ORBH 460 - Women in Organizations
Spring 2022

Saturdays 1/15, 1/29, 2/12, 2/26, 3/19   Professor Diana Bilimoria
9am – 5pm   diana.bilimoria@case.edu
Zoom   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 effective strategies for women in organizations.

The course aims at answering questions such as: How do we define and find work and career success? How does the gendered nature of organizations impact professional women? What are the valued attributes and behaviors of women and men leaders in the workplace? How can the managerial playing field be evenly tilted in favor of men and women? What derails women and what propels them upward? How can women and men best integrate their family and work life responsibilities and commitments? How can we learn to lead and communicate with executive presence and confidence, and engage in win-win negotiating? How can we successfully navigate organizational politics and transform our organizations? What distinctive biases and barriers do transgender individuals and women of different racial/ethnic backgrounds face? How can organizations become more diverse, equitable, and inclusive of all people's contributions?

The objectives of the course are for you 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 practices impacting women in organizations.
    (2) Enhance understanding of your self in relationship to others 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.

Degree Program Goals

In addition to the course-specific objectives above, the course aligns with the following goals:

- MBA (Full-Time and Part-Time) program: (1) Students function effectively in teams, and (2) Students possess self-knowledge and the awareness necessary to lead responsibly.
- MAcc program: (1) Students are effective communicators.

Course Methods

(a) Class Attendance and Participation

Since the entire course will be completed in an intensive format, attendance at remote synchronous class sessions and participation in remote teamwork via Zoom is required.

If for some reason you have to miss any one of class sessions, you may complete a make-up assignment (a short paper based on the readings) to stay in good standing for your final grade. Please inform the instructor about any absence and instructions for the make-up assignment will be emailed to you on or around the date of the missed session. Make-up assignments will be due by email by the date given by the instructor. Attendance at the first in-class session is required for all students taking this course; the instructor's permission is needed to miss this session. If you miss two or more required in-class remote synchronous sessions during the semester your final grade may be dropped by one or more letter grades as appropriate.

Participation refers to the quality of your contribution to course activities (e.g., quality of comments, active participation in small group work) and to the demonstration of behaviors likely to enhance our class as a learning community (e.g., collaboration, initiative, developmental assistance to other students).

(b) Required 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 and videos are posted in Canvas, except for readings from *Harvard Business Review* which are not allowed to be posted on a course management platform such as Canvas. However, they can be accessed for your personal use through the "Business Source Complete" database in CWRU Digital Library Research Resources (https://researchguides.case.edu/az.php?a=b). A CWRU ID is required to access these resources. 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/. Once you sign on to VPN, you can access CWRU's digital library resources to download the readings. Detailed directions to download articles are provided on Canvas under the Announcements tab. If you have any trouble accessing the readings, please contact the instructor. Links to online (short) versions of the *Harvard Business Review* readings are also provided in the course outline. Additional readings and case studies may be handed out in class or uploaded to Canvas, as appropriate.

(c) Team Meeting Reports 1 to 5.

Each team of 4 students will meet to discuss the readings, plan the team projects, and generate a 2-page summary report during and after each class session. Each report should specify:

(1) Team name.
(2) Date and time duration of remote synchronous team meeting(s).
(3) Meeting attendee names.
(4) Summary of main learnings from team discussion of readings, answering the three questions: What resonated with you as a team? What surprised you as a team? What new behaviors can team members try based on these readings?
(5) Progress made on team projects in completing the specific tasks described in the course outline for each class session.

(d) Current Issue Team-Led Class Discussion
Each team of 4 students will have approximately 20 minutes of class time to lead a class discussion about a current issue relevant to women in organizations. For this class discussion, the team will inform course participants about the issue selected, update the class about its current status, and facilitate conversation about it, possibly by posing questions for reflection and group dialogue. The team should prepare PPT slides describing the current issue. All team members are required to participate in the presentation. Examples of current issues may include recent media mentions, events, lawsuits, actions taken by companies, findings of recent reports or studies, and any other relevant issue. The schedule for these discussions will be finalized at the first class session. The criteria for evaluation of this assignment will be posted on the Canvas site. Please submit your PPT slide presentation (one per team) via Canvas.

