



**BUSI 4602 A/ WGST 4815 A**  
**Women in Management**  
**Winter 2014**

**INSTRUCTOR:** Dr. Angela Workman-Stark  
**CLASS TIME:** Tuesdays, 6:05 pm – 8:55 pm  
**CLASSROOM** Southam Hall 417  
**OFFICE:** TBD  
**OFFICE HOURS:** By appointment  
**COURSE WEB PAGE:** [www.carleton.ca/culearn](http://www.carleton.ca/culearn) BUSI 4602 A/ WGST 4815 A  
**E-MAIL:** [angela\\_workmanstark@carleton.ca](mailto:angela_workmanstark@carleton.ca)

**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.**

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**COURSE DESCRIPTION**

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

**LEARNING OUTCOMES**

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.

**COURSE MATERIALS**

Students are responsible for acquiring the following course materials:

**Journal articles:** the articles included in the outline below have been placed on reserve and are available through Ares in CuLearn.

**CELLULAR PHONES**

The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off or on silent mode.

**COMMUNICATION**

Information on weekly assignments and other general information will be communicated during class on a regular basis. However, weekly readings, critical additional information, updates about the class and details regarding upcoming assignments will be posted to the course webpage at [www.carleton.ca/culearn](http://www.carleton.ca/culearn). It is your responsibility to visit CuLearn regularly.

## **COURSE GRADING**

<b>Item</b>	<b>Percentage grade</b>
Class participation	15%
Individual reading assignment	20%
Individual case study	30%
Group project and presentation	35%
Total	100%

## **COURSEWORK**

### ***Individual component***

#### **Class participation**

You should complete the readings and other assigned preparation work before class so that you will be able to contribute to the discussion. Your evaluation will be based on your participation in class exercises and on the quality (not quantity) of your discussion input (how well you build on others' ideas, introduce new ideas informed by readings).

#### **Individual case study**

Your case study will consist of a written report of no more than 4 pages. For the case analysis you must place yourself in the role of an advisor and make recommendations on what actions should be taken to address the issues raised in the case. This necessarily involves defining the problem(s) and evaluating alternative responses. To do this effectively, you will need to consider the case in the light of the research findings discussed in class and the required readings. Your recommendations must be supported by the facts of the case and the research literature on women in management. Your grade will reflect the extent to which you present a well-argued case. Your case analysis is limited to 1000 words and will be due at the beginning of the class for which the case is assigned. Additional details will be provided on the course home page on CuLearn.

#### **Critical reading assignment**

Each of you will sign up to complete a critical analysis of one of the assigned readings for week 5. A critical analysis is more than just a summary, it is an evaluation. A critical evaluation does not imply that you find fault with the reading but rather that you determine for yourself whether the claims the authors make are valid. After reading your analysis a reader should understand the authors' main point(s) and whether or not the article contributes to our understanding of the issues.

Other questions you should consider include:

Does the argument make sense?

Why was this article written?

How does this fit in with other research in the area?

What are the article's strengths and weaknesses?

These questions need not shape how you organize the material but are provided simply to stimulate your thinking. Your analysis should take into account other course readings on related topics. Your critical analysis is limited to 750 words and will be due at the beginning of class 5.

## **Group component**

### **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 10 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 (APA format). *See CuLearn for more information on the assignment and to understand the criteria for evaluation.*

The final deliverable will consist of the following:

1. a 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 Class 3** (via CuLearn). Each group **must 'sign-up'** the organization of their choice on or before **Class 5** (via e-mail to the instructor). 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.**

**Group case study report is due on April 8. Submissions must be emailed directly to instructor.**

Presentations will occur in the last week of class and will be approximately 20 minutes in duration. Students are encouraged to use this opportunity to creatively engage their classmates with captivating presentations regarding their project. It is each group's responsibility to ensure that the case study is a group assignment and not an individual one; the effort is to be distributed evenly though the group.

