

Women and Leadership
SOCI 4999-01 and MGNT 3625-01
Spring Semester 2020

Meeting Time Mondays and Wednesdays, 11:00 – 12:15

Room 117 Adamson Hall

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Course Description

This course explores the issue of women in organizational leadership positions. We will explore both macro topics such as current state of women in leadership roles and the context within which women lead and micro topics including the personal and professional skills needed to lead. This course should benefit women who want to lead and leaders of all organizations with women employees, customers, and partners (i.e., all leaders).

Learning Outcomes

In this course, students will (1) analyze the historical and social constructions of gender in order to understand the connections between leadership gaps and gender-based exclusion, (2) explore the personal-professional challenges that influence women's leadership styles, and (3) examine emerging and transformative movements in society to position women for future leadership roles. Ultimately, the overarching goal for this course is to prepare students to become more effective leaders in their chosen careers.

Required Texts:

HBR's 10 Must Reads. 2019. *On Women and Leadership*. HBR Press. (Boston) MA.

Goethals, George and Crystal Hoyt (Eds.) 2017. *Women and Leadership*. Berkshire Publishing (MA).

Course materials will be posted on the course file in Course Den. Additional reading materials will be assigned throughout the semester as needed and either available via UWG Library or uploaded into Course Den in Additional Readings module (identified in Semester Agenda as CD). Along with assigned readings, you are encouraged to regularly read related items in business publications.

Course Requirements

Your attendance and active participation in class are integral parts of the learning experience for you and your classmates. Everyone benefits from your relevant questions, insights, and experiences. Therefore, class attendance and active participation are expected. Class contribution includes participation in *and* contribution to class learning. This is dependent upon students' ability to come to each class prepared to make a substantive contribution to the discussion; having read all assigned materials prior to class is essential. While asking questions is encouraged and considered active participation, students should be prepared to share ideas, knowledge, opinions, etc. in order to move beyond participation to true contribution.

As professors for this class, we are responsible for:

- bringing new knowledge to students using the text and additional materials as necessary;
- creating a complex learning environment that will allow students to integrate new and prior knowledge;
- facilitating and coaching students in application of knowledge, skills, and proficiencies; and
- providing evaluative and developmental feedback to students.

As students in this class, you are responsible for:

- attending all classes and team meetings;
- reading and preparing for class sessions;
- helping others learn;
- sharing experiences and knowledge, etc., that are related to the class;
- taking the initiative to structure and complete projects, presentations, papers, etc.;
- communicating with professors when appropriate;
- giving and receiving constructive criticism in a professional manner; and
- recognizing and upholding high standards of intellectual and academic integrity.

Students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they present for credit only the results of their own efforts. Students should be familiar with the University's policy on issues such as:

- plagiarism,
- cheating on examinations,
- unauthorized collaboration, and
- falsification.

Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. Acts of academic dishonesty and all violations of the UWG Honor Code **will result in a grade of F for the class.**

Course Grading

The course grade will be determined in the following manner:

60 points	Exams
40 points	Writing Assignments

There will be four (4) examinations given throughout the semester, composed of essay questions and based on readings, classroom lectures, and discussions. Exams are open book, open note. Restricted resources include internet-based information and other students' exams. All students are expected to take the examinations on the dates scheduled.

There will be eight (8) writing assignments given throughout the semester. These assignments may be distributed for completion inside or outside of the classroom. Each assignment will be self-explanatory, related to the topic of discussion, and worth five (5) points. **Students must be in class on the day that the writings are completed or distributed. No opportunities will be given to make-up any of the writing assignments.**

No extra credit papers or assignments will be accepted.

Attendance

Since this course is designed to develop professional skills and knowledge, professional behavior of students is expected. Students should attend class regularly, be on time and prepared for all classes, and make necessary arrangements when attendance is not possible. This course is highly interactive and to miss class means that you lose the opportunity to engage with both your professors and your classmates in the application of materials.