(e) Woman Leader Team Project Presentation
Each team of 4 students will choose a woman senior leader in a business or nonprofit organization, and investigate her behaviors and effects on others through an interviews, readings, the Internet, and other sources. You should only select a woman leader whom you can interview and on whom some material is available to evaluate her behavior, values, and effects on others. The team should collectively interview this woman leader, either in person or virtually. Additionally, the team has the option to interview others in her 360 degree circle.

Each team will give a 30 minute presentation (including a 5 minute Q&A session) about your woman leader and your conclusions about her impact on others. All team members are required to participate in the presentation. The presentation should describe as many of the following facets as possible.
- Childhood, family and educational background.
- Career history.
- Core values and principles by which she leads her life.
- Leadership vision, philosophy and approach.
- Executive presence and confidence.
- Communication styles.
- Leadership styles, including any examples of inclusive leadership.
- A story or example of barriers or challenges overcome, including any intersectional challenges.
- A story or example of leadership integrity and courage.
- Mentoring and relationship building examples.
- Work-life integration efforts.
- Organizational outcomes and impact (if applicable).

- Her overall legacy.

The presentations should use PowerPoint, and include audio-visuals and quotes from the interview, and Internet video clips if possible, as well as a listing of information sources. Please submit your presentation (one per team) via Canvas. The criteria for evaluation of this assignment are posted on Canvas.

Each team will also collectively complete a ***Team Member Contributions Evaluation Form*** which requires an assessment of each member's contributions to completion of the team requirements of the course. This form is posted on Canvas. Please submit one form per team via Canvas.

(f) Women in Organizations Praxis Paper (Individual)
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 8-10 double-spaced pages.

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, readings, discussions, activities and your own experiences, discuss the elements that you think are critical for women (or anyone) to be successful in their careers in organizations. Please integrate the course readings into this part of your paper.

Some examples of our Women in Organizations course elements that may resonate with you include: Gender stereotypes, biases, and barriers in the workplace; Integrity and professionalism; Intersectional challenges and strategies; Organizational climate and culture; Leadership vision and skills; Communication and presentation skills; Executive presence and confidence; Win-win negotiating; Social capital development through networks, mentors, and sponsors; Career planning skills; Work-life integration and family support; and Emotional strength and resilience. There may be other elements that stood out for you, 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 explain why you believe them to be essential for your success. 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 elements that you identified in the first part and your vision of your best self in the future (2-3 pages). Draw on your own experiences as well as any 360 degree feedback or performance

feedback you may have received previously from others to illustrate your strengths and capabilities, as well as areas for development, with regard to the core elements identified in the previous section. This assessment should include your strengths and gaps, your personal vision of your self in the future, and the impact you wish to have in the world.

The third part of the paper is your personalized development agenda (2-3 pages). This is a discussion of your development goals and 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 you face 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 are posted on Canvas. Please submit your paper via Canvas.

Grading

Course Component	Percent
(1) Team Meeting Reports (5)	15%
(2) Current Issue Team-Led Class Discussion	10%
(3) Woman Leader Team Project Presentation	30%
(4) Team Member Contributions Evaluation	15%
(5) WIO Praxis Paper	20%
(6) 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 https://wts.indiana.edu/writing-guides/plagiarism.html. The Weatherhead Academic Integrity policy can be found at https://bulletin.case.edu/weatherheadschoolofmanagement/policies/#academicintegritypolicytext.

