



**CARLETON UNIVERSITY  
SPROTT SCHOOL OF BUSINESS  
BUSI 4602 A  
Women in Management  
Winter 2018**

**INSTRUCTOR:** Vilma Coutino-Hill  
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CHRL  
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**OFFICE HOURS:** Mondays from 16:00 pm to 17:30 pm  
**CLASS:** Monday from 18:05 to 20:55 pm PA 201  
**COURSE WEB PAGE:** cuLearn

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**COURSE PREREQUISITES:**

Women in Management: Third-year Standing and one of (BUSI 2101 and BUSI 3103) or WGST 1808 with a Grade of C- or Higher in Each Required.

**All prerequisites are reinforced.**

**COURSE DESCRIPTION AND OBJECTIVES:**

This course examines the organizational and personal challenges arising from changing gender roles and the increased participation of women in management.

Following the completion of the course you should be able to

- Identify and understand gender related issues in the workforce, such as pay equity, diversity, harassment, work life balance etc.
- Apply your theoretical knowledge (1) to explain potential reasons for those issues, and (2) to provide suggestions/solutions on how those issues could be addressed.
- To facilitate student learning and integration of course material, the pedagogy will include group presentations, class discussions, in-class activities, and an applied group project.

**REQUIRED READING MATERIALS:**

*Journal articles:* the articles included in the outline below and are available through Ares in CuLearn.

**METHOD OF EVALUATION**

**1. Class Attendance and Participation (CAP)**

CAP is the classroom equivalent to professionals participation in meetings. It is an important part of success in this course. Performance will be assessed by the instructor based on each participant's contribution, which may take the form, among others, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in class exercises and overall effort

throughout the term. To participate, one has to be in class. (The final participation mark will be formed by 40% from the attendance to the sessions and 60% from the participation in class, group cases participation and final group project peer evaluations). Each session the student will have to sign an attendance list that will be provided by the instructor.

## **2. Group Cases, Midterm and Final Exam**

There will be some cases you will work on them during the sessions and will be hand in the following Saturday at 11pm. The midterm and final exams will help consolidate the knowledge that you acquire during the course. The format will be multiple choice and open questions. Each exam will take about two hours.

## **3. Women in Management Project.**

The objective of this project during the term is to “understand and apply the concepts of BUSI 4602 inside an organization”. This project will enable you to:

- a) Focus on a subject of your choice within the overall field.
- b) Learn about your chosen topic by drawing information from a number of other disciplines.
- c) Learn more about the importance of Women in Management inside a work environment and help others learn about your chosen discipline.

### **WM project will be form of:**

- 1.- Research Analysis in class presentation with a short class activity. (25 minutes engaging activity)
- 2.- Final Presentation applying the concepts from your chosen topic in a Canadian company, institution or crown corporation.

Students are expected to form groups and register the group by session 1 and in session 2 the group will hand in a group contract.

### **Specific Requirements for the Topic Research in class presentation:**

- The team members will have to choose from given topics.
- The research and presentation must be based on recent and relevant articles found on the topic in academic journals. Each group must submit a bibliography containing a minimum of two (2) articles from *academic journals* per team member. The articles must be included as an appendix.
- Note that part of the overall mark for the presentation will be based on the group’s efforts to engage the class. Consider ways to make your presentation as interactive as possible (i.e. group exercises, case analysis, problem simulation, etc.)
- The team must submit a soft copy of the in class presentation to the prof. by email on Sunday.
- Each student must submit by the day of the presentation an accurate peer evaluation of their group members according to their group contract.
- For more information see “in class presentation guidelines” and “in class presentation template” at cuLearn.

### **Group project final presentation**

You will be asked to make a presentation of the topic chosen pertaining to women in management within a particular organization. Students are expected to consult a variety of sources that go beyond the lecture material. Proper referencing of sources is

also required . *See CuLearn for more information on the assignment and to understand the criteria for evaluation and reference style*

The final presentation will consist of the following:

1. Description of the organization;
2. Identification of the key issues that are evident in the case;
3. Interpretation and analysis of the problems/issues using concepts and theories learned in the course; and
4. Comments or recommendations to resolve identified problems/issues.

- Each group must ‘sign-up’ the organization of their choice on session 4, with the hand in of report 1. The instructor may request that another organization be selected if the same organization has already been selected. **Organization choices must be approved by the instructor.** In session 9 the students will prepare report 2, with the interpretation, analysis and identification of key women issues. In session 12 there will be a presentation of their findings to the class, it will be 25-30 minutes in duration. The rest of the groups are encouraged to engage in the evaluation of the groups.

