

Fall 2012  
MGT 4116 Gender, Race and Ethnicity in Organizational Behavior  
Room 216  
Economic Development Building

M/W 9:35-11am  
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The face of the global and domestic workplace has changed radically in recent decades. This change has provided great opportunity for growth, but it has also created new concerns for the individual and the organization as we learn to harness the power of this new workforce in the most productive ways.

This course will examine how managers and employees become more effective leaders by understanding the role gender, race and ethnicity plays in the life of the organization.

Many of us want to believe that we are objective, however, research has shown us that gender, race, and ethnicity and even the clothes we wear are determinate factors in how we deal with each other in a business environment. In this course, we will examine these differences and attempt to understand the reasons behind the conflicts that arise within a diverse workforce.

When we speak of gender and ethnic issues, we usually discuss them in terms of the problems of the minority group. In this course we will also

look at these issues in terms of the way the majority views itself and what effect this has on change within the organization.

We will explore how a leader can use an understanding of these divergent styles to enhance both the individual's and group's effectiveness. We will go behind the façade of difference into the subtle nuances of interpersonal relationships in an attempt to make each student a more powerful employee, manager or leader.

#### Course Requirements and Grading:

1. Class attendance and participation :( 30% of grade approx)

Successful completion of this course for both the professor and the students depends upon regular attendance and participation. If you are going to be absent, please make sure the professor knows in advance, preferably by email. If you do not receive a response, assume your email has not been received. Lengthy explanations of the reasons for your absence are not necessary. Failure to attend class will have a negative effect on your final grade and on the quality of class discussion.

2. Class discussion will rely heavily upon reading the assigned material and your ability to assess the implications of what you have read. If for any reason you have not read the day's material, please inform the professor before class begins, as people will be called upon in a random fashion, and there is no need for anyone to be embarrassed or for the discussion to be interrupted.

3. Class discussion will be an opportunity for each student to break through his or her own gender and cultural biases. I therefore request that each of you respect one another's opinions and interpretations and understand that candid conversations may sometimes be uncomfortable. Controversial and opposing points of view will enhance our discussions. Take a risk, bring an inquisitive mind and leave a self-righteous and judgmental ego at the door.
4. I also encourage students to use the classroom as an opportunity to speak in new ways. If you are a student who is hesitant to speak up because you are not sure what you have to say is correct or because of your cultural upbringing, I will push you to break this pattern. If you are a student who speaks up for the sake of speaking, I will encourage you to learn how to hear what you have to say before you speak. The discussion in the classroom will resemble that of an organization's executive committee. We will examine the style of the participant as well as the content of the comments. Every member of our organization will be expected to speak, so come prepared to do so.
5. Notebook, book review and class presentation (20% approx)
6. General outside assignments (20% approx)
7. Country project (30% approx)

Academic Integrity:

Understood.

If you have any questions in this regard, please be in direct contact with the professor, but remember if it quacks, it's a duck.

Office Hours:

By appointment. Please use email for contact, as I will be traveling much of the time between classes. I check my blackberry regularly so you should receive a very timely response.

Book Review and Class Presentation:

Students will be assigned one of the following books. You will be required to turn in a paper of at least 5 pages on an issue raised in the book. This is not to be a general book report. This paper is to be a detailed discussion of one of the issues covered in the book. You may want to do outside research and add your own personal observations on the subject. (Due Wednesday Oct. 24th)

You will also be required to lead a substantial part of the class discussion that relates to your book on an assigned date. (Approx. 45 minutes) On that day, the other students will have either read an excerpt from your book or a related article by the author. Your responsibility will be to take the discussion from superficial to in-depth. Please plan to present an outline of your presentation to the professor by the end of the class preceding your presentation. You may use PowerPoint to enhance your presentation, but be sure that you do not depend on reading the

PowerPoint to the class. It is an effective tool for enhancing discussion and providing data.