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Required Readings:

Hazel McLaughlin, Jo Silvester, Diana Bilimoria, Sophie Jané, Ruth Sealy, Kim Peters, Hannah Möltner, Morten Huse, Juliane Göke. (2018). Women in Power: Contributing Factors that Impact on Women in Organizations and Politics; Psychological Research and Best Practice. Organizational Dynamics, 57: 189-199. [Posted to Canvas]

Chang, Edward H. & Katherine L. Milkman. (2020). Improving Decisions that Affect Gender Equality in the Workplace. Organizational Dynamics, 49. [Posted to Canvas]

Eagly, Alice H. & Linda L. Carli. Women and the Labyrinth of Leadership, Harvard Business Review, September 2007, 85, 9: 62-71. https://hbr.org/2007/09/women-and-the-labyrinth-of-leadership

Ibarra, Herminia, Robin Ely & Deborah Kolb. Women Rising: The Unseen Barriers, Harvard Business Review, 2013, 61-66. https://hbr.org/2013/09/women-rising-the-unseen-barriers

Optional Readings:

Catalyst. Inc. Women and the Future of Work. 2019. [Posted on Canvas]

McKinsey, Women in the Workplace, 2017. https://womenintheworkplace.com/

O'Neil, Deborah, Hopkins, Margaret & Bilimoria, Diana. Women's Careers at the Start of the 21st Century: Patterns and Paradoxes, Journal of Business Ethics, 2008, 80, 4: 727-743. [Posted to Canvas].

Catalyst, Inc. The Double-Bind Dilemma for Women in Leadership: Dammed If You Do, Doomed If You Don't, 2007. http://www.catalyst.org/knowledge/double-bind.

Flynn, Patricia, Cavanagh Kevin V., & Bilimoria, Diana. Closing the Gender Gap. BizEd, March-April 2015. [Posted to Canvas].

Dobbin, Frank & Alexandra Kalev. 2020. Why Sexual Harassment Programs Backfire. Harvard Business Review, May-June. https://hbr.org/2020/05/confronting-sexual-harassment?utm_medium=email&utm_source=newsletter_monthly&utm_campaign=womenatwork_not_activesubs&deliveryName=DM78367.

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

Catalyst, Inc. Why Diversity Matters.2013.
http://www.catalyst.org/system/files/why_diversity_matters_catalyst_0.pdf.

Barsh, Joanna, Susie Cranston & Rebecca A. Craske. Centered Leadership: How
Talented Women Thrive. The McKinsey Quarterly, 2008, 4: 35-48 [Posted to Canvas].

Barsh, Joanna, Josephine Mogelof & Caroline Webb, How Centered Leaders Achieve
Extraordinary Results, The McKinsey Quarterly, 2010, 2-9. [Posted to Canvas].

In Class Activities
Course introduction and overview
Team assignments
The complex factors influencing women's achievement and thriving at work
Unconscious gender bias and leadership stereotypes in the workplace
Overcoming gender biases and barriers
Women in Organizations Executive Speakers
Team Meeting 1

Team Meeting 1
(1) Discuss the following questions regarding the required readings and materials
presented during the class session: What resonated with you? What surprised you?
What new behaviors can you try based on these readings?
(2) Discuss the topic for your team's Current Issue Team-Led Class Discussion. Identify
readings and other Internet sources for the presentation. Plan and allocate team tasks.
Outline the class discussion activity.
(3) Discuss whom your team will study for the Woman Leader presentation. Identify
readings and other Internet sources for the presentation. Plan and allocate team tasks.

Assignment Due on Thursday 20 January
(1) Upload to Canvas (one document per team) specifying:
   • Your team name.
   • 2-3 names of a Woman Leader that your team would like to interview.
   • The proposed topic of your team's Current Issue Team-led Discussion.

Assignment Due on Thursday 27 January
(1) Submit *Team Meeting 1 Report* to Canvas (one document per team).

Required Readings:

Ibarra, Herminia & Otilia Obodaru. Women and the Vision Thing. Harvard Business Review, January 2009, 62-70. https://hbr.org/2009/01/women-and-the-vision-thing.

