

Academic course: 2021/22
Course: Gender & Leadership
Semester: Fall 2021
Workload: 6 ECTS (148 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**
 - Basic principles of organizational behavior (OB).
 - Individual, group and organizational variables from a gender perspective.
- **Unit 4: GENDER AND LEADERSHIP**
 - Leadership as a relevant dimension in OB. The most relevant models
 - Gender and sex differences in leadership. Open debates about the female advantage.
 - Gender equality as an antecedent 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.

Calendar

140 HOURS	14 Weeks	4 UNITS	TOPICS	COMPETENCIES
10	1 14-16 Sept	Prof. Pando & L. Gartzia	Presentation, Introduction to the Subject, and Course Criteria	All
10	2 21-23 Sept	1 Prof M Pando	SEX, GENDER AND SOCIETY. Basic concepts and general background	GC 1, SC1
10	3 28-30 Sept			
10	4 5-7 Oct			
10	5 12*-14 Oct	2 Prof M Pando	GENDER AND CULTURAL PRACTICES. Gender identities, Cultural diversity, intersectionality, etc	GC1, SC1
10	6 19-21 Oct			
10	7 26-28 Oct			
10	8 2-4 Nov	3 Prof L Gartzia	SEX AND GENDER IN THE SPECIFIC CONTEXT OF ORGANIZATIONS. Basic concepts of Organizational Behavior from a gender perspective	GC1, SC2
10	9 9-11 Nov			
10	10 16-18 Nov			
10	11 23-25 Nov	4 Prof L Gartzia	GENDER AND LEADERSHIP Gender issues applied to management, work roles and identities.	GC1, SC2
10	12 30-2 Dic			
10	13 7*-9 Dic	LG & MP	EVALUATION OF CASE STUDIES	GC1, SC1, SC2
10	14 14-16 Dic	LG & MP	EVALUATION OF CASE STUDIES	GC1, SC1, SC2

*Bank holiday

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.

FAIL AND RESIT. Students who fail the course, will have the option to submit activities again in the 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.

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/artsspeech/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.
- 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
- 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

- 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
- 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