Some students will have months to prepare their class presentation and others will have only days or weeks, this disparity will be taken into consideration, so there is no advantage to taking the last book.

Presentation Date:

Wednesday, August 29

Sax, Leonard (2005) Why Gender Matters

Wednesday, September 12

Tannen, Deborah, (1990) You Just Don't Understand: Men and Women in Conversation

Wednesday, September 19

Eagley, Alice, (2007) Through the Labyrinth: The Truth About How Women Become Leaders, Harvard Business Press

Monday, September 24

Harris-Perry, Melissa (2011), Sister Citizen: Shame, Stereotypes, And Black Women in America. Yale University Press.

Shorter-Gooden, Kumea(2003) Shifting: The Double Lives of Black Women in America. Harper Collins

Monday, October 8

Hyun, Jane (2005), Breaking the Bamboo Ceiling

Roll, Samuel (2008), The Invisible Border: Latinos in America

or

Chong, Nilda (2005), Latino Culture: A Dynamic Force in the Changing American Workplace

Wednesday, October 10

Williams, Joan C. (2010) Reshaping the Work Family Debate: Why Men and Class Matter

Wednesday, October 31

Meyerson, Deborah (2001), Tempered Radicals: How People Use Difference to Inspire Change At Work.

Monday, November 5

Kolb, Deborah (2000), The Shadow Negotiation

Babcock, Linda and Laschever, Sara, (2003) Women Don't Ask: Negotiation and the Gender Divide, Princeton Univ. Press

or

Kolb, Deborah and McGinn, Kathleen (2009) Beyond Gender and Negotiation to Gendered Negotiation

### Country Project:

Beginning on Monday, November 12 student teams of 2 will present a business analysis of a country or region based on the cultural norms of that area. Rather than a traditional risk analysis based primarily on economics this analysis will be primarily based on understanding of the culture, religion, politics and history of the country. Additionally it will take into consideration the potential risks and rewards of managing and leading a local workforce. The report will also cover conditions and lifestyle for expatriates and a determination of the qualities necessary for a manager to effectively do business in the country.

The presentation will also reflect the gender, race and ethnicity issues we have discussed earlier in the course i.e. Will there be special issues for a woman or Chinese American's doing business in this country? What religious and historical conflicts in this country will hamper my company's ability to find a good local workforce? Is time regarded differently in this culture than the US? What are the cultural norms with regard to business meeting, social contact with business associates? What does the negotiating process look like? How am I expected to present myself?

Another component of this project will be interviews done with business people who have experience in the country to be researched. You will be expected to conduct a minimum of 3 people who have done business in your country or who are from that country. (We will discuss this project in

greater detail in class). A short written proposal will be due anytime before class on Wednesday, August 29th.

A final paper detailing the presentations will be due, Monday December 3rd.

### Notebook:

(Due Wednesday, December 5) Students will be asked to examine their own assumptions with regard to gender, race and ethnicity in the workplace and formulate anywhere from two questions with regard to these assumptions.

You will then keep a notebook, in which you will continually update any information or ideas related to your questions or assumptions. Your notes may come from your reading, class but are to come primarily from your general observations of how people act and react. Make notes on any reference to your questions or assumptions that help to confirm, illuminate or negate your original premises.

Examples of an assumption might be:

If women were running corporations there would be less corruption.

Blonde women are not taken as seriously as other people.

Men are better salary negotiators than women.

If your last name sounds Italian people assume your family is in the "mob"

If you are of Asian descent everyone thinks you get only "A's."

These are to be personal notebooks and you will not be asked to reveal anything you have written to anyone but the professor. Please date each entry so your process will be accurately chronicled.



For your notebook to be of help to you in breaking through your own biases, you need to update it on a regular basis, not save it for the end of the semester. It will be obvious if you do not do this on a regular basis during the semester and will affect your grade negatively. Please email me your assumptions by Monday, August 27th.