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.
http://www.academia.edu/4060084/Understanding_Responsible_Leadership_Role_Identity_and_Motivational_DriversUnderstanding_Responsible_Leadership_Role_Identity_and_Motivational_Drivers_NicolaM._Pless_The_Case_ofDame_Anita_Roddick_Founder_of_The_Body_Shop

Optional Readings:

Ruderman, Marian & Patricia J. Ohlott. What Women Leaders Want, Harvard Business Review, Winter 2004: 40-47. [Posted to Canvas].

Sugiyama, Keimei, Cavanagh, Kevin V., van Esch, Chantal, Bilimoria, Diana & Brown, Cara. Inclusive Leadership Development: Drawing From Pedagogies of Women's and General Leadership Development Program, Journal of Management Education, 2016, 40, 3: 253-292.
https://journals.ohiolink.edu/pg_200?::NO:200:P200_ARTICLEID:337870549

Buse, Kathleen & Diana Bilimoria. 2014. Personal Vision: Enhancing Work Engagement and Retention of Women in the Engineering Profession, Frontiers in Psychology, 5, 1-13.
https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01400/full

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

In Class Activities

      Current Issue Team-led Class Discussion
      Gender and leadership
      Transformational leadership
      Case Study: Anita Roddick of The Body Shop
      Women in Organizations Executive Speaker

AFTERNOON: COMMUNICATING WITH PRESENCE AND CONFIDENCE

Required Readings:

Kay, Katty & Shipman, Claire. 2014. The Confidence Gap, The Atlantic,
http://www.theatlantic.com/features/archive/2014/04/the-confidence-gap/359815/.

Heath, Kathryn, Jill Flynn & Mary Davis Holt. Women, Find Your Voice, <u>Harvard Business Review</u>, June 2014, 118-121. https://hbr.org/2014/06/women-find-your-voice.

O'Neil, Deborah A., Hopkins, Margaret M. & Bilimoria, Diana. A Framework for Developing Women Leaders: Applications to Executive Coaching, <u>Journal of Applied Behavioral Science</u>, 2015, 51, 2: 253-276. [Posted to Canvas].

Optional Readings:
Davis, Kathleen. The One Word Men Never See In Their Performance Reviews, Fast Company. http://www.fastcompany.com/3034895/strong-female-lead/the-one-word-men-never-see-in-their-performance-reviews.

Ruderman, Marian & Patricia J. Ohlott. Leading Roles: What Coaches of Women Need to Know, <u>LIA</u>, July/August 2005, 25, 3: 1-9. [Posted to Canvas].

Tannen, Deborah. The Power of Talk. <u>Harvard Business Review</u>, September-October 1995, 138-148. https://hbr.org/1995/09/the-power-of-talk-who-gets-heard-and-why.

McKinsey & Co., <u>Moving Mind-Sets on Gender Diversity</u>, 2014. http://www.mckinsey.com/business-functions/organization/our-insights/moving-mind-sets-on-gender-diversity-mckinsey-global-survey-results

In Class Activities
      Executive presence and the gender confidence gap
      Confidence self-assessment
      Developing confidence and self-efficacy
      Communication styles
      Women in Organizations Executive Speaker
      Team Meeting 2

Team Meeting 2
      (1) Discuss the following questions regarding the required readings and materials presented during the class session (morning and afternoon): What resonated with you? What surprised you? What new behaviors can you try based on these readings?
      (2) If your team presented your Current Issue Team-Led Discussion today, review your presentation. What went well (content and style)? What could be improved? Each individual team member should come up with 2-3 behaviors that would make you even more effective when presenting, potentially to senior leaders in your workplace. If your team presents your Current Issue Team-Led Discussion in Class 3 or 4, share progress on individual activities accomplished, and continue to prepare, coordinate, and finalize the presentation.
      (3) Prepare for the Woman Leader presentation. Discuss background readings. Plan interview questions. Discuss progress on team member tasks.

Assignment Due on Thursday 10 February
      (2) Submit ***Team Meeting 2 Report*** to Canvas (one document per team).

Required Readings:

Babcock, Linda, Sara Laschever, Michele Gelfand & Deborah Small. Nice Girls Don't Ask, Harvard Business Review, 2003. https://hbr.org/2003/10/nice-girls-dont-ask.

