

Claremont Graduate University
Peter F. Drucker and Masatoshi Ito Graduate School of Management
MBA Program

MGT 368 Women in Leadership
Spring 2009 – 4 Unit Course

Katharina Pick
Office: Burkle 212
Tel: 909-607-9062
Email: katharina.pick@cgu.edu
Office Hours: Thursdays 2-4 or by appointment
Class times: Tuesdays 4-6:50 PM

Faculty support: Bernadette Lambeth
Office: Burkle, upper level, east end
Tel: 909-607-7008
Email: Bernadette.lambeth@cgu.edu

Course Description

The aim of this course is to provide students interested in leadership with the ideas and insights that pertain specifically to women and leadership. Over the last 60 years, women have made tremendous strides in the ability to shape their destinies. Today women are represented in all sectors of society, at all levels of organizations, and they are taking on important leadership roles in these settings. Historically, however, women have had less access to leadership positions than men, first because of iron barriers and later because of the proverbial “glass ceiling.” This history continues to be an important aspect of life in organizations and for women in particular.

The primary objective of this course is to uncover the tensions, biases, and assumptions that have shaped and continue to shape how women ascend to leadership positions and how they exercise leadership. We will explore famous debates like nature versus nurture, male versus female leadership “styles,” and why there continues to be a dearth of top women leaders in many sectors of society. We will learn about the unique challenges, constraints and opportunities that face women as they ascend to leadership positions in organizations and also what this means for organizations. The issues have to do with managing diversity, the dynamics of power, authority, and influence, being different, and social expectations as they pertain to women. We will explore these topics by drawing on the experiences of women leaders from a variety of sectors and by bringing in important concepts and research insights from psychology, sociology, and management. An important objective then, is to learn strategies that enable people to ascend to formal leadership positions in organizations and to effectively exercise leadership, with the recognition that gender dynamics will shape this process.

A secondary objective of the course is to allow students to reflect on their own experiences; to provoke them to think about their own assumptions and to help them develop their own perspective and leadership style. The purpose is not to provide students with a set of clear-cut tactics, but rather to expose them to the issues related to women in leadership and provide a basis for them to be aware, thoughtful, and confident members of organizations.

Finally, this course is a collaborative endeavor. It is the first time that a course on women and leadership is being offered at The Drucker School. We have the opportunity to learn a tremendous amount from each other and to develop a collaboration that will carry on over years beyond the end of the course.

Learning Objectives

After successfully completing this course, you should be able to:

- Describe the common explanations for gender inequities and evaluate critically the assumptions and implications of each
- Recognize and diagnose gender and power dynamics in organizations
- Describe the benefits and pitfalls of diversity in organizations and how to achieve/avoid them
- Integrate lessons from successful women leaders with your own leadership experiences and goals
- Describe your own goals, strengths, and style as a leader

Course Requirements

Pre-Class Biographic Essay (ungraded)

Self-Reflection Essay (15%)

One of the aims of this class is for you to reflect on your own leadership style, your strengths, and your experiences, and to incorporate the lessons from the readings, cases, and discussion into your own leadership development. I will encourage you to keep a weekly self-reflection journal in which you draw on and reflect on the ideas we are covering in the course. Each week I will post a question or two on Sakai that can guide your journal writing for the week. This journal will be ungraded, though you may submit entries to me for feedback if you like. At the end of the course, you must submit a brief essay (2-3 pages, double spaced) that describes what you have learned about yourself as a leader through the various experiential exercises and journaling that you do throughout the course. This paper will be due one week following the end of the course (**October 21st**).

Case Write-Up (15%)

Each student is required to prepare one case write-up. This is a 2-3 page (double spaced) paper answering the case questions assigned for the case. The write-up is due at the beginning of the class session in which that case is discussed. You must let me know by week 2 which case you plan on preparing. The write-up should demonstrate thoughtful analysis and linkages to the concepts put forth in the readings for that class session.