If not distributed in class all assigned articles are available on the GaTech Library website. The simplest way to access the majority of these articles is to go to [www.library.gatech.edu](http://www.library.gatech.edu) > Search&Locate> Search the Databases> Business Source Premier (Ebsco)

Please email me if you are having any difficulties finding an article as it is expected that all articles be read and students be prepared to discuss their thoughts at every class.

### Class Schedule:

Monday, August 23rd	Introduction
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Wednesday, August 20	What is Leadership?
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### Required

Goffee, Rob (2005 December) "Managing Authenticity," Harvard Business Review

Goleman, (2000 March/April) "Leadership that Gets Results," Harvard Business Review,

Heifetz, Ronald (July/August 2009) "Leadership in a (permanent) Crisis.  
Harvard Business Review.

Monday, August 27

Gender and Leadership

Ibarra, Herminia Obodaru, Otila (January 2009) "Women and the Vision  
Thing. HBR

Rosener, (1990) "Ways Women Lead" HBR

Wednesday, August 29

Gender Bias

Valian, Virginia (April 2002) "Why So Slow" Hunter College Outstanding  
Faculty Lecture. To be distributed by professor.

Monday, September 3

School Holiday-No Class

Wednesday, September 5

Power

Schrank, Robert (May/June 1994) "Two Women, Three Men on A Raft,"  
HBR

Please bring a one or two page synopsis of an example of how you or  
someone you have knowledge of has been a participant in an exercise of  
power similar to that of the people on the raft. Be prepared to present  
your case in class and turn in your synopsis and any lessons you may have  
learned from it.

Monday, September, 10

The Memo Every Woman Keeps in Her Desk

Reardon (1993 March/April) "The Memo Every Woman Keeps in Her Desk"  
HBR

Magretta (Mar/April 1997) "Will She Fit In?" HBR

Ask 3 businesswomen if they ever had a memo in their desk or head or ever contemplated writing one. Also ask them if they ever encountered a situation like the one described in "Will She Fit In?" Be prepared to share your findings in class.

(Turn in name of female business leader for upcoming success/failure report due on Sept. 17)

Wednesday, September 12

Communication Styles

Bring to class a one or two page synopsis of interviews conducted with business men and women regarding communication in the workplace with emphasis on who gets heard and why. Ask questions as to whether there are differences in communication styles based on gender, race and ethnicity. Also inquire if there is a difference in email style by gender. Devise a questionnaire that probes the subject. (You might even inquire of professors if they can tell the gender of a student when reading a paper.)

Required Reading: Tannen, Deborah, (1995 Sept/Oct) "The Power of Talk: Who Gets Heard and Why" HBR

Monday, September 17

Success and Failure: Is Gender a Factor

Students will be asked to choose a leading female executive i.e. Marissa Mayer, Irene Rosenfeld, Ginni Rometty, Zoe Cruz, Meg Whitman, Indra Nooyi, Ursula Burns, Oprah Winfrey, Hillary Clinton, Carly Fiorina, Carol Barrtz, Patricia Woertz, Andrea Jung, Linda Wachner, Jill Barad or Ellen Kullman. You will read about their careers in the popular media and determine what role gender and or race seems to have played in their success or failure. How is their leadership style different or the same as that of a man? How they handled or didn't handle the issue of work life balance?

You will be asked to tell the class about your leader.

Please turn in a short paper about the leader you chose.

( approx.2 pages )

Wednesday, September 19

Glass Ceiling: Myth or Lucite?