Harvard Program on Negotiation. Negotiation Strategies for Women: Secrets to Success, 2014. http://www.pon.harvard.edu/freemium/new-negotiation-strategies-for-women-secrets-to-success/.

Catalyst, Inc. Role Negotiation and the Pursuit of Hot Jobs, 2016. http://www.catalyst.org/knowledge/role-negotiation-and-pursuit-hot-jobs.

Optional Readings:

Browse through resources available at: AAUW. The Simple Truth about the Gender Pay Gap. https://www.aauw.org/resources/research/simple-truth/.

In Class Activities

Current Issue Team-led Class Discussion
Negotiating effectively
Gender and negotiation
Caitlin's Challenge Case
Women in Organizations Executive Speaker

AFTERNOON: NAVIGATING POWER, INFLUENCE AND POLITICS IN ORGANIZATIONS

Required Readings:

Carter, Nancy M. & Christine Silva. The Myth of the Ideal Worker: Does Doing All the Right Things Really Get Women Ahead? 2011. https://www.catalyst.org/research/the-myth-of-the-ideal-worker-does-doing-all-the-right-things-really-get-women-ahead/.

Giscombe, Katherine. Navigating Organizational Cultures: A Guide for Diverse Women and Their Managers, 2011. http://www.catalyst.org/knowledge/navigating-organizational-cultures-guide-diverse-women-and-their-managers.

Prime, Jeanine, Corinne A. Moss-Racusin & Heather Foust-Cummings. Engaging Men in Gender Initiatives: Stacking the Deck for Success, 2009. http://www.catalyst.org/knowledge/engaging-men-gender-initiatives-stacking-deck-success.

Optional Readings:

Sabattini, Laura & Sarah Dinolfo. Unwritten Rules: Why Doing a Good Job May Not Be Enough, 2010. http://www.catalyst.org/knowledge/unwritten-rules-why-doing-good-job-might-not-be-enough.

Sabattini, Laura. <u>Unwritten Rules: What You Don't Know Can Hurt Your Career</u>, 2008. https://www.catalyst.org/research/unwritten-rules-what-you-dont-know-can-hurt-your-career/.

<u>5 Ways to Engage Men in Gender Diversity Initiatives</u>, The Glass Hammer, 2010 http://www.theglasshammer.com/news/2010/09/29/5-ways-to-engage-men-in-gender-diversity-initiatives/.

In Class Activities
Navigating politics and power in organizations
Unwritten rules in organizations
Men as allies
Women in Organizations Executive Speaker
Team Meeting 3

Team Meeting 3
(1) Discuss the following questions regarding the required readings and materials presented during the class session (morning and afternoon): What resonated with you? What surprised you? What new behaviors can you try based on these readings?
(2) If your team presented your Current Issue Team-Led Discussion in Class 3, review your presentation. What went well (content and style)? What could be improved? Each individual team member should come up with 2-3 behaviors that would make you even more effective when presenting, potentially to senior leaders in your workplace. If your team presents your Current Issue Team-Led Discussion in Class 4, share progress on individual activities accomplished, and continue to prepare, coordinate, and finalize the presentation.
(3) Prepare for the Woman Leader presentation. Share progress on individual activities accomplished. Conduct the interview and debrief it. Continue to plan and prepare the presentation.

Assignment Due on Thursday 24 February
(3) Submit *Team Meeting 3 Report* to Canvas (one document per team).

Required Readings:

Ibarra, Herminia, Nancy M. Carter & Christine Silva. Why Men Still Get More Promotions Than Women, Harvard Business Review, September 2010, 80-85. https://hbr.org/2010/09/why-men-still-get-more-promotions-than-women.

Hewlett, Sylvia Ann & Carolyn Buck Luce. Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success, Harvard Business Review, March 2005, 43-54. https://hbr.org/2005/03/off-ramps-and-on-ramps-keeping-talented-women-on-the-road-to-success.

