

**Work in the 1990's:  
The Organization of Women and Men  
OB 742-2**

Professor Debra Meyerson  
Admin. Assist.: Sherry Folsom, fifth floor (4-2304)  
E-mail: Debra Meyerson on mts or  
fmeerson@gsb-peso.stanford.edu  
Phone: (415) 725-4039 Fax: (415)854-9669

Times: Mondays & Thursdays  
Oct. 27- Nov. 14, 4:15-5:30  
& Friday and Saturday  
Nov. 18 & 19th, 8:00-4:00

**Course Description**

This class will be significantly different from others at the Business School. During the first third of the class will be working together from 2,500 miles apart (I'm at Stanford), using two way video conferencing, email, and telephone. The other two thirds will take place over a two day intense