



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4602 A
Women in Management
Winter 2017**

INSTRUCTOR: Vilma Coutino-Hill
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OFFICE HOURS: Mondays from 15:05 pm to 17:00 pm
CLASS: Monday from 18:05 to 20:55 pm SA 318
COURSE WEB PAGE: cuLearn

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

- Identity and understand gender related issues in the workforce, especially in management.
- 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

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 cases, or other exercises, and overall effort throughout the term. To participate, one has to be in class. (The final participation mark will be form by 40% from the attendance to the sessions and 60% from the participation in class). In almost each session there will be an in class group case or exercise to be done by groups. Participation is compulsory for all the group members. Every session the student will have to sign an attendance list that will be provided by the instructor.

Final Exam

These exam will help consolidate the knowledge that you acquire during the course. The format will be multiple choice and short essay questions. Each exam will take about two hours. The exam will be held in

regularly scheduled course time on March 18, 2015. The exam will consist of short-answer/essay questions and will include all course material covered up to and including March 11, 2015. You must be present to write this test.

In Class Readings

At the beginning of the class the students will write a quiz with three questions about the readings they have to do for the session. The average mark for this quizzes will be the final mark for the in class readings. The absence to any quiz will be a final mark of 0.

Group project

You will be asked to write a case study pertaining to women in management within a particular organization. The case study should be approximately 15 pages in length (double spaced, standard format). 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 deliverable 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. Recommendations to resolve identified problems/issues.

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. Each group must 'sign-up' the organization of their choice on session 4, with the hand in of report 1. This report will have the description of the organization. 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 8 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 doing the final presentations.

Personal Statement

Self-reflection exercise, of 3 pages, the students will be requested to complete a self-reflection exercise based on what each student will learn during the course. This self-reflection will contain an exploration of the opportunities and challenges for women in management and other professional roles. Additional details will be provided in class.

SUMMARY OF ASSIGNMENTS AND EVALUATION

In class readings	Session 1 to 10	15%
Final Exam	Assigned Date on April	35%
Group Project and Presentation	Session 12	25%
Class Participation and Attendance	Session 1 to 12	15%
Personal Statement	Session 10	10%

FND:

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

The criterion for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work:

- a. In Class Readings
- b. Final Exam
- c. Final Project and presentations
- d. Participation
- e. Personal Statement

If you must miss the Case study presentation, the Symposium presentation 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

Citations:

Equally important you are being graded in part on the degree, depth and quality of your empirical research, demonstrated by citations to appropriate sources. A minimal number of citations points to inadequate research. Ensure that you cite every graph, table, report, quote, original idea or piece of information taken from somewhere else, to avoid plagiarism. When in doubt, cite, paying particular attention to correctly identify phrases as quotations with precise references to their source. To compile the list of works cited (bibliography or reference list) see the Libray's guide to MLA citations at http://www.library.carleton.ca/howdoI/mla_style.pdf.

Special Notes Regarding Group Project:

Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day. Assignments more than 7 days (1 week) late will be considered missed. - The quality of your writing is an important component of effectively presenting your “ideas.” If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at www.carleton.ca/wts/.

Course Sharing Websites

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

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with 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 a complex task. Your professor may assign one or more group tasks/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			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

CLASS SCHEDULE

Session	Topic	Reading/ Assignments
1- Session 09/01/2017	Introduction Course overview Introduction to Women in Management and the importance in the organizations	<ul style="list-style-type: none"> Carter, N. M., & Christine, S. (2010). Women in Management: Delusions of Progress. <i>Harvard Business Review</i>, March, 19-21.
2- Session 16/01/2017	Gender stereotypes	<ul style="list-style-type: none"> 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 Sargent, P. (2005). The gendering of men in early childhood education. <i>Sex Roles</i>, 52(3/4), 251-259.