Ibarra, Herminia & Mark Hunter. How Leaders Create and Use Networks, Harvard Business Review, January 2007, 40-47. https://hbr.org/2007/01/how-leaders-create-and-use-networks.

Optional Readings:

Sandberg, Sheryl. Lean In: Women, Work, and the Will to Lead. Knopf, 2013.

Donnellon, Anne & Nan Langowitz. Leveraging Women's Networks for Strategic Value, Strategy & Leadership, 2009, 37, 3: 29-38. [Posted to Canvas].

Mainiero, Lisa A. & Sherry E. Sullivan. Kaleidoscope Careers: An Alternate Explanation for the "Opt-out" Revolution, Academy of Management Executive, 2005, 19, 1: 106-123. https://pdfs.semanticscholar.org/41bc/9dc471ef2f2034b3043d7f1eed9ba7a249d6.pdf?_ga=2.7254966.545439385.1575225913-1761936171.1570195193.

Silva, Christine, Carter, Nancy M. & Beninger Anna: Good Intentions, Imperfect Execution: Women Get Fewer of the "Hot Jobs" Needed to Advance, 2012. http://www.catalyst.org/knowledge/good-intentions-imperfect-execution-women-get-fewer-hot-jobs-needed-advance.

Foust-Cummings, Heather, Sarah Dinolfo & Jennifer Kohler. Sponsoring Women to Success, 2011. http://www.catalyst.org/system/files/sponsoring_women_to_success.pdf.

Cross, Rob & Thomas, Robert. A Smarter Way to Network. Harvard Business Review, 2011, July-August, 89 (7-8): 149-53. https://hbr.org/2011/07/managing-yourself-a-smarter-way-to-network.

Barsh, Joanna & Lareina Yee. Unlocking the Full Potential of Women at Work. McKinsey and Company, 2012. http://www.mckinsey.com/business-functions/organization/our-insights/unlocking-the-full-potential-of-women-at-work.

Buse, Kathleen & Bilimoria, Diana. Women Who Persist, <u>Society for Women Engineers (SWE) Magazine</u>, 2013, Fall: 45-51. [Posted to Canvas].

In Class Activities
Current Issue Team-led Class Discussion
Developing social capital: networks, mentors, sponsors, and coaches
Work-life integration, clarifying priorities
Women in Organizations Executive Speaker

AFTERNOON: UNDERSTANDING INTERSECTIONALITY AND THE TRANSGENDER EMPLOYEE EXPERIENCE

Required Readings:
Erskine, Samantha, Archibold, Estelle & Bilimoria, Diana. (2021). Afro-Diasporic Women Navigating the Black Ceiling: Individual, Relational, and Organizational Strategies. <u>Business Horizons</u>, 64, 1: 37-50. [Posted to Canvas]

Erskine, Samantha & Bilimoria, Diana. (2019). White Allyship of Afro-Diasporic Women in the Workplace: A Transformative Strategy for Organizational Change. <u>Journal of Leadership & Organization Studies</u>, 26, 3: 319–338. [Posted to Canvas]

Smith, Alexis Nicole, Watkins Maria Baskerville, Ladge, Jamie L., & Carlton, Pamela. (2018). Interviews with 59 Black Female Executives Explore Intersectional Invisibility and Strategies to Overcome It. <u>Harvard Business Review</u>, May 10. https://hbr.org/2018/05/interviews-with-59-black-female-executives-explore-intersectional-invisibility-and-strategies-to-overcome-it

Robinson, Michael J., van Esch, Chantal & Bilimoria, Diana. (2017). Bringing Transgender Issues into Management Education. <u>Academy of Management Learning & Education</u>, 16, 2: 300-313. [Posted to Canvas]

Optional Readings:
Jackson, Marlette & Rajai, Paria. 2021. Does Your Definition of Leadership Exclude Women of Color? Harvard Business Review, 20 January. https://hbr.org/2021/01/does-your-definition-of-leadership-exclude-women-of-color?ab=hero-main-text&utm_source=ActiveCampaign&utm_medium=email&utm_content=A+historic+day+for+women-and+the+U+S+-in+unusual+times&utm_campaign=LI+Newsletter%3A+Weekly+Wrap+Jan+22

Giscombe, Katherine. <u>Navigating Organizational Cultures: A Guide for Diverse Women and Their Managers</u>, 2011. http://www.catalyst.org/knowledge/navigating-organizational-cultures-guide-diverse-women-and-their-managers.

