



BUSI 4602 A/ WGST 4815 A
Women in Management
Winter 2015

INSTRUCTOR: Dr. Angela Workman-Stark
CLASS TIME: Tuesdays, 6:05 pm – 8:55 pm
CLASSROOM Southam Hall 402
OFFICE: TBD
OFFICE HOURS: By appointment
COURSE WEB PAGE: www.carleton.ca/culearn BUSI 4602 A/ WGST 4815 A
E-MAIL: 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.

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. It is your responsibility to visit CuLearn regularly.

COURSE GRADING

Item	Percentage grade
Class participation	15%
Mid-term	25%
Individual case study	30%
Group project and presentation	30%
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.

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 one week following the last day of class. 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

Class	Topic/Readings	Assignment
#1 Jan. 6	<ul style="list-style-type: none"> ▪ Introduction ▪ Course overview <p>Readings: Carter, N. M., & Christine, S. (2010). Women in Management: Delusions of Progress. <i>Harvard Business Review, March</i>, 19-21.</p>	
#2 Jan. 13	<ul style="list-style-type: none"> ▪ Gender stereotypes ▪ Introduction to Group Project <p>Readings:</p> <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, 52</i>(3/4), 251-259. 	
#3 Jan. 20	<ul style="list-style-type: none"> ▪ Gender in the workplace <p>Readings:</p> <ul style="list-style-type: none"> ▪ Hogue, M. B. & 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. 	Group sign-up due
#4 Jan. 27	<ul style="list-style-type: none"> ▪ Sexuality in the workplace ▪ The Queen Bee Syndrome <p>Readings:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Derks, B., Van Laar, C., Ellemers, N., & de Groot, K. (2011). Gender-Bias Primes Elicit Queen-Bee Responses Among Senior Policewomen. <i>Psychological Science, 22</i> (10), 1243-1249. 	
#5 Feb. 3	<ul style="list-style-type: none"> ▪ From exclusion to inclusion ▪ Diversity management practices ▪ The business case for diversity ▪ Mid-term review <p>Readings:</p> <ul style="list-style-type: none"> ▪ Davidson, M. N., et al. (2012). How Hard Should You Push Diversity? <i>Harvard Business Review, 90</i>, 139-143. ▪ Thomas, D., & Ely, R. (1996). Making differences matter: a new paradigm for managing diversity, <i>Harvard Business Review, 74</i>(5): 79-90. 	Team debate
#6 Feb. 10	Mid-term	

Winter Break – Feb. 16 to 20		
#7 Feb 24	<ul style="list-style-type: none"> ▪ Exam review ▪ Women in management <p>Readings:</p> <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. 	
# 8 March 3	<ul style="list-style-type: none"> ▪ Management styles and gender <p>Readings:</p> <ul style="list-style-type: none"> ▪ Eagly, A.H. & Carli, L.L. (2007) Women and the labyrinth of leadership. <i>Harvard Business Review</i>, 85(9), 62-71. ▪ 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. 	Team debate
#9 March 10	<ul style="list-style-type: none"> ▪ Power, influence and gender <p>Readings:</p> <p>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.</p>	
#10 March 17	<ul style="list-style-type: none"> ▪ Case study debrief and discussion <p>Case:</p> <p>Konrad, A., & Krishnan, N. (2011). Anjali Kumar - negotiating a job offer. <i>Ivey Publishing</i>.</p>	Individual case study due
#11 March 24	<ul style="list-style-type: none"> ▪ Employment policies for women <p>Readings:</p> <ul style="list-style-type: none"> ▪ Hayashi, A.M. (2001). Mommy-track backlash. <i>Harvard Business Review</i>, 79(3), 33-37. ▪ 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. 	
#12 March 31	<ul style="list-style-type: none"> ▪ Strategies for the future <p>Readings:</p> <ul style="list-style-type: none"> ▪ Groysberg, B. & 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. ▪ Hewlett, S., Peraino, K., Sherbin, L. & Sumberg, K. (2011). The Sponsor Effect: Breaking Through the Last Glass Ceiling. <i>Harvard Business Review Research Report</i>. 	

April 7	▪ Group presentations	
April 14	▪ NO CLASS	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.

Derks, B., Van Laar, C., Ellemers, N., & de Groot, K. (2011). Gender-Bias Primes Elicit Queen-Bee Responses Among Senior Policewomen. *Psychological Science*, 22 (10), 1243-1249.

Eagly, A.H. (2007). Female leadership advantage and disadvantage: Resolving the Contradictions. *Psychology of Women Quarterly*, 31, 1–12.

Eagly, A.H. & Carli, L.L. (2007) Women and the labyrinth of leadership. *Harvard Business Review*, 85(9), 62-71.

Groysberg, B. & Connolly. (2013). Great leaders who make the mix work: Twenty-four CEOs on creating diverse and inclusive organizations. *Harvard Business Review*, September, 69-76.

Hayashi, A.M. (2001). Mommy-track backlash. *Harvard Business Review*, 79(3), 33-37.

Hewlett, S. & Luce, C. (2005). Off-ramps and on-ramps: Keeping talented women on the road to success. *Harvard Business Review*, 83(3), 43-54.

Hewlett, S., Peraino, K., Sherbin, L. & Sumberg, K. (2011). The Sponsor Effect: Breaking Through the Last Glass Ceiling. *Harvard Business Review Research Report*.

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.

Ibarra, H., Ely, R. & Kolb, D. (2013). Women rising: the unseen barriers. *Harvard Business Review*, September, 60-67.

Katila, S. & Eriksson, P. (2013). He is a Firm, Strong-Minded and Empowering Leader, but is She? Gendered Positioning of Female and Male CEOs. *Gender, Work and Organization*, 20, 71-84.

Langton, N., Robbins, S. & Judge, T. (2013). Chapter 8: Power and Politics. In *Organizational Behaviour: Concepts, Controversies, Applications* (6th Cdn. ed.) Toronto: Pearson Prentice Hall.

Metz, I., & Moss, S. (2008). Workplace gender discrimination: Do women over-attribute slow advancement in management to gender discrimination? *The Melbourne Review*, 4, 60-66.

Orser, B. (2001). Sexual Harassment is Still a Management Issue, Gender Diversity Tool Kit, Resource No. 1. Ottawa, ON: Conference Board of Canada.

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.

Thomas, D., & Ely, R. (1996). Making differences matter: a new paradigm for managing diversity, *Harvard Business Review, 74*(5): 79-90.

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 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 April 2015 exam period is March 6, 2015.

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

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

Peer Assisted Study Sessions (PASS): 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 2015

January 5

Winter-term classes begin. [Late Charges](#) now apply.

January 16

Last day for registration for winter term courses.

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

Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

February 13

April examination schedule available online.

February 13-21

Fall-term deferred examinations will be held

February 16

Statutory holiday, University closed.

February 16-20

Winter Break. Classes are suspended.

March 1

Last day for UHIP refund applications for International Students who will be graduating this academic year.

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

March 6

Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

Late March (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 2014 course selection.

April 3

Statutory holiday, University closed.

April 8

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

No classes or examinations take place

April 11-23

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

June 8-18 (including Saturdays)

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