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employee work/life balance. In particular, the case examines: the role of key individuals in managing the change process; initial outcomes with respect to the TTM objective; initial outcomes with respect to the work/life balance objective; and remaining challenges. (Includes a teaching note.)]

Ken Giglio has prepared case studies describing flexible work options at the following companies which can be accessed on the website of the Sloan Work and Family Research Network at: <http://wfnetwork.bc.edu/template.php?name=casestudy>.

- ▶ [ARUP Laboratories and the Seven-On/Seven-Off Schedule](#)
- ▶ [Cisco Systems and Telework](#)
- ▶ [KPMG LLP and Job Sharing](#)
- ▶ [MITRE's Flexible Work Arrangement](#)
- ▶ [PRO Group's School Leave Policy](#)
- ▶ [Rossetti and Flexible Schedules](#)
- ▶ [RSM McGladrey and the Flexyear Option](#)
- ▶ [Sojourner House and Flexible Schedules](#)
- ▶ [Texas Instruments and Flexibility](#)
- ▶ [Timberland and the Path of Service](#)
- ▶ [The Detroit Regional Chamber's Flexible Work Schedules](#)
- ▶ [The University of North Carolina and Phased Retirement](#)
- ▶ [Ward's Furniture and Flexible Schedules](#)
- ▶ [Xerox and Social Service Leave](#)

Teaching Reference Publications

The following work-family references that are particularly appropriate for teaching are available in hard-copy.

1. Friedman, S., DeGroot, J., & Christensen, P. (Eds.). (1998). *Integrating work and life. The Wharton Resource Guide*. San Francisco, CA: Jossey-Bass/Pfeiffer. [The Wharton Resource Guide contains information appropriate for a range of work-family topics. Ideas for exercises are included.]



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2. Pitt-Catsouphes, M., Kossek, E., & Sweet, S. (Eds.). (2006). *Work and family handbook: Multi-disciplinary perspectives*. Mahwah, NJ: Erlbaum Publishers. [This handbook provides an overview of different disciplinary perspectives about work and family issues, includes chapters on a range of methodological approaches to the study of work and family experiences, and considers the implications of linking scholarship, practice, and policy.]
3. Stebbins, L.F. (2001). *Work and family in America*. Santa Barbara, CA: ABC-CLIO, Inc. [As noted by the publishers, "... *Work and Family in America* examines the changing cultures of the workplace, family, and home. This extensive overview of this burgeoning field includes everything from a detailed history and statistics comparing trends in the United States and abroad to key legislation and legal cases."]