Grading Scale

Grades will be based upon your overall performance and assigned according to the following scale:

100 - 90 Points	A
89 - 80 Points	B
79 - 70 Points	C
69 - 60 Points	D
59 Points or Below	F

Important Message from the Office of the Provost

Please review the following information found at:

[Website for Common Language for Course Syllabi](#)

Here you will find important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester.

Semester Agenda

The attached schedule is tentative and is subject to revision as necessary. Material to be covered on the exams may change, but the **exam dates will remain as stated on the schedule**. Please notify both professors as soon as possible if a conflict with an exam date is identified.

Date	Topic	Reference Information
Foundational Work		
Jan 6	Introduction to the Course	
Jan 8	Untangling the meaning of Leadership	“Glass Ceiling” (CD) “Women and the Labyrinth of Leadership” (HBR)
Jan 13	Women: Do we have what it takes to Lead?	“Do Women Lack Ambition?” (HBR) “Women and Men as Leaders” (Goethals) “Childhood Socialization and Leadership Development” (Goethals)
Jan 15	Structural Conditions that Impact Women’s Choice to Lead	“Women Rising” (HBR) “Patriarchy in History and Practice” (Goethals)
Jan 20	MLK Day: No Class	
Jan 22	Structural Conditions (continued)	“Gender Stereotypes and Women Leaders” (Goethals) “Gender-based Structure of Work” (Goethals)
Jan 27	Personal Issues that Impact Women’s Choice to Lead	“Women and the Vision Thing” (HBR) “Women’s Developmental Patterns and Implications for Leadership” (Goethals)
Jan 29	Are You ready to Lead?	“Leadership Warts and All” (CD)
Feb 3	Exam 1	
Personal Issues		
Feb 5	Understanding Others’ Perceptions of Women who Lead	“The Memo Every Woman Keeps in Her Desk” (HBR)
Feb 10	Why Women Need Mentors and Advocates	
Feb 12	Building Confidence and Self-Esteem	
Feb 17	Finding Voice and Learning to Reframe	“The Power of Talk” (HBR)
Feb 19	Managing Emotions	HBR Blog – Control Your Emotions (CD)

Date	Topic	Reference Information
Feb 24	Knowing your Worth and Understanding Your Path	“Off Ramps and On Ramps” (HBR)
Feb 26		
Mar 2	Exam 2	
	Professional Considerations	
Mar 4	Identifying Your Leadership Style	“Discipline of Building Character” (CD) Authenticity Paradox (CD)
Mar 9	Creating a Vision	
Mar 11	Establishing a Culture with Ethical Considerations	“Now What?” (HBR)
Mar 16	Spring Break: Enjoy!	
Mar 18	Spring Break: Enjoy!	
Mar 23	Delegation, with Balance	Leadership & Work-life Balance (CD)
Mar 25	Handling Conflict	HBR Blog – Lost Your Temper (CD)
Mar 23	Delegation, with Balance	Leadership & Work-life Balance (CD)
Mar 25	Handling Conflict	HBR Blog – Lost Your Temper (CD)
Mar 30		
Apr 1	Exam 3	
	Leaving a Legacy	
Apr 6	Succession Planning	“Why Diversity Programs Fail” (HBR)
Apr 8	Becoming a Mentor	“The Battle for Female Talent in Emerging Markets” (HBR)
Apr 13		
Apr 15	Taking a Risk	“Women’s Suffrage in the United States” (Goethals) “Leadership in the Women’s Movement” (Goethals)
Apr 20	Change Management	“Women and Social Change Leadership” (Goethals)
Apr 22	Leading Today	“An Overview of Women’s Political Leadership” (Goethals)\ “Women in Business Leadership” (Goethals)
Apr 27	Leading Today Continued	“The Evolution of Women Leaders in the Film Industry” (Goethals) “The Brighton Declaration and Women’s Leadership in Sports” (Goethals)
May 4	Monday, 11:00 am-1:00 pm –	Final Exam