Final Paper (35%)

Each student must submit a final paper that is eight to ten pages in length. Each student will select a woman leader (either a Drucker Alumna from a list of willing participants or a professional woman with whom the student is familiar) and conduct an interview with her (at least 45 minutes) during the course of the seven weeks. The final paper should be based on this interview. The student should describe at least one professional challenge of the interviewee and then use it to speak to one of the five course objectives listed above. The student should also draw on readings and examples of leaders studied in class. Four students will be exempt from writing this paper and will instead present their case study and analysis orally in a 15 minute presentation on the last day of class. Each presentation will be followed by 10 minutes of discussion and comments from the class. Each student must submit the interview questions to me prior to conducting the interview. Students who are interested in presenting should send me an email and I will draw names from a hat.

Class Participation (35%)

Each student should come to class ready to contribute thoughtfully and frequently to class discussion. This means having read the material in advance of class and being prepared to engage in a critical analysis of the ideas put forth in the readings. Cases should be read and prepared thoroughly with the guidance of the discussion questions that are posted on Sakai. You will be evaluated more on *what* you say than on *how much* you say.

Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High quality participation involves knowing when to speak and when to listen or allow others to speak. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively.

Evaluation and Grading

| | | |
|--------------------------|-----|-----|
| Self-Reflection Essay | 15% | |
| Case Write-Up | | 15% |
| Final Paper/Presentation | 35% | |
| Class Participation | 35% | |

Grading Scheme

Explanation

| | |
|----|---|
| A+ | Truly exceptional performance, rarely given. |
| A | Performance significantly above expected levels. |
| A- | Performance moderately above expected levels. |
| B+ | Expected level of performance. |
| B | Performance moderately below the expected level. |
| B- | Performance significantly below the expected level. |
| C+ | Passing but marginally acceptable performance. |
| C | Unacceptably poor performance. |
| C- | Very poor performance. |

Guidelines for Evaluating Class Participation

What this means for class participation

| | |
|----------|--|
| A and A- | Comes to class exceptionally well prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Ideas and challenges offered are always substantive, provide meaningful insights, are well substantiated and persuasively presented |
| B+ and B | Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups. Ideas and challenges offered are usually substantive, provide good insights, are well substantiated and often persuasive. |

- B- and C+ Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff their way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
- C and C- Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Ideas offered are only sometimes substantive, are sometimes fairly well substantiated and are sometimes persuasive. However, does not show interest in the discussion, listens attentively and takes notes.
- D+ and D This person says little or nothing in class. Hence, there is not an adequate basis for evaluation.
- D- and F Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude. Ideas offered are seldom substantive, and provide few if any insights and never a constructive direction for the class. Class contributions are at best “cherry-picking” efforts making isolated, obvious or confusing points.

Required Texts

Rhona Mahoney, Kidding Ourselves: Breadwinning, Babies, and Bargaining Power, Basic Books, May 16, 1996, ISBN: 04565085946.

Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center’s guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

I **do not** tolerate academic dishonesty and will actively monitor students’ work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student’s file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing (<http://www.lib.usm.edu/~instruct/guides/apa.html>). You might prefer to use the Harvard style of referencing (see: <http://www.shef.ac.uk/library/libdocs/hsl-dvc1.html> as an example of a style guide). I do not mind which style you use as long as your referencing style is consistent.

Late Assignments and Extensions

MBA students are generally very busy people and are often juggle multiple commitments along with a rigorous MBA schedule. Therefore, I do not like giving extensions simply because the majority of

students work very hard to meet deadlines and, given extra time, many could have improved their output. Therefore, extensions can be unfair to those who have turned work in on time. Having said that, I accept that there are exceptional and unforeseen circumstances that warrant extensions.

The following outlines the policy for this course. Do not ask for an extension unless you genuinely believe you can claim exceptional and unforeseen circumstances. If you are requesting an extension:

- You need to do this as early as you possibly can.
- We need to agree on an acceptable alternative hand-in date. If the hand in date

Appealing Your Grades

You should always feel as though you can query your grade, especially if you are unclear as to why you got the grade you did. Having said that, you will find that I take quite a bit of time grading your assignments and providing feedback as regrading is a time consuming and difficult process for all concerned.

