

Academic course: 2024/25
Course: Gender & Leadership
Semester: Fall 2024
Workload: 6 ECTS (145 hours)
Instructor: Leire Gartzia / María J. Pando

Description and justification

Today, gender is a central component in our society, with many challenges that remain open globally. In particular, as societies develop in a globalized and changing world, organizations and private firms need to better understand and manage emerging gender trends, in order to respond to the requirements of current and next-generation male and female employees and managers.

This course will examine the cultural, social and psychological foundations of gender with a particular focus on gender issues in organizations and management. We will explore key concepts in feminist and gender theory, and cross-cultural influences in sex-roles. We will also identify resistances and challenges that prevail in organizations regarding gender issues at individual, group and organizational levels. The focus will be on identifying the reasons and challenges of gender inequality in managerial roles and their implications for organizational functioning and change. Students will develop group activities with other students from different countries and be assessed based on completion and quality of assigned individual and teamwork. Reflection on the student's own gendered traits and leadership styles will also be required, aimed at improving one's full potential as a leader from a gender perspective.

Prerequisites

Good command of the English language (B2-C1)

Competencies and learning outcomes

- **Generic competence (GC):** Leadership in a diverse and intercultural world (20% of the final grade).
- **Specific Competence 1 (SC1):** Identify and explain the basic concepts that define the gendered society, recognize the way gender is shaped by cultural practices and how gender plays a major role in the way that humans interact with each other.
- **Specific Competence 2 (SC2):** Identify how models, factors and variables of organizational behavior and leadership operate from a gender perspective, detecting opportunities for individual and organizational development.

Learning outcomes directly related to these specific competences are as follows:

- The student identifies and explains the basic concepts that define the gendered society, recognizes the way gender is shaped by cultural practices and how gender plays a major role in the way that humans interact with each other.
- The student examines cross-culturally sex roles and stereotypes, gender identities, sexual practices, gender-associated divisions of labor and the intersections between gender and other culturally constructed inequalities in intercultural societies.

- The student identifies different gendered systems and factors behind OB (Organizational Behavior) variables and identifies their level of analysis (individual, group, organization).
- The student describes the gendered effects of OB systems on employees' behavior and job performance.
- The student is familiar with the different types and gendered nature of leadership styles in organizations.
- The student identifies management styles that are appropriate for an organizational context.
- The student identifies and applies variables of individual change suitable to the context.

Contents

- **Unit 1: WHAT ARE WE SPEAKING ABOUT WHEN WE SPEAK OF GENDER?**
 - The sex-gender distinction and its historical and cultural construction. Definition of basic concepts.
 - What feminism has to do with gender: patriarchy, heteronormativity and feminism.
 - Should we all be feminist?
- **Unit 2: GENDER AND CULTURAL PRACTICES.**
 - The gender bias: gender and knowledge
 - Gender and media culture
 - Gender and cultural diversity
 - Masculinities and femininities
- **Unit 3: SEX AND GENDER IN THE SPECIFIC CONTEXT OF ORGANIZATIONS**
 - The sex-gender distinction from a social/organizational perspective. A multilevel approach.
 - Masculinities and femininities in the work context.
 - Basic principles of organizational behavior (OB).
 - Individual, group and organizational variables from a gender perspective.
- **Unit 4: GENDER AND LEADERSHIP**
 - Sex and gender analyses in leadership and management.
 - Gender and sex differences in leadership. Open debates about the female advantage
 - Gender equality plans and affirmative action
 - Gender equality and feminism as drivers of organizational change.

Teaching-learning strategy

- In accordance with the University of Deusto learning model, all didactic units will start with a contextualization and reflection about their relevance by observing reality (TV series, commercials, press releases, video talks), generating questions and reflections by students (open debates and discussions). Instructors will then help students further understand concepts through short exercises on scholarly reads on academic theories and research which will be further applied to case studies.
- All students will meet twice a week with the instructors in virtual classes. These meetings combine with individual and team work that students will conduct autonomously. All learning material will be available on the University of Deusto learning platform, ALUD.

Calendar

150 HOURS	15 Weeks	4 UNITS	TOPICS	COMPETENCIES
10	1 10-12 Sept	Prof. Pando	Presentation, Introd, and Course Criteria	All
5	2 17 Sept	Prof Gartzia	Introduction to the Generic Competence	GC1
5	2 19 Sept	UNIT 1 Prof Pando	SEX, GENDER AND SOCIETY. Basic concepts and general background	GC1, SC1
10	3 24 -26 Sept	UNIT 1 Prof Pando	SEX, GENDER AND SOCIETY. Basic concepts and general background	GC1, SC1
10	4 1-3 Oct	UNIT 2 Prof Pando	GENDER AND CULTURAL PRACTICES. Gender identities, Cultural diversity, intersectionality, etc	GC1, SC1
10	5 8-10 Oct	UNIT 2 Prof Pando	GENDER AND CULTURAL PRACTICES. Gender identities, Cultural diversity, intersectionality, etc	GC1, SC1
10	6 15-17 Oct	UNIT 2 Prof Pando	GENDER AND CULTURAL PRACTICES Gender identities, Cultural diversity, intersectionality, etc	GC1, SC1
10	7 22-24 Oct	UNIT 3 Prof Gartzia	SEX AND GENDER IN THE SPECIFIC CONTEXT OF ORGANIZATIONS.	GC1, SC2
10	8 29-31 Oct	UNIT 3 Prof Gartzia	SEX AND GENDER IN THE SPECIFIC CONTEXT OF ORGANIZATIONS	GC1, SC2
10	9 5-7-Nov	UNIT 4 Prof Gartzia	GENDER AND LEADERSHIP	GC1, SC2
10	10 12-14 Nov	UNIT 4 Prof Gartzia	GENDER AND LEADERSHIP	GC1, SC2
10	11 19-21 Nov	Prof Gartzia	Generic Competence	GC1
10	12 26-28 Nov	Prof Pando & Gartzia	Groups feedback	ALL
10	13 3-5 Dec	Prof Pando & Gartzia	Groups feedback	ALL
10	14 10-12 Dec	Prof Gartzia & Pando	EVALUATION OF CASE STUDIES	GC1, SC1, SC2