- Each student must submit by the day of the presentation an accurate peer evaluation of their group members according to their group contract

- For more information see “Final presentation guidelines” and “Final presentation template” at cuLearn.

### SUMMARY OF ASSIGNMENTS AND EVALUATION

<b>Midterm Exam</b>	<b>Session 1 to 5</b>	<b>10%</b>	
<b>In class Cases (5)</b>	<b>Session 2, and 8</b>	<b>10% (5%each)</b>	
<b>Final Exam</b>	<b>Assigned Date on April</b>	<b>35%</b>	
<b>In Class Presentation</b>	<b>Session 12</b>	<b>15%</b>	
<b>Class Participation and Attendance</b>	<b>Session 1 to 12</b>	<b>10%</b>	
<b>Final Presentation</b>	<b>Session 10</b>	<b>20%</b>	

**The criterion for Satisfactory In-term Performance is set at 50% of all, not each,**

**pre-final term work:**

- a. **Midterm Exam**
- b. **Final Exam**
- c. **In Class Presentation**
- d. **Final Project presentation**

If you must miss the in class presentation, the final presentation, the midterm exam or the final exam due to verifiable illness (or, in rare cases, some other circumstances beyond your control) you may submit a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the date of the In class test . Please use the medical certificate form found at: [http://www.carleton.ca/registrar/forms/Med\\_Cert\\_Carleton\\_University.pdf](http://www.carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf)

### **Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain in the intellectual property of the author(s) They are intended for personal use and may not be reproduced or redistributed without prior consent of the author(s).

### **Group Work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with the opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together complex task. Your professor may assign one or more group task/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### **Academic Regulations, Accommodations, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodations**

#### **For Students with Disabilities:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a

disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

### **For Religious Obligations:**

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

### **For Pregnancy:**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-

time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

**Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

**Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

**Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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**CLASS SCHEDULE**

Session	Topic	Reading/ Assignments
1- Session 08/01/2018	Introduction Course overview Introduction to Women in Management and the importance in the organizations	<ul style="list-style-type: none"> <li>• Fels Anna (2010). Do Women lack ambition? <i>Harvard Business Review</i>, March, 19-21.</li> </ul>

2- Session 15/01/2018	Gender stereotypes	<ul style="list-style-type: none"> <li>• Powell, G. N. (2011). Becoming women and men. In <i>Women and men in management, Fourth Edition</i> (pp. 38-73). Thousand Oaks, CA: Sage</li> <li>• Sargent, P. (2005). The gendering of men in early childhood education. <i>Sex Roles</i>, 52(3/4), 251-259.</li> </ul>
3- Session 22/01/2018	Gender in the workplace and the queen bee syndrome	<ul style="list-style-type: none"> <li>• Hogue, M. B. &amp; Yoder, J. D. (2006). <i>Tokenism Theory: what happens when few women work with many men. In Gender, Race, and Ethnicity in the Workplace</i>, Vol. 2 (pp. 199-216). Praeger, CI: Westport.</li> <li>• Derks, B., Van Laar, C., Ellemers, N., &amp; de Groot, K. (2011). <i>Gender-Bias Primes Elicit Queen-Bee Responses Among Senior Policewomen</i>. <i>Psychological Science</i>, 22 (10), 1243-1249.</li> <li>• <b>In Class Presentation Group 1</b></li> </ul>
4- Session 29/01/2018	Sexuality in the workplace	<ul style="list-style-type: none"> <li>• Orser, B. (2001). <i>Sexual Harassment is Still a Management Issue</i>, Gender Diversity Tool Kit, Resource</li> <li>• Case 1: C&amp;F Consulting, Inc.</li> <li>• <b>Report 1 Final Presentation due</b></li> <li>• <b>In Class Presentation Group 2</b></li> <li>• <b>Guest Speaker</b></li> </ul>
5- Session 05/02/2018	From exclusion to inclusion Diversity management practices The business case for diversity	<ul style="list-style-type: none"> <li>• Davidson, M. N., et al. (2012). <i>How Hard Should You Push Diversity?</i> <i>Harvard Business Review</i>, 90, 139-143.</li> <li>• O'Leary B.&amp; Bart W. (2006) <i>Beyond the Business Case for Diversity in Organizations</i>, <i>Employ Respons Rights</i>, Springer Science + Business Media.</li> <li>• <b>In Class Presentation Group 3</b></li> <li>• <b>Guest Speaker</b></li> </ul>
6- Session 12/02/2018	Midterm Exam	
7- Session 26/02/2018	Work Family Interface and Women and Work life balance	<ul style="list-style-type: none"> <li>• Hewlett, S.A. (2002). Executive women and the myth of having it all. <i>Harvard Business Review</i>, 80(4), 66- 73.</li> <li>• Case 2: Hayashi, A.M. (2001). Mommy-track backlash. <i>Harvard Business Review</i>, 79(3), 33-37.</li> <li>• Esarey, S. et. al. (2007). Off-Ramp or Dead End.</li> </ul>

