

Case Western Reserve University
Weatherhead School of Management

ORBH 460 - Women in Organizations
Winter Intersession 2010-11

Saturday 12/11/2010 (9:00 am - 4:30 pm)

Saturday 12/18/2010 (9:00 am - 4:30 pm)

Wednesday 1/5/2011 (6:00-10:00 pm)

Saturday 1/8/2011 (9:00 am - 4:30 pm)

Room 106, PBLB

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Office Hours: By appointment

Course Objectives

The purpose of this course is to help you understand the leadership and managerial issues surrounding women in organizations (WIO). Offering more complex understandings of issues related to professional women and work, the course will help you increase self-knowledge about your own values and practices, as well as enhance your capabilities as a leader, manager, and team contributor. We will examine the opportunities, challenges, trade-offs, and organizational dynamics experienced by women in work organizations, as well as study examples of effective individual behaviors and organizational practices. Through application of concepts to case studies and exposure to practicing women managers and executives, you will gain greater awareness of the key issues and concerns influencing women's effective participation in organizations.

The course aims at answering questions such as: How do women find work and career success? How does the gendered nature of organizations impact corporate women? What are the valued attributes and behaviors of women and men in the workplace? How can the managerial playing field be evenly tilted in favor of men and women? What derails women? What propels women upward? What price do women pay in terms of their family and work life choices? How do managerial and professional women successfully balance their multiple responsibilities and commitments? What can organizations do to provide women with opportunities to excel? What is the role of legislation in curbing and redressing sex discrimination and sexual harassment? Who is a feminist manager? Do managerial women of different racial and ethnic groups face different challenges and burdens?

The objectives of the course are to:

- (1) Gain a thorough understanding of the dynamics and experiences of women in organizations, as well as of the interpersonal, organizational, and societal structures and processes impacting women in organizations.
- (2) Enhance understanding of your self in relationship to other men and women in work settings.
- (3) Further develop the interpersonal, leadership, and analytic competencies necessary to effectively lead in organizations.

(4) Gain first-hand familiarity with the leadership and managerial issues surrounding women in organizations through examination of living case studies.

(5) Facilitate integration of your personal experiences and thoughts as well as current research about women in organizations into a useful framework that guides your personal actions and enhances the development of professionalism, integrity, and responsibility.

Course Requirements

Learnings from the course will occur from the following methods:

(a) Assigned readings. You are expected to complete all the required reading assignments for each class meeting as per the course outline attached. To minimize the cost to students, there will not be a course packet of readings. Instead, all required readings can be found through CWRU digital library's Research Resources (<http://library.case.edu/databases/rdbindex.aspx>) - Business Source Complete (EBSCO Host) database. A CWRU ID is required to access these resources. CWRU students may download and/or print these readings at no cost. In order to access these readings off-campus, you will first need to download and install the Virtual Private Network (VPN) Client available at <https://vpnsetup.case.edu/> (scroll down until you reach the download buttons compatible with your computer's operating system). Once you've downloaded the VPN client, sign on to VPN and then access CWRU's digital library resources. Additional readings and case studies may be handed out in class or uploaded to Blackboard, as appropriate.

(b) Class Attendance and Participation

Since the entire course will be completed over three Saturday class meetings (each equivalent to about 4 weekly class meetings in a regular semester) and one Wednesday evening session (equivalent to 2 weekly class meetings in a regular semester), class attendance at these sessions is important. If for some reason you have to miss any one of the class sessions, you have the choice of (a) completing an extra assignment addressing the materials and topics covered during the missed session, or (b) having your final grade lowered by one letter grade. Please let me know in advance and I will email you instructions for the make-up assignment on or around the date of the missed session. Make-up assignments will be due on the date of the following class session – please bring a hard copy to class. Attendance at the first class session is required; the instructor's permission is needed to miss this session. If you miss two or more class sessions during the semester your final grade will be dropped by one or more letter grades as appropriate.

Class participation refers to the quality of your participation in class activities (e.g., integration and application of reading assignments, constructiveness of verbal contributions, active participation in small group work, completion of exercises, and attendance) and to the demonstration of behaviors likely to enhance our class as a learning community (e.g., pro-activity, respect for others, collaboration, developmental assistance to other students).