### **Special Notes regarding assignments**

- Deadlines are strict. Failure to meet deadlines will result in grade penalties of 15% 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 : <http://www1.carleton.ca/sasc/writing-tutorial-service/>

## TENTATIVE COURSE SCHEDULE

Week / Dates	Topic/Readings	Assignments
#1 Jan. 7	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Course overview</li> </ul> <p><b>Readings:</b> Carter, N. M., &amp; Christine, S. (2010). Women in Management: Delusions of Progress. <i>Harvard Business Review</i>, March, 19-21.</p>	
#2 Jan. 14	<ul style="list-style-type: none"> <li>▪ Women in management</li> <li>▪ Introduction to Group Project</li> </ul> <p><b>Readings:</b> Ibarra, H., Ely, R. &amp; Kolb, D. (2013). Women rising: the unseen barriers. <i>Harvard Business Review</i>, September, 60-66.</p> <p>Metz, I., &amp; 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.</p>	
#3 Jan. 21	<ul style="list-style-type: none"> <li>▪ Gender stereotypes</li> </ul> <p><b>Readings:</b> 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</p> <p>Sargent, P. (2005). The gendering of men in early childhood education. <i>Sex Roles</i>, 52(3/4), 251-259.</p>	Group sign-up due
#4 Jan. 28	<ul style="list-style-type: none"> <li>▪ Gender in the workplace</li> </ul> <p><b>Readings:</b> Hogue, M. B. &amp; Yoder, J. D. (2006). Tokenism Theory: what happens when few women work with many men. In <i>Gender, Race, and Ethnicity in the Workplace, Vol. 2</i> (pp. 199-216). Praeger, CI: Westport.</p> <p>Davidson, M. N., et al. (2012). How Hard Should You Push Diversity? <i>Harvard Business Review</i>, 90, 139-143.</p>	
#5 Feb. 4	<ul style="list-style-type: none"> <li>▪ Management styles and gender</li> </ul> <p><b>Readings:</b> Eagly, A.H. &amp; Carli, L.L. (2007) Women and the labyrinth of leadership. <i>Harvard Business Review</i>, 85(9), 62-71.</p> <p>Eagly, A.H. (2007). Female leadership advantage and disadvantage: Resolving the Contradictions. <i>Psychology of Women Quarterly</i>, 31, 1-12.</p> <p>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.</p>	Critical reading assignment due

#6 Feb. 11	<ul style="list-style-type: none"> <li>▪ Sexuality in the workplace</li> <li>▪ The Queen Bee Syndrome</li> <li>▪ Guest speaker</li> </ul> <p><b>Readings:</b> Orser, B. (2001). <i>Sexual Harassment is Still a Management Issue, Gender Diversity Tool Kit, Resource No. 1</i>. Ottawa, ON: Conference Board of Canada.</p> <p>Derks, B., Van Laar, C., Ellemers, N., &amp; de Groot, K. (2011). Gender-Bias Primes Elicit Queen-Bee Responses Among Senior Policewomen. <i>Psychological Science</i>, 22 (10), 1243-1249.</p>	
<b>Winter Break – Feb. 17 to 21</b>		
#7 Feb 25	<ul style="list-style-type: none"> <li>▪ Power, influence and gender</li> </ul> <p><b>Readings:</b> 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.</p>	
# 8 March 4	<ul style="list-style-type: none"> <li>▪ Case study debrief and discussion</li> </ul> <p><b>Case:</b> Konrad, A., &amp; Krishnan, N. (2011). Anjali Kumar - negotiating a job offer. <i>Ivey Publishing</i>.</p>	Individual case study due
#9 March 11	<ul style="list-style-type: none"> <li>▪ Employment policies for women</li> </ul> <p><b>Readings:</b> Hayashi, A.M. (2001). Mommy-track backlash. <i>Harvard Business Review</i>, 79(3), 33-37.</p> <p>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.</p>	
#10 March 18	<ul style="list-style-type: none"> <li>▪ Panel discussion</li> </ul>	
#11 March 25	<ul style="list-style-type: none"> <li>▪ Strategies for the future</li> </ul> <p><b>Readings:</b> Groysberg, B. &amp; Connolly. (2013). Great leaders who make the mix work: Twenty-four CEOs on creating diverse and inclusive organizations. <i>Harvard Business Review</i>, September, 69-76.</p> <p>Hewlett, S., Peraino, K., Sherbin, L. &amp; Sumberg, K. (2011). The Sponsor Effect: Breaking Through the Last Glass Ceiling. <i>Harvard Business Review Research Report</i>.</p>	
#12 April 1	<ul style="list-style-type: none"> <li>▪ Group presentations</li> </ul>	
April 8	<ul style="list-style-type: none"> <li>▪ NO CLASS</li> </ul>	Group project report due

