

Syllabus

COM 3407: Women in Leadership Oakland University

"The day will come when men will recognize woman as his peer, not only at the fireside, but in councils of the nation. Then, and not until then, will there be the perfect comradeship, the ideal union between the sexes that shall result in the highest development of the race."
– Susan B. Anthony

Instructor:	Beth Talbert	Email:	talbert@oakland.edu
Office:	308 Wilson	Office Hrs:	Fridays 10 am – Noon
Class Section:		Class Location/Time:	

Required Reading:

1. Eagly, Alice and Carli, Linda, Through the Labyrinth: The Truth about How Women Become Leaders, 2007.

Selected Readings (on reserve in library):

2. Selections from: Hackman, Michael Z, and Johnson, Craig E., Leadership: A Communication Perspective, 6e, 2013.
3. Selections from: Wood, Julia. Gendered Lives, 12e, 2015.

Recommended readings: see attachment

Course Description: An exploration of the impact of gender on our perception and understanding of women in leadership. Theories of gender, power, identity formation, verbal and nonverbal communication, perception and leadership will form a foundation for understanding the contemporary narratives that impact women who seek or hold positions of authority.

Course Overview: This course will explore the impact of gender on our perception and understanding of women in leadership. By its very nature, leadership is interdisciplinary. The scholarship on leadership can be found in journals of communication, business, education, political science, social science and psychology. While honoring the breadth of research conducted about women and leadership this course will focus on communication theories that form the foundation for understanding the contemporary narratives that impact women who seek or hold positions of authority, including the areas of gender, power, communication style (verbal, nonverbal), identity formation, perception and leadership. Special attention will be given to the unique communication challenges of women who have sought to make a difference as leaders in their profession and communities.

Course Objectives: By the end of this course, you should:

- become conversational in theoretical and evidence-based approaches that investigate the intersection of women and leadership.
- understand the communication benefits and challenges of leadership approaches traditionally associated with women, as well as androgynous approaches
- understand the status of women in leadership roles in a variety of industries, and be able to articulate reasons to explain the lack of women in senior-level positions.
- understand the perspectives of diverse women in leadership positions.
- understand the future challenges women may face when asserting their leadership.
- recognize and advocate useful strategies that can be employed by men who want to partner in advancing women in leadership.

Teaching Philosophy: Learning is a student-centered behavior. It is most likely to occur when you can openly share and test ideas, challenge the thinking of others, and hear your own thinking out loud. I will expect you to come to class with a strong point of view, and trust that you will leave having modified your perspective as a result of this “out loud thinking” and from listening to the contributions of others. Learning is not passive – it is active and engaged. In this course, it will be measured by the quality of your thinking and participation in class, and through assignments, projects and papers that show consistent mastery of the material. Learning can be simultaneously rigorous and engaging. That is what we will strive for as a class.

Learning is a shared process. As an instructor I will:

- provide clear instruction, direction and guidance in an effort to help you think independently and critically about course content,
- provide clear expectations and direction on assignments,
- provide prompt feedback on all assignments,
- listen with courtesy, respect and an open mind to all points of view, and
- seriously contemplate the unique point of view each student offers.

Student Expectations: Your success as a student is primarily dependent on you. This course sets high expectations for you as a learner and as a class participant. You are expected to:

- present your best critical and creative thinking and your most professional level work on each assignment,
- come to class prepared and on time,
- be actively engaged in classroom discussion, class activities and in your own learning,
- complete all assignments on time – submitted in person - not late, or via email,
- offer classmates your best listening skills, courtesy, and respect,
- share openly, respect others’ opinions, and think critically about the concepts being discussed as well as others’ points of view,
- acknowledge that each individual has a significant and meaningful contribution to make, regardless of prior leadership experience or knowledge, and
- to sincerely practice skills learned in class in an effort to improve your own communication competency.

Academic Conduct Policy: You are expected to complete your own assignments and to provide appropriate documentation/citation when using outside resources. If you violate the academic conduct policy, you will be referred to the Academic Conduct Committee. Please refer to the Academic Conduct policy in the undergraduate catalog.

Accommodations: A student with a documented learning or physical disability should contact the Office of Disability and Support Services, 121 North Foundation Hall, (248) 370-3266, and inform the professor of special needs during first few weeks of classes. For more information, visit <http://www.oakland.edu/dss>.