Required reading:

Catalyst research study (October 2005) "Women Take Care, Men Take Charge." Available at [www.catalyst.org](http://www.catalyst.org)

Carter, Nancy and Sliva, Christine (March 2010) "Women in Management: Delusions of Progress." HBR

Monday, September 24

Women of Color

Required:

McIntosh, "White Privilege: Unpacking the Invisible Knapsack." (You will find it at Google)

Connections That Count: The Informal Networks of Women of Color in the United States. (2006) Available at [www.catalyst.org](http://www.catalyst.org)

Wednesday, Sept 26

Monday, Oct. 1

Wednesday, Oct. 3

Race (black and White)

Required: One or two of these articles will be assigned for each class

Oyer, Paul (2004) "The Bias Backfire" HBR

Harmon, Amy "How Race is Lived in America," NYTimes, June 14, 2000

LeDuff, Charlie "How Race is Lived in America," NYTimes, June 16, 2000

Connor (Sept/Oct 2000) "It Wasn't About Race. Or Was It?" HBR

Carver, Keith (Nov 2002) "Dear White Boss" HBR

Wednesday, October 8

Race and Ethnicity

Required Reading:

Yang, Wesley "Paper Tigers" New York Magazine, May 8, 2011

You will also do a one or two page summary of interviews with at least two business people of Asian and Latino descent focusing on their perception of issue of race, gender and ethnicity in the business culture of the United States.

Wednesday, October 10

Work/Life Balance

Belkin, Lisa (Oct. 26, 2003) "The Opt-Out Revolution," NY Times.  
Commencement speech Barnard College, Sheryl Sandberg, COO, Facebook. (Available at Google either in text or you can watch the speech.)

Monday, October 15

Fall Break-No Class

Wednesday, October 17

Work/Life Balance

Slaughter, Anne-Marie (July 2, 2012) The Atlantic Magazine, "Why Women Still Can't Have it All"

Also read anyone of many articles on line disagreeing with Slaughters arguments.

Monday, October 22

Country Report Meetings

There will be no formal class this day. You will be expected to meet with your country group and work on your presentation. This would be a good time to schedule interviews with business people who have knowledge of your country.

Wednesday, October 24

Reentry and Job Alternatives

Required:

Cunningham and Murray (Feb 2005) HBR "Two Executives, One Career"

Hewlett, Sylvia Ann (March 2005) HBR "Off Ramps-On Ramps"

Please interview at least one man or woman who has left the workplace for family reasons and attempted to re-enter. Turn in a one page summary of your findings.

Monday, October 29

Other Issues

Required:

Bronwyn Fryer, (May 2005) "Fat Chance" HBR

Humphreys, (July 2002), The Best of Intentions, HBR.

McGinn, Daniel (Nov. 2010) "Changing Gender on the Job" HBR

Wednesday, October 31

Tempered Radicals

Meyerson, (Oct. 2001) "Radical Change the Quiet Way," HBR

Create from true life or fiction the case of a "tempered radical." Are you one?

Do you plan to become one? Do you know one? (One or two page assignment to be turned in and to be shared for class discussion)

Monday, November 5

Negotiation, Mentoring, Networking

Ibarra, Herminia (Sept. 2010) "Why Men Still Get More Promotions than Women" HBR

Babcock, (Oct. 2003), "Nice Girls Don't Ask" HBR

Wednesday, November 7

Future of the Organization

Required:

"The Bottom Line: Connecting Corporate Performance and Gender Diversity" [www.catalyst.org](http://www.catalyst.org)

"Engaging Men in Gender Initiatives", [www.catalyst.org](http://www.catalyst.org) 2010



Come to class today prepared to talk about the advantages and disadvantages of being a diverse organization, both internally and in terms of getting business.

Ask yourself the question of whether the Penn State situation would have been different if top leadership had been more diverse.

Monday, November 12

Americas Country Presentation

Wednesday, November 14

European Country Presentation

Monday, November 19

Asian Country Presentation

Wednesday, November 21

Happy Thanksgiving Break

No class

Monday, November 26

African Country Presentation

Wednesday, November 28

Middle Eastern Country Presentation

Monday, December 3

Global Ethics

Required reading:

Bodrock, Phil (2005 March), "The Shakedown" HBR - Write at least a one page summary of what you would have done in Mr. Zhuk's situation.

Where did he go wrong, or did he go wrong.

Franck, Elizabeth 4/17/2003 New York Magazine "Far and Away"

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Wednesday, December 5

Semester Review