Roberts, Laura Morgan, Mayo, Anthony J., Ely, Robin J. & Thomas, David A. (2018). Beating the Odds. <u>Harvard Business Review</u>, March-April. https://hbr.org/2018/03/beating-the-odds

Purdie-Vaughns, Valerie & Eibach, Richard P. (2008). Intersectional Invsibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities. <u>Sex Roles</u>, 59: 377-391 [Posted to Canvas]

Catalyst. (2018). Day-to-Day Experiences of Emotional Tax among Women and Men of Color in the Workplace. https://www.catalyst.org/research/day-to-day-experiences-of-emotional-tax-among-women-and-men-of-color-in-the-workplace/. See also: Catalyst. (2019). Empowering Workplaces Combat Emotional Tax for People of Color in Canada. https://www.catalyst.org/wp-content/uploads/2019/06/Emotional-Tax-Canada-2019.pdf

Hewlett, Sylvia Ann, Carolyn Buck Luce & Cornel West. Leadership in Your Midst: Tapping the Hidden Strengths of Minority Executives, <u>Harvard Business Review</u>, November 2005, 74-82. https://hbr.org/2005/11/leadership-in-your-midst-tapping-the-hidden-strengths-of-minority-executives.

Robinson, Michael & Bilimoria, Diana. (2018). Busting the Gender Binary: Activities for Teaching Transgender Issues in Management Education. <u>Management Teaching Review</u>, 1-16. [Posted on Canvas]

In Class Activities
Understanding intersectionality
The experience of women leaders of color in workplaces
Stereotypes and perceptions of trans employees
Organizational actions to include trans employees
Women in Organizations Executive Speaker
Team Meeting 4

Team Meeting 4
(1) Discuss the following questions regarding the required readings and materials presented during the class session: What resonated with you? What surprised you? What new behaviors can you try based on these readings?
(2) Debrief your Current Issue Team-Led Class Discussion activity if you presented it in Class 4. What went well? What could have been improved? Each individual team member should come up with 2-3 behaviors that would make you even more effective when presenting, potentially to senior leaders in your workplace.
(3) Share progress on individual activities accomplished for Woman Leader Presentation. Conduct the Woman Leader interview and debrief it as a team. Continue to plan, prepare, and finalize the presentation.
(4) Complete the Team Member Contributions Evaluation Form as a team. This is a team assignment: Submit one form per team via Canvas.

Assignment Due on Thursday 17 March
(4) Submit ***Team Meeting 4 Report*** to Canvas (one document per team).

Required Readings
Customized to your Woman Leader Team Presentation

In Class Activities
Student Presentations of Woman Leader Team Projects
Women in Organizations Executive Speaker
Summary of Course Learnings, and Course Closure
Team Meeting 5

Team Meeting 5
(1) Discuss the following questions regarding the presentations during the class session: What resonated with you? What surprised you? What new behaviors can you try based on these presentations?
(2) Debrief your team's Woman Leader presentation. What went well? What could have been improved? Each individual team member should come up with 2-3 behaviors that would make you even more effective when presenting, potentially to senior leaders in your workplace.

Assignment Due Today
(1) ***Woman Leader Team Presentation***–submit via Canvas
(2) ***Team Member Contributions Evaluation Form***–submit one form per team via Canvas.

Assignment Due on Thursday 24 March
(1) Submit ***Team Meeting 5 Report*** via Canvas (one document per team).

Assignment Due on Thursday 7 April
(1) Submit ***Women in Organizations Praxis Paper*** via Canvas.