Attendance: A significant part of learning takes place as a result of the exchange of ideas in the classroom. Attendance is expected. Because this class meets three times a week, you are allotted three unexcused absences for the semester. Your absence does not excuse you from assignments that are due or assigned on days that you miss. Extenuating circumstances (documented) will also be taken into account. You should contact me IN ADVANCE, by EMAIL, if an emergency or health situation exists which will impact attendance. As common courtesy, please also notify members of any of your student work teams if you will be absent.

University excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee.

Classroom etiquette: In an effort to create a positive learning environment for all students, please treat your fellow classmates with respect and courtesy. Your class participation grade will be impacted if you consistently arrive to class late or leave early, disrupt others through use of electronic devices, or show a lack of interest when others are contributing in class. Please spend your time in class being attentive to others and to the material being presented. We will give you the same courtesy in return.

Course Assignments and Grading: Grades are not given, they are earned. You will receive a final grade based upon class assignments and student engagement. A list of assignments is attached. The grading policy is designed to reward students who are conscientious and hard working. As such, assignments are expected to be prepared professionally and submitted at the beginning of class on the date due (not via email). I will give one “grace” late assignment for papers – submitted within 24 hours of the class in which it was due, for HALF CREDIT. The course is graded on a point system. A list of assignments and corresponding point values is attached. The grading of projects and papers is, by its very nature, subjective. Every effort is made to be fair and consistent in grading. Any questions about a grade received should be handled directly with the instructor as soon as possible.

Course Assignment Values for Grading The course is based on a 400-point system. Assignment values are listed below. The grading scale for the course is attached. A complete list of assignments and their point values will be distributed in class and posted on Moodle.

Reflective Papers	120 points
Curiosity Research Paper	120 points
Panel Presentation	100 points
Final Exam	40 points
Student Engagement	20 points

Grading Scale. Final grades will be based on the Oakland University Grading Scale based on 100%:

A = 100 - 96%	B+ = 89 - 87%	C+ = 79 - 77%	D+ = 69 - 67%	F = 59% or below
A - = 95 - 90%	B = 86 - 83%	C = 76 - 74%	D = 66 - 60%	
	B - = 82 - 80%	C - = 73 - 70%		

Posting of Grades: I am always happy to discuss your progress in the class. Per FERPA (Family Educational Rights and Privacy Act), professors are prohibited from posting grades (final or otherwise). Additionally, professors are prohibited from emailing grades because email is not a private medium. Please do not ask me to email you regarding your grade(s). If you have concerns about your grade(s), please see me.

Preferred Name and Preferred Gender Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Social Justice Guidelines: OU is committed to social justice. This classroom will be a positive learning environment based on communication, mutual respect, and non-discrimination. OU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Women in Leadership

Tentative Course Schedule and Readings

- Week 1** **Topic:** Introduction to the course. What is Gender?
Readings: Wood, Chapters 1, 2
Posted to Moodle: Watch videos:
TEDTalk: Sheryl Sandberg, 2010, *Why We Have Too Few Women Leaders*
TEDTalk: Chimamanda Ngozi Adichie, 2009, *The Danger of a Single Story*
- Week 2** **Topic:** What is Leadership?
Readings: Eagly & Carli Chapters 1, 2
- Week 3** **Topic:** The Formation of Gender and Leader Identity
Readings: Eagly & Carlie Chapter 3
Posted to Moodle:
Radius, Eleanor (2013) *Exploring Leadership From a Multicultural Background: Hawaiian, Chinese, and White Origins*. In Chavez & Sanlo (Eds.) *Identity and Leadership: Informing Our Lives, Informing Our Practice* (2013)
and
Sanchez-Hucles, J.V. & Davis, D.D. (2010). Women and women of color in leadership: Complexity, identity and intersectionality. *American Psychologist*, 65 (3), 171-181.
- Week 4** **Topic:** Nonverbal Communication and Female Leaders
Readings: Eagly & Carlie Chapter 2
Posted to Moodle: Bailey, A.H. & Kelly, S.D. (2015). Picture power: Gender versus body language in perceived status. *Journal of Nonverbal Behavior*, 39(4), 317-337.
and
Robinson, L. F., & Reis, H. T. (1989). The effects of interruption, gender, and status on interpersonal perceptions. *Journal of Nonverbal Behavior*, 13(3), 141-153.
- Week 5** **Topic:** Language and Female Leaders
Readings: Bell, E. (1997). Listen up, you have to: Voices from “women and communication” *Western Journal of Communication*, 61(1), 89-100.
and
Mahwah NJ: Lawrence Erlbaum: Weatherall, A. (1998). Re-visioning gender and language research. *Women and Language*, 21, 1-9.
- Week 6** **Topic:** Small Group Communication and Female Leaders
Readings: Yerby, J., (1975) Attitude, task, and sex composition as variables affecting female leadership in small problem-solving groups. *Speech Monograph*, 42(2), 160-168.
and
Forsyth, D. R., Schlenker, B.R., Leary, M.R., McCown, N.E. (1985). Self-presentational determinants of sex differences in leadership behavior *Small Group Research*, 16(2), 197-210.
and
Taps, J., and Martin, P. Y (1990). Gender composition, attributional accounts, and women's influence and likability in task groups. *Small Group Research*. 21(4), 471-491.