## READINGS LIST

### Case:

Konrad, A., & Krishnan, N. (2011). Anjali Kumar - negotiating a job offer (B). *Ivey Publishing*.

### Readings:

Carter, N. M., & Christine, S. (2010). Women in Management: Delusions of Progress. *Harvard Business Review*, March, 19-21.

Davidson, M. N., et al. (2012). How Hard Should You Push Diversity? *Harvard Business Review*, 90, 139-143.

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Hogue, M. B. & Yoder, J. D. (2006). Tokenism Theory: what happens when few women work with many men. In *Gender, Race, and Ethnicity in the Workplace*, Vol. 2 (pp. 199-216). Praeger, CI: Westport.

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Powell, G. N. (2011). Becoming women and men. In *Women and men in management, Fourth Edition* (pp. 38-73). Thousand Oaks, CA: Sage

Sargent, P. (2005). The gendering of men in early childhood education. *Sex Roles*, 52(3/4), 251-259.

## IMPORTANT ADDITIONAL INFORMATION

### **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. Resources to assist with group assignments may be found at:

<http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf>

### **Medical certificate**

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www1.carleton.ca/registrar/forms/>

### **Letter grades**

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

### **Academic Regulations, Accommodations, Plagiarism, 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**

*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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

### *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 or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact 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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

### **Assistance for Students**

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

### **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.
  - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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### Important Dates & Deadlines – Winter 2014

January 2, 2014	University re-opens.
January 6, 2014	Winter-term classes begin.
January 17, 2014	Last day for registration for winter term courses. Last day to change courses or sections (including auditing) for winter term courses.
January 31, 2014	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.
February 1, 2014	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 14, 2014	April examination schedule available online.
February 14-22, 2014	Fall-term deferred examinations will be written.
February 17, 2014	Statutory holiday. University closed.
February 17-21, 2014	Winter Break, no classes.
March 1, 2014	Last day for receipt of applications from potential Spring (June) graduates. Last day for receipt of applications to the Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, and the Bachelor of Music degree program for the fall/winter session. Last day for receipt of applications for admission to a program for the summer term.
March 7, 2014	Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.
March 25, 2014	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 this Calendar).
April 1, 2014	Last day for receipt of applications for admission to an undergraduate degree 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 8, 2014	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 9-10, 2014	No classes or examinations take place.
April 11-26, 2014	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week. Please note that examinations will not be held on April 18-20.
April 15, 2014	Winter Co-op Work Term Reports are due.
April 18, 2014	Statutory holiday, University closed.

April 26, 2014	All take home examinations are due on this day.
May 1, 2014	Last day for receipt of applications for internal degree transfers to allow for registration for the summer session.
June 1, 2014	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session from mature applicants, from those presenting post-secondary education qualifications and from those transferring from other universities in Canada or the United States, and from applicants with high school qualifications from Canada and the United States, except for applications due March 1.
June 9-19, 2014	Fall/winter and winter term deferred final examinations will be held.
June 15, 2014	Last day for receipt of applications for internal degree transfers to allow for registration for the 2013-2014 fall/winter session.