(c) Woman Leader Team Presentation

Each team of approximately 5 students will choose a woman leader in a business or nonprofit organization or in politics, and investigate her behavior and effect on others through readings, the

Internet, and other sources. You should only select a woman leader on whom enough material is available to evaluate her behavior, values, and effect on others.

Each team will give a 30 minute presentation (including a 10 minute Q&A session) about your woman leader and your conclusions about her impact on others. The presentation should describe her childhood and family background, educational background, career history, vision, key values, leadership philosophy, leadership styles, career effectiveness, work-life integration efforts, organizational outcomes and impact, and overall legacy.

The presentations should use Powerpoint and Internet video streams where possible, and include a listing of information sources. Class time will be provided for team formation and discussions of the team project during the first class meeting.

Please email your presentation to the instructor and T.A. so that it can be uploaded to Blackboard to be shared with class participants. Presentations will be evaluated by all audience members. Each team will also complete a Team Member Contributions Evaluation form which provides information about each member's contributions to the team presentation. This form will be posted on the Blackboard site.

(d) Women in Organizations Praxis Paper

The word praxis means "practical application or exercise of a branch of learning." It comes from a Latin word meaning "to do," or "to take action." The final paper is termed a praxis paper because it is specifically designed to help you translate and integrate the Women in Organizations course constructs into your personal development agenda. This is a reflective paper that will give you the opportunity to understand and apply these leadership concepts to your own life and to create a plan for your continued development. In this paper, you will bring together your understanding of course concepts, the results of prior assignments, and further reflections on what you want to learn over the next era of your life. This paper should be 10-12 tightly-edited pages in length.

This paper has three parts. The first is your analysis and presentation of the vital components affecting career success in organizations (3-4 pages). The purpose of this first part of the paper is to demonstrate your familiarity and fluency with the core concepts discussed in the course. Drawing on course materials, discussions, activities and your own experiences, discuss the elements that you think are critical for women (or men) who are successful in their careers in organizations. Some examples may be overcoming stereotypes and barriers, gaining emotional strength and resilience, demonstrating leadership vision and skills, demonstrating technical expertise and performance, communication skills, networking behaviors and career planning skills, moving toward work-life integration, nurturing reputation, demonstrating integrity and professionalism, and developing effective support structures as you rise in your career. There may be other elements that are specifically relevant to your life and career. Think of this as creating your own road map for a successful, effective, and impactful career. Refer to the readings to help you define critical components and make your case for why you believe them to be essential. Be creative, engaging and thorough in your presentation and your analysis. Make sure you define the concepts and provide examples and consequences of them done well and not so well, from

readings and your own experiences. End this section with a definition of what success means to you.

The second part of the paper is your individual assessment of how you “measure up” on the core components that you identified in the first part (3-4 pages). Draw on your own experiences as well as any 360 degree feedback you may have received previously from others to illustrate your capabilities. This assessment should include your values and philosophy, your best self strengths, your personal vision of your best self, and the impact you wish to have in the world.

The third part of the paper is your future vision and personalized development agenda (3-4 pages). You will now add to the first two parts of the paper a discussion of your development goals or objectives, and your strategy for working toward them. This agenda should detail (a) the skills and competencies, (b) the relational networks, and (c) the work and life opportunities or activities you need to develop in order to achieve success as you’ve defined it.

You will be graded on the thoroughness of your explanation and analysis of the essential concepts you have chosen and the thoughtfulness of your individual assessment and development agenda. You will not be evaluated on the concepts you have selected, nor your particular values, vision or development agenda, only on the level of analysis and reflection you bring to the discussion.

Hopefully this will be an exciting assignment for you. Understanding and applying Women in Organizations concepts to your lives via an assessment of current capabilities, vision and values, and the creation of a personalized development agenda can be highly empowering. Think about the possibilities facing you and the choices that you will make to create the kind of future you desire.

More details on this assignment will be provided in class. The criteria for evaluation of this assignment will be posted on the Blackboard site. Please use the digital drop box in Blackboard for submission of your paper.