- Week 7** **Topic:** Perception and Representation of Women in Leadership
 Watch “Miss Representation” in class
Readings: Eagly & Carli Chapters 6
Moodle: Baird Jr., J. E. & Bradley, P. H. (1996) Gendered politics and presidential image construction: A reassessment of the “feminine style.” *Communication Monograph*, 63(4), 337-353.
- MIDTERM**
- Week 8** **Topic:** Responses to Female Leadership
Readings: Hackman & Johnson, Chapter 10 and Wood, Chapters 3 and 4
And
 Bormann, E.G., Pratt, J., & Putnam, L. (2009) Power, authority, and sex: male response to female leadership. *Communication Monograph*, 45(2), 119-155.
and
 Cooper, V.W. (1997) Homophily or the queen bee syndrome: female evaluation of female leadership *Small Group Research*, 28(4), 483-499.
And
 Ibarra, Ely & Kolb (2013) *Women Rising: The Unseen Barriers*, in Harvard Business Review (September 2013).
- Week 9** **Topic:** Does Style Matter?
Readings: Baird Jr., J. E. & Bradley, P. H. (1979) Styles of management and communication: A Comparative study of men and women. *Communication Monograph*, 46 (2), 101-111.
and
 Mast, M.S. & Hall, J.A. (2004). Who is the boss and who is not? Accuracy of judging status. *Journal of Nonverbal Behavior*. 28(3), 145-165.
and
 Rosenfeld, L.W. & Fowler, G.D. (1976). Personality, sex, and leadership style. *Communication Monograph*, 43(4), 320-324.
- Week 10** **Topic:** Organizational Challenges
Readings: Hackman & Johnson, chapter 8 and Eagly & Carli Chapter 9
Moodle: Kellerman & Rhode (2014) Woman at the top: The pipeline reconsidered, in Longman and Madsen (Eds.) *Women & Leadership in Higher Education*, NC: Information Age Publishing.
and
 Ibarra, Ely & Kolb (2013) Women rising: The unseen barriers, in *Harvard Business Review*, 91.
- Week 11** **Topic:** I Wanna’ Be Me: The Authenticity Conundrum
Readings: Avolio, B.J., W.L. Gardner, F.O. Walumbwa, F. Luthans, and D.R. May. (2004) “Unlocking the Mask: a Look at the Process by Which Authentic Leaders Impact Follower Attitudes and Behaviors.” *Leadership Quarterly*, 15, 801-823.
and
 Male and female leadership advice columns, variety of sources, distributed in class
- Week 12** **Topic:** Role Models: Learning from Local and State Women Leaders
Readings: Olivola, C. Y., and Todorov, A. (2010). Elected in 100 milliseconds: Appearance-based trait inferences and voting. *Journal of Nonverbal Behavior*, 34(2), 83-110.

- Week 13** **Topic:** Class panel presentations
- Week 14** **Topic:** Female Leadership on the College Campus
Readings: Keohane, N. (2014) *Leadership Out Front and Behind the Scenes: Young Women's Ambitions for Leadership Today* in Longman and Madsen (Eds.) *Women & Leadership in Higher Education*.
and
Komives, Lucas & McMahon (2013) *Exploring leadership: For college students who want to make a difference*, CA: Jossey-Bass.
- Week 15** **Topic:** Taking Action
Readings: Foss, K.A. & Foss, S. K., The status of women and communication. *Communication Quarterly*, 31(3).
and
Benchmarking Women's Leadership Study, University of Denver, link posted to Moodle
and
Gallo, A. (2013) Act Like a leader before you are one. In *Harvard Business Review*, 91(5).