3- Session 23/01/2017	Gender in the workplace	<ul style="list-style-type: none"> • Hogue, M. B. & Yoder, J. D. (2006). <i>Tokenism Theory: what happens when few women work with many men.</i> In <i>Gender, Race, and Ethnicity in the Workplace</i>, Vol. 2 (pp. 199-216). Praeger, CI: Westport. • Derks, B., Van Laar, C., Ellemers, N., & de Groot, K. (2011). <i>Gender-Bias Primes Elicit Queen-Bee Responses Among Senior Policewomen.</i> <i>Psychological Science</i>, 22 (10), 1243-1249. • Guest Speaker
4- Session 30/01/2017	Sexuality in the workplace The Queen Bee Syndrome	<ul style="list-style-type: none"> • Orser, B. (2001). <i>Sexual Harassment is Still a Management Issue</i>, Gender Diversity Tool Kit, Resource No. 1. Ottawa, ON: Conference Board of Canada. • Report 1 Final Project due
5- Session 06/02/2017	From exclusion to inclusion Diversity management practices The business case for diversity	<ul style="list-style-type: none"> • Davidson, M. N., et al. (2012). <i>How Hard Should You Push Diversity?</i> <i>Harvard Business Review</i>, 90, 139-143. • O'Leary B. & Bart W. (2006) <i>Beyond the Business Case for Diversity in Organizations</i>, <i>Employ Respons Rights</i>, Springer Science + Business Media.
6- Session 13/02/2017	Women Careers Management styles and gender	<ul style="list-style-type: none"> • Hewlett, S. & 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. • Townsend, B., & 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>. • Guest Speaker
7- Session 27/02/2017	Work Family Interface and Women and Work life balance	<ul style="list-style-type: none"> • Hayashi, A.M. (2001). Mommy-track backlash. <i>Harvard Business Review</i>, 79(3), 33-37. • Esarey, S. et. al. (2007). Off-Ramp or Dead End. <i>Harvard Business Review</i>, 85, 57-69. 2. • Hewlett, S.A. (2002). Executive women and the myth of having it all. <i>Harvard Business Review</i>, 80(4), 66- 73. • Guest Speaker
8- Session	Female Leadership in	

06/03/2017	the Organizations	<ul style="list-style-type: none"> • Eagly, A.H. (2007). Female leadership advantage and disadvantage: Resolving the Contradictions. <i>Psychology of Women Quarterly</i>, 31, 1–12. • Katila, S. & 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. • Report 2 Final Project due
9- Session 13/03/2017	Power, influence and gender Workplace Gender Discrimination	<ul style="list-style-type: none"> • Langton, N., Robbins, S. & Judge, T. (2013). Chapter 8: Power and Politics. In <i>Organizational Behaviour: Concepts, Controversies, Applications</i> (6th Cdn. ed.) Toronto: Pearson Prentice Hall.
10-Session 20/03/2017	Negotiation Strategies for Women at the entry level and the work place	<ul style="list-style-type: none"> • Herminia Ibarra, Robin E., and Deborah Kalb (2013) “Negotiation Strategies for Women” Program on Negotiation, Harvard Law School Report • Self Reflexion Report
11-Session 27/03/2017	Change Strategies and Looking to the Future	<ul style="list-style-type: none"> • Ibarra, H., Ely, R. & Kolb, D. (2013). Women rising: the unseen barriers. <i>Harvard Business Review</i>, September, 60-66. • Metz, I., & Moss, S. (2008). Workplace gender discrimination: Do women over-attribute slow advancement in management to gender discrimination? <i>The Melbourne Review</i>, 4, 60-66.
12-Session 03/04/2017	Final Project Group Presentations	<ul style="list-style-type: none"> • Hand in Final Project

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

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 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) 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 in 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: <http://carleton.ca/studentaffairs/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’re 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/support-services/>
Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

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, it would be easier to respond to your inquiries if you would send all email from your Carleton 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/>

IMPORTANT DATES AND DEADLINE LINES WINTER 2017	
January 2, 2017	University reopens.
January 5, 2017	Winter term classes begin.
January 18, 2017	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 2017 and must register for the Winter 2017 term.
January 20-22, 27-29, 2017	Fall term deferred final examinations to be held
January 31, 2017	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.
February 1, 2017	Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.
February 17, 2017	April examination schedule available online.
February 20, 2017	Statutory holiday. University closed.
February 20-24, 2017	Winter Break, no classes.
March 1, 2017	Last day for receipt of applications from potential spring (June) graduates.
	Last day for receipt of applications to Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session.
	Last day for receipt of applications for admission to an undergraduate program for the summer term.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship. (Graduate students only)

	Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 10, 2017	
	Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).
March 24, 2017	
	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.
April 1, 2017	
April 7, 2017	Winter term ends.
	Last day of fall/winter and winter term classes.
	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 10-25, 2017	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 14, 2017	Statutory holiday, University closed.
April 25, 2017	All take home examinations are due on this day.
	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 1, 2017	
	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 2017 and must
May 12, 2017	

	register for the Summer 2017 term.
May 17-28, 2017	Fall/Winter and Winter term deferred final examinations to be held
June 1, 2017	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due February 1 or March 1 or April 1.