10	15 17-19 Dec	Prof Gartzia & Pando	EVALUATION OF CASE STUDIES	GC1, SC1, SC2
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Assessment

- The Specific Competences (SC1; SC2) will be evaluated with activities developed during the course in the four units (10% each unit), as well as a final GROUP case study integrating all the concepts and conceptual issues covered during the course (40%). Total: 80%
- The Generic Competence (GC) will be evaluated through an Individual report on leadership skills, in which the student is expected to develop her/his leadership potential at command level 1: identifying one's own leadership orientation and taking initiatives to develop others in a diverse and multicultural community: 20% (GC1)

Thus, the evaluation of the two specific competences and the generic competence will be implemented as follows:

- SC1: 40% (20% with individual evaluation at the end of Unit 2, 20% with final group presentation of the case study).
- SC2: 40% (20% with individual evaluation at the end of Unit 2, 20% with final group presentation of the case study).
- GC: 20% (with final individual report)

The final grade will be the average resulting from percentages above.

	INDIVIDUAL WORK (60%)	TEAM WORK (40%)
UNITS 1&2	20% SC1	20% SC1
UNITS 3&4	20% SC2	20% SC2
GENERIC COMPETENCE	20% GC	

FAIL AND RESIT. Students who fail the course, will have the option to submit activities again in an extraordinary call. These activities will be completed within the next three weeks following the date in which the marks are published at the end of the virtual class sessions. Dates for the resit will be published during the semester.

Basic bibliographical and audiovisual material

- Adichie, Chimamanda Ngozi. (2012) We should all be feminist. Accessed from https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists#t-150
- Banet-Weiser, S., R. Gill, & C. Rottenberg, (2019) "Postfeminism, popular feminism and neoliberal feminism. Sarah Banet-Weiser, Rosalind Gill and Catherine Rottenberg in conversation", *Feminist Theory*, vol.21, núm.1, 2020, págs. 3-24.

- Baumgardner, Jennifer. (2011). Is there a fourth wave? Does it matter? Accessed from <https://www.feminist.com/resources/artspeech/genwom/baumgardner2011.html>
- Cochrane, Kira. (2013). "The fourth wave of feminism: meet the rebel women". *The Guardian*. <https://www.theguardian.com/world/2013/dec/10/fourth-wave-feminism-rebel-women>
- Criado-Pérez, C. (2019). *Invisible Women. Exposing Data Bias in a World Designed for Men*. London: Vintage Press.
- Donath, s. (2000). The Other Economy: A Suggestion for a Distinctively Feminist Economics, *Feminist Economics*, 6(1), 115-123, DOI: 10.1080/135457000337723
- Eagly, A. H., Gartzia, L., & Carli, L. (2014). Female Advantage Revisited. In S. Kumra, R. Simpson & R. Burke (Eds.), *Oxford Handbook of Gender in Organizations* (pp.153-174). England: Oxford University Press.
- Fraser, Nancy (2013). *Fortunes of Feminism. From State-Manged Capitalism to Neoliberal Crisis*. London: Verso.
- Gartzia, L. & Baniandrés, J. (2019). How Feminine is the female advantage? Incremental validity of gender traits over leader sex on employees' responses. *Journal of Business Research*, 99, 125-139.
- Gartzia, L. & van Knippenberg, D. (2015). Too Masculine, Too Bad: Effects of Communion on Leaders' Promotion of Cooperation. *Group and Organization Management*, 41(4), 458-490. doi: 10.1177/1059601115583580
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- Gee, Tabi Jackson & Rose, Freya (2018). *What would de Beauvoir do? How the greatest feminists would solve your everyday problems*. London: Cassell.
- Grau, Stacy Landreth & Yorgos C. Zotos (2016) Gender stereotypes in advertising: a review of current research, *International Journal of Advertising*, 35:5, 761-770, DOI:10.1080/02650487.2016.1203556
- Gray, Roxanne (2014). *Bad feminist. Essays*. Harper Collins.
- hooks, bell. (2000). *Feminism is for everybody*. London: Pluto Press.
- Kimmel, M. (2016). *The Gendered Society*. Oxford: Oxford University Press, 6th edition.
- _____ (2015). Why gender equality is good for everyone _ men included. Accessed from https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included
- Livingston, R. W., Rosette, A. S., & Washington, E. F. (2012). Can an Agentic Black Woman Get Ahead? The Impact of Race and Interpersonal Dominance on Perceptions of Female Leaders. *Psychological Science*, 23(4), 354–358. <https://doi.org/10.1177/0956797611428079>
- Munro, Ealasaid (2013). "Feminism: A Fourth Wave?" *Political Insight*, 4(2): 22–25. <https://doi.org/10.1111/2041-9066.12021>
- Stober, M. (1994). Rethinking Economics Through a Feminist Lens. *The American Economic Review*, 84, 2, 143-147.
- Sandberg, Sheryl. (2013). So we leaned in ... now, what? https://www.ted.com/talks/sheryl_sandberg_so_we_leaned_in_now_what#t-10418