FINAL EXAM

Additional readings:

Acker, J. (1992). Gendering organizational theory. In A. Mills & P. Tancred (Eds.), *Gendering organizational analysis*, 248-260, New Park, CA: Sage.

Aries, E. (1998). Gender differences in interaction: A reexamination. In D. J. Canary & K. Dindia (Eds.), *Sex differences and similarities in communication*, 65-81, NY: Lawrence Erlbaum Associates.

Campbell, K. K. (1991). Hearing women's voices. *Communication Education*, 40(1), 33-48.

Carter, K. & Spitzack C. (1990) Transformation and Empowerment in gender and communication courses. *Women's Studies in Communication*, 13, 92-110.

Counselman, E. F. (1991). Leadership in a long-term leaderless women's group. *Small Group Research*, 22(2), 240-257.

Dow, B. J. & Tonn, M. B. (1993). "Feminine style" and political judgment in the rhetoric of Ann Richards. *Quarterly Journal of Speech*, 79(3), 286-302.

Fairhurst, G. T. (2009). The leader-member exchange patterns of women leaders in industry: A discourse analysis. *Communication Monograph*, 60(4), 321-351.

Gaetane, J., Williams, V., & Sherman, S.L., (2009). Black Women's Leadership Experiences: Examining the Intersectionality of Race and Gender. *Advances in Developing Human Resources*, 11(5), 562-581.

Spitzack, C. & Carter, K. (1987). Women in communication studies: A typology for revision. *Quarterly Journal of Speech*, 73, 401-423.

COM 380: Women in Leadership Assignments

A. The Curiosity Paper – total 120 points

What do you want to know about women and leadership? What questions do you ask yourself? What puzzles you? Excites you? Choose a topic of interest.

1. The Paper – total 100 pts as described below

Part I – 20 pts.

This 1-2 page paper will explain the topic you've chosen and why it is important to you. Attach a preliminary bibliography of journal articles and other scholarly sources that you will use to support your final paper. Your list should include 10 scholarly journal articles and 5 other supporting pieces of information (interviews, other reputable articles, etc.). This list should be in APA style and will eventually be updated to serve as the bibliography for the final paper.

Part II - Interview Results paper – 30

As part of this assignment, you are expected to interview a female leader. You will need approval of your choice prior to conducting the interview. The purpose of your interview is hear first hand of a woman's experience with your topic and to learn from her experience. Write a 3-5 page summary of your interview. Attach a copy of the interview questions you used, and a copy of the emails or notes you sent establishing your interview appointment, confirming your appointment, and then later thanking her for the time she spent with you.

Part III – Final Paper - 50

Now put all this together. What were you curious about and what did you learn? Focus two-thirds of your paper on your review of the scholarly articles and information you found, and one-third on how your interview supported/clarified/contradicted what you learned in your research. While this is a formal paper with specific criteria, outlined below, also remember that this is YOUR topic of choice. Be passionate about sharing what you learned through this process and let that passion come through in your paper. Papers should be 6-8 pages in length, not including the cover page or bibliography.

Papers should be professionally prepared and free of grammatical error. Papers should be in APA style, typed, double-spaced, 11 or 12pt font, and *stapled*. Keep your writing focused and clear. Late papers will not be accepted. Leaders present their best work. A professional paper is both well written and thoughtful. It includes:

- a. A cover page in APA format, stapled to the paper (unstapled papers or papers without a cover page will not be accepted)
- b. A stand-alone introductory paragraph
- c. A stand-alone concluding paragraph
- d. A thesis sentence in the first paragraph that previews the paper. Underline the thesis sentence.
- e. High quality sources of information (minimum of 3 scholarly journals and 2 other sources)
- f. Bibliography attached in APA style.
- g. No grammatical mistakes or misspelled words.
- h. Most importantly, evidence of critical thinking about your topic and your ability to write a coherent, organized and thoughtful paper

2. Curiosity Team – 20 pts.

You'll participate on a Curiosity Team and this group of peers will serve as your mentors throughout the semester. You'll help each other think of topics, narrow your question, evaluate research, recommend interview possibilities, and encourage each other as you delve into a topic of your choice. At the end of the semester you will provide a peer evaluation for each of the students on your team. Your grade will be based on my observations and on the evaluation of your team. I should approve your topic before you begin your research.