If you decide to appeal a grade, you need to take the time to write me a paragraph explaining why you believe your grade should be higher (simply thinking you deserve an “A” does not warrant a regrade). You need to submit the paragraph, along with your graded assignment and the feedback sheet by a date we will agree upon in class.

Syllabus

MODULE ONE: UNDERSTANDING GENDER IN ORGANIZATIONS

Week 1: Setting the Stage and Understanding Gendered Organizations

What is gender? What is a gendered organization? Why study gender and leadership? What is the current state of play?

Readings:

Sapolsky, R. (2006). “A Natural History of Peace,” *Foreign Affairs* January-February, 85(1): 104.

West, C. and D.H. Zimmerman (1987). “Doing Gender,” *Gender and Society* June, 1(2): 125-151.

Acker, J. (2003). “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations,” pp in *Reader in Gender, Work, and Organization*, R. Ely and J. Fletcher, eds. Oxford: Wiley-Blackwell.

Heifetz, R. (2007). “Leadership, Authority, and Women: A Man’s Challenge,” pp 311-327 in *Women and Leadership*, B. Kellerman and D. Rhode, eds. San Francisco: Jossey-Bass.

Tischler, L. (2004). “Where are the Women?” *Fast Company*, February, Issue 79.

Mini-Case:

Schrank, R. (1994). “Two Women, Three Men on a Raft,” *Harvard Business Review*.

MODULE TWO: THEORIES OF LEADERSHIP, GENDER, AND THE ENVIRONMENT

Week 2: Conceptions of Leadership

What are our conceptions and models of leadership? How have they evolved? How are these perpetuated by our environment? How do they relate to gender?

Readings:

Northouse, P. (2007). "Trait Approach," pp 15-36 in *Leadership: Theory and Practice*. Thousand Oaks: Sage.

Northouse, P. (2007). "Style Approach," pp 69-88 in *Leadership: Theory and Practice*. Thousand Oaks: Sage.

Northouse, P. (2007). "Contingency Approach," pp 113-126 in *Leadership: Theory and Practice*. Thousand Oaks: Sage.

Senge, P. (1990). "Mental Models," pp 174-204 in *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

Case Discussion:

"Margaret Thatcher"

Margaret Thatcher's rise to the leadership of Great Britain's Conservative Party.

MODULE THREE: ON BEING DIFFERENT

Week 3: The Difference "Difference" Makes

How can we understand the psychology of being different? What are the effects of tokenism? How should we approach difference?

Readings:

Ely, R. and D. Thomas (1996). "Making Differences Matter: A New Paradigm for Managing Diversity," *Harvard Business Review* September-October, pp 1-14.

Reskin, B. (2003). "What's the Difference? A Comment on Deborah Rhode's 'The Difference Difference Makes,'" pp 59-65 in *The Difference "Difference" Makes*, D.L. Rhode, ed. Stanford: Stanford University Press.

Ely, R., Meyerson, D. and M.N. Davidson (2006). "Rethinking Political Correctness." *Harvard Business Review* September, pp 1-11.

Merrill-Sands, D. and E. Holvino (2003). "Working With Diversity: A Focus on Global Organizations," pp 327- 342 in *Reader in Gender, Work, and Organization*, R. Ely and J. Fletcher, eds. Oxford: Wiley-Blackwell.

Case Discussion:

"Millenium Media"

In-Class Video:

"A Tale of 'O': On Being Different," by Rosabeth Moss Kanter

MODULE FOUR: GENDER AND LEADERSHIP STYLE

Week 4: Nature versus Nurture

Do men and women lead differently? What is the double-bind and why does it happen? How can leaders escape it?

Readings:

Rosener, J. (1990). "Ways Women Lead," *Harvard Business Review*, November-December.

Eagly, A. and L. Carli (2007). "Are Men Natural Leaders?" **and** "Do Women Lead Differently from Men?" pp 29-48 and pp 119-135 in *Through the Labyrinth*. Boston: HBS Press.

Keohane, N.O. (2007). "Crossing the Bridge: Reflections on Women and Leadership," pp. 65-91 in *Women and Leadership*, B. Kellerman and D. Rhode, eds. San Francisco: Jossey-Bass.