		<p>Harvard Business Review, 85, 57-69. 2.</p> <ul style="list-style-type: none"> <li>• <b>In Class Presentation Group 4</b></li> </ul>
8- Session 05/03/2018	Management styles and gender Women Careers	<ul style="list-style-type: none"> <li>• Townsend, B., &amp; Mattis, M. (1998). Gender gaps in the executive suite: CEOs and female executives report on breaking the glass ceiling. <i>Academy of Management Executive</i>.</li> <li>• Hewlett, S. &amp; Luce, C. (2005). Off-ramps and on-ramps: Keeping talented women on the road to success. <i>Harvard Business Review</i>, 83(3), 43-54.</li> <li>• <b>In Class Presentation Group 5</b></li> <li>• <b>Guest Speaker</b></li> </ul>
9- Session 12/03/2018	Female Leadership in the Organizations	<ul style="list-style-type: none"> <li>• Eagly, A.H. (2007). Female leadership advantage and disadvantage: Resolving the Contradictions. <i>Psychology of Women Quarterly</i>, 31, 1–12.</li> <li>• Katila, S. &amp; Eriksson, P. (2013). He is a Firm, Strong-Minded and Empowering Leader, but is She? Gendered Positioning of Female and Male CEOs. <i>Gender, Work and Organization</i>, 20, 71-84.</li> <li>• <b>Report 2 Final Project due</b></li> <li>• <b>In Class Presentation Group 6</b></li> <li>• <b>Guest Speaker</b></li> </ul>
10-Session 19/03/2018	Power, influence and gender Workplace Gender Discrimination, inequality <a href="https://www.youtube.com/watch?v=M8EiCCTto9U">https://www.youtube.com/watch?v=M8EiCCTto9U</a> <a href="https://www.youtube.com/watch?v=PvmnhCQ1XXg">https://www.youtube.com/watch?v=PvmnhCQ1XXg</a>	<ul style="list-style-type: none"> <li>• Langton, N., Robbins, S. &amp; Judge, T. (2013). Chapter 8: Power and Politics. In <i>Organizational Behaviour: Concepts, Controversies, Applications</i> (6th Cdn. ed.) Toronto: Pearson Prentice Hall.</li> <li>• <b>In Class Presentation Group 7</b></li> </ul>
11-Session 26/03/2018	Negotiation Strategies for Women at the entry level and the work place	<ul style="list-style-type: none"> <li>• Herminia Ibarra, Robin E., and Deborah Kalb (2013) “Negotiation Strategies for Women” Program on Negotiation, Harvard Law School Report</li> <li>• <b>In Class Presentation Group 8</b></li> </ul>
12-Session 02/04/2018	Final Project Group Presentations	
13- Session 09/04/2018	Final Project Group Presentations	

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the overall progress of the course as the term unfolds, and with any specific changes announced in class

### **Important Dates and Deadlines – Winter 2018 Graduate, Undergraduate and Special Students**

#### **January 2**

University reopens at 8:30 a.m.

#### **January 8**

Winter term classes begin.

#### **January 12**

OSAP deferral deadline. [Late payment charges and late registration charges](#) applied to the student account on or after this date for eligible OSAP students.

#### **January 19**

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Winter 2018 and must register for the Winter 2018 term.

#### **January 19-21, 26-28**

Fall-term deferred examinations will be held.

#### **January 31**

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

#### **February 16**

April examination schedule available online.

#### **February 19**

Statutory holiday, University closed.

#### **February 19-23**

Winter Break. Classes are suspended.

#### **March 1**

Last day for receipt of applications from potential spring (June) graduates.

Last day for receipt of applications for admission to an undergraduate program for the summer term.

#### **March 9**

Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

#### **Date TBA**

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2018 course selection.

**March 27**

Last day for summative or final examinations in winter term or fall/winter courses before the official examination period (see [Examination Regulations](#) in the Academic Regulations of the University section of the Undergraduate Calendar).

**March 30**

Statutory holiday, University closed.

**April 7**

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

**April 11**

Winter term ends.

Last day of fall/winter and winter-term classes.

Classes follow a Friday schedule

Last day for academic withdrawal from fall/winter and winter term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

**April 12-13**

No classes or examinations take place.

**April 14-26**

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

**April 26**

All take home examinations are due on this day.

**May 11**

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Spring 2018 and must register for the Summer 2018 term.

**May 18-29**

Fall/winter and winter term deferred final examinations will be held.

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