B. Women in Leadership Panel Presentation – total 100 points

This assignment is intended to provide you with an opportunity to learn from women who are currently in positions of leadership, as well as to develop your own professional skills and presence. Students will be assigned to small groups and given an area of interest (politics, non-profit groups, education, the arts, etc.) You will work with your team to:

- a. Determine who will be included on your panel. (I have many names I can share.) Your panel should be diverse, and limited to no more than 5 women.
- b. Develop professional communication that invites each woman's participation.
- c. Develop professional communication that confirms each woman's participation, sharing important information about timing, what to expect, parking, other pertinent details, and including a list of sample questions they should anticipate.
- d. Develop professional communication thanking each woman participant.
- e. Determine a format for the panel presentation, what questions will be asked, and to manage the panel discussion.

Your grade will be based on:

1. *Communication/correspondence* – 40 points

The quality and professionalism of correspondence you develop to invite, confirm and thank your speakers

2. *Event execution* – 40 points

The quality and professionalism of the execution of your panel, including pre-planning, the day you have guests on campus, and your follow up with participants

3. *Assessment* – 20 points

A 1-2 page reflection that includes a) what you learned from the experience of planning and executing the panel discussion and b) an honest assessment of how each member, including yourself, contributed to the project

C. Reflective Papers – total 120 points

Response papers are intended to be short (approx. 2 pg.) reflections about a topic we are exploring in class. Short doesn't mean "casual." Papers should be professionally prepared and free of grammatical error. Papers should be in APA style, typed, double-spaced, 11 or 12pt font, and *stapled*. Keep your writing focused and concrete. Late papers will not be accepted. Leaders present their best work. A professional paper includes:

- a. A cover page stapled to the paper (unstapled papers not accepted)
- b. A stand-alone introductory paragraph
- c. A stand-alone concluding paragraph
- e. Evidence of reflective thinking.
- f. High quality specific examples that connect directly to topic
- g. Direct connection to class readings.
- h. No grammatical mistakes or misspelled words

Response Paper Topics:

RP #1 – Leadership Definitions & Metaphor – 10 pts

Komives, Lucas & McMahon (2013) describe how we create metaphors for leadership. As you begin to think about your own leadership, what definition of leadership makes the most sense to you? What metaphor are you using to frame your thinking? How might your definition and metaphor shape your behavior? Are metaphors of leadership gendered?

RP #2 – Identity Formation: Not “Just” a Woman - 20 pts

Complete the “Identity and Leadership” worksheets provided in class (and posted on Moodle) that will help you understand the complexities of your identity as a person and as a leader. Based on these, reflect on how your gender, race/ethnicity, religious affiliations, socioeconomic status and other cultural influences intersect and shape your perspectives about women in leadership – your own leadership and the leadership of other women.

RP #3 – My Leader Identity – 20 pts

Complete the worksheets provided in class (and posted on Moodle) that will help you explore your own talents, weaknesses, and values as a young leader. Based on these, reflect on what you’ve learned about yourself as a leader, and end your paper with a personal mission statement.

RP #4 – Media Portrayals of Women Leaders – 20 pts

Based on your readings and our class discussions, what are your thoughts about how women leaders are portrayed in the media? Do media portrayals of women vary depending on race, socio-economic status, sexual orientation or religious affiliation? Consider: do these narratives enhance/hurt, broaden/limit the opportunities for women who aspire to be leaders?

RP #5 – Can Women Have it All? – 20 pts

Based on your readings and on the panel discussion you observed, can women have it all? What does this mean to you? What sacrifices are you willing to make? What are some of your non-negotiables? How do women help/hurt each other as they make these very personal decisions?

RP #6 – Advice Columns - 20 pts

As we wrap up our discussions of the ubiquitous advice columns regarding the communication style differences between women and men, consider the advice you’ve read about how women should act, dress, speak, sit, and manage conflict as a leader. Reflect back on our discussions of intersectionality, and also on style differences. Is the advice given universal, or directed to only White women? Are similar columns written for men? How are they similar/dissimilar? What perspectives are missing? How do these pieces of advice complement or contradict the theory of authentic leadership?

RP #7 – Moving Forward – 10 pts

It’s the end of the semester. Revisit your first paper and your definition and metaphor for leadership. Has this remained constant or has it evolved? Share your key takeaways from the semester and what these mean for you and your leadership aspirations as you move forward.

D. Final Exam - 40 points

Suggested catalog copy

COM 3407 - Women in Leadership

An exploration of the impact of gender on our perception and understanding of women in leadership. Theories of gender, power, identity formation, verbal and nonverbal communication, perception and leadership will form a foundation for understanding the contemporary narratives that impact women who seek or hold positions of authority.