Case Discussion:

"Anne Mulcahy"

Leading Xerox in a time of crisis.

Video: Donna Dubinsky

Week 5: Transformational Leadership and Leadership Style Self-Assessment

What are the implications of a new "women's" style of leadership? What is your leadership style?

Readings:

Pittinsky, T., Bacon, L.M., and B. Welle (2007). "The Great Women Theory of Leadership: Perils of Positive Stereotypes and Precarious Pedestals," pp 93-116 in *Women and Leadership*, B. Kellerman and D. Rhode, eds. San Francisco: Jossey Bass.

Hymowitz, C. (2005). "Too Many Women Fall for Stereotypes of Selves," *Wall Street Journal*, Eastern edition, October 24, pg. B1.

Northouse, P. (2007). "Transformational Leadership," pp 175-204 in *Leadership: Theory and Practice*. Thousand Oaks: Sage.

Collins, J. (2005). "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," *Harvard Business Review* July.

Self-Assessment Exercise

MODULE FIVE: RECOGNIZING GENDER DIFFERENCES IN POWER & INFLUENCE

Week 6: Building Power and Negotiating

What are the gender differences how people build power and negotiate?

Readings:

Babcock L. and B. Laschever "Introduction," pp 1-18 in *Women Don't Ask: Negotiation and the Gender Divide*. New York: Bantam Dell.

Babcock L. and B. Laschever (2007). "Scaring the Boys," pp 93-122 in *Women Don't Ask: Negotiation and the Gender Divide*. New York: Bantam Dell.

Babcock L. and B. Laschever (2007). "Fear of Asking," pp 123-142 in *Women Don't Ask: Negotiation and the Gender Divide*. New York: Bantam Dell.

Kolb, D. and J. Williams (2000). "Introduction: Recognizing the Shadow Negotiation." Pp 15-40 in *The Shadow Negotiation: How Women Can Master the Hidden Agendas That Determine Bargaining Success*. New York: Simon & Schuster.

Tannen, D. (1995). "The Power of Talk: Who Gets Heard and Why," *Harvard Business Review*. September.

Self-Assessment Exercise

Influence style and locus of control.

Case Discussion:

"Lisa Benton"

Week 7: Networks and Mentoring

Are there gender differences in how people build networks? How can women gain better access to networks and mentors that will help them advance?

Readings:

Groysberg, B. (2008). "How Star Women Build Portable Skills," *Harvard Business Review* February.

Blake-Beard, S.D. (2005). The inextricable link between mentoring and leadership." In *Enlightened Power: How Women are Transforming the Practice of Leadership*, L. Coughlin, E. Wingard, and K. Hollihan, eds. San Francisco: Jossey-Bass.

Brady, D. and J. McGregor (2007). "What Works in Women's Networks: How Three Corporations Crafted Organizations For Female Employees That Have An Actual Impact," *BusinessWeek* June 2007.

Case Discussion:

"Heidi Roizen"

How a venture capitalist builds and maintains an extensive and powerful network throughout different stages in her career.

MODULE SIX: APPLYING THEORY

Week 8: Applying Theory

Group presentations of Film Analysis

MODULE SEVEN: BALANCING LIFE AND WORK

Week 9: Work-Life Balance – Challenges and Questions

What issues do people face in managing work and non-work roles, expectations, and desires? How are they shaped by gender?

Readings:

Mahony, R. (1995). "Women's Predicament," pp. 9-26 in *Kidding Ourselves* New York: BasicBooks.

Belkin, L. (2003). "The Opt-Out Revolution." *The New York Times* October 26.

Graff, E.J. (2007) "The Opt-Out Myth." *Columbia Journalism Review* March/April.

Hewlett, S. (2007). "Women's Nonlinear Careers: The Flexibility Imperative" in *Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success* Boston: HBS Press.

Harrington, B. and D.T. Hall (2007). "Work and Family." pp. 133-152 in *Career Management & Work/Life Integration: Using Self-Assessment to Navigate Contemporary Careers* Thousand Oaks: Sage

Case Discussion:

HBR Case Study: "Off-Ramp – or Dead-End?"