Grading

The final grade will comprise of the following.

(1) Woman Leader Team Presentation	Due 1/5/11	40%
(2) Team Member Contribution	Due 1/8/11	10%
(3) WIO Praxis Paper	Due 1/19/11	40%
(4) Class Participation		10%

Academic Integrity

All students in this course are expected to adhere to university standards of academic integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. This includes, but is not limited to: claiming others’ work as your own in a presentation, turning in written work

that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. When your name appears on a group product for a class, you are responsible for the integrity of the work, even if you did not personally write the offending material. Information on citations and plagiarism can be found on the following web sites: <http://library.case.edu/ksl/researchtools/citation/index.html> and <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. The Weatherhead Academic Integrity policy can be found at <http://intranet.weatherhead.case.edu/academics/policies/integrity.cfm>.

Professor Bilimoria

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Course Outline

SATURDAY 11 DECEMBER 2010: GENDER-BASED WORKPLACE ISSUES

Readings:

Eagly, Alice H. & Carli, Linda L. Women and the Labyrinth of Leadership, Harvard Business Review, September 2007, 85, 9: 62-71.

Ibarra, Herminia & Obodaru, Otilia. Women and the Vision Thing. Harvard Business Review, January 2009, 62-70.

Kray, Laura J. Leading through Negotiating: Harnessing the Power of Gender Stereotypes, California Management Review, 2007, 50, 1: 159-173.

What We Will Do:

Introduction and overview
Managerial stereotypes and perceptions
Gender roles: from childhood to professional lives
Organizational opportunity and compensation structures
Gender and race: the experiences of women of color

SATURDAY 18 DECEMBER 2010: GENDER-BASED DIFFERENCES

Readings:

"The Power of Talk" by Deborah Tannen, Harvard Business Review, September-October 1995, 138-148.

Applebaum, Steven H., Audet, Lynda & Miller Joanne C. Gender and Leadership? Leadership and Gender? A Journey through the Landscape of Theories, Leadership and Organization Development Journal, 2003, 24, 1: 43-51.

Pless, Nicola M. Understanding Responsible Leadership: Role Identity and Motivational Drivers: The Case of Dame Anita Roddick, Founder of The Body Shop, Journal of Business Ethics, 2007, 74: 437-456.

Search the Internet for other information on Anita Roddick and The Body Shop.

What We Will Do:

Gender and communication
Gender and leadership
Discussion of Anita Roddick of The Body Shop case
Leadership vision

WEDNESDAY 5 JANUARY 2011: WOMEN AS CHANGE LEADERS

Readings:

Meyerson, Debra E. & Fletcher, Joyce K. Fletcher, "A Modest Manifesto for Shattering the Glass Ceiling", Harvard Business Review, January-February 2000, 127-136.

What We Will Do:

Student Presentations of Woman Leader Team Projects (5 presentations)
Women as organizational change agents

Assignment Due By Email Today

(1) Woman Leader Team Presentation

SATURDAY 8 JANUARY 2011: STRATEGIES, TOOLS AND RESOURCES

Readings:

Ibara, Herminia, Carter, Nancy M. & Silva, Christine. Why Men Still Get More Promotions Than Women, Harvard Business Review, September 2010, 80-85.

Donnellon, Anne & Langowitz, Nan. Leveraging Women's Networks for Strategic Value, Strategy and Leadership, 2009, 37, 3: 29-36.

Hewlett, Sylvia Ann & Luce, Carolyn Buck. Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success, Harvard Business Review, March 2005, 43-54.

Mainiero, Lisa A. & Sullivan, Sherry E. Kaleidoscope Careers: An Alternate Explanation for the "Opt-out" Revolution, Academy of Management Executive, 2005, 19, 1: 106-123.

What We Will Do:

Student Presentations of Woman Leader Team Projects (4 presentations)
Career resources, networking and mentoring
Work-life integration
Women working abroad: International dimensions
Summary of course learnings
Course closure

Assignment Due in Class Today

(1) Team Member Contributions Evaluation Form (one per team)

Assignment Due on 1/18/11:

(1) Women in Organizations Praxis Paper