Should Cheryl stay in her job or leave to spend more time with family?

Week 10: Work-Life Balance – Making It Work

What are some strategies for success?

Mahony, R. (1995). "BATNAs, Babies, and Bedrock Facts," pp. 37-64 in *Kidding Ourselves* New York: BasicBooks.

Mahony, R. (1995). "A Traditional Marriage," "Two Transitional Marriages," **and** "A World in Transition," pp. 67-114 and 133-162 in *Kidding Ourselves* New York: BasicBooks.

Ibarra, H. (2005). "Our Many Possible Selves: What Do We Want?" In *Enlightened Power: How Women are Transforming the Practice of Leadership*, L. Coughlin, E. Wingard, and K. Hollihan, eds. San Francisco: Jossey-Bass.

Hewlett, S. (2002). "Executive Women and the Myth of Having It All." *Harvard Business Review* April.

Harrington, B. and D.T. Hall (2007). "Workplace Flexibility." pp. 153-177 in *Career Management & Work/Life Integration: Using Self-Assessment to Navigate Contemporary Careers* Thousand Oaks: Sage

Self Assessment Exercise: In class group work and presentations

MODULE EIGHT: BECOMING A LEADER – CHALLENGES AND OPPORTUNITIES

Week 11: Everyday Leadership: Using Difference to Make a Difference

How can being different provide opportunities to lead? What responsibilities may come with leadership?

Readings:

Meyerson D. and R. Ely (2003). "Using Difference to Make a Difference," pp 129-140 in *The Difference "Difference" Makes*, Rhode, ed. Stanford: Stanford University Press.

Meyerson, D. (2001). "Who Tempered Radicals Are and What They Do" pp 1-18 in *Tempered Radicals: How People Use Difference to Inspire Change at Work* Boston: HBS Publishing.

Meyerson, D. (2001). "Turning Personal Threats into Opportunities," pp 57-76 in *Tempered Radicals: How People Use Difference to Inspire Change at Work* Boston: HBS Publishing.

Meyerson, D. (2001). "Leveraging Small Wins" pp 101-120 in *Tempered Radicals: How People Use Difference to Inspire Change at Work* Boston: HBS Publishing.

Case Discussion:

"The Individual and the Corporation: Kathy Levinson and E*Trade"

A conflict between personal values and leadership responsibilities.

Week 12: The Public Image

Case Discussion:

"Managing a Public Image: Cheri Mack"

"Managing a Public Image: Sophie Chen"

"Managing a Public Image: Kevin Knight"

Week 13: Becoming a Leader

What are the constraints that organizations can put on women? Why do women leaders thrive in some organizations and not others? What opportunities are there for women to make change?

Eagly, A. and L. Carli (2007). "Do Organizations Compromise Women's Leadership?" pp 137-160 in *Through the Labyrinth*. Boston: HBS Press.

Case Discussion:

"Katherine Graham"

How Katharine Graham, thrust into the leadership position in a "man's world" at the *Washington Post Company*, builds power and authority, and becomes a leader.

MODULE NINE: STEPPING INTO THE FUTURE

Week 14: Wrap-Up and Presentations

How do you plan your career with the tensions and unique challenges in mind? What are the individual, organizational, and institutional changes that can make a difference?

Readings:

"Are We Preparing Ourselves to Lead?" by Linda Hill, in *The Difference "Difference" Makes*, by

Rhode, pp 144-167.

“How Do Some Women Find their Way Through the Labyrinth,” Chapter 10 in Through the Labyrinth, by Eagly and Carli, pp 161-182.

“Taking Your Place at the Leadership Table: It’s Still a Test,” Chapter 1 in *Her Place at the Table: A Woman’s Guide to Negotiating Five Key Challenges to Leadership Success*, by Kolb, Williams, and Frohlinger, pp 1-16.

“Bringing Your Whole Self to Work: Lessons in Authentic Engagement from Women Leaders,” by Morgan Roberts, Chapter 12 in Women and Leadership, by Kellerman and Rhode, pp 329-352.

Student Presentations and Discussion

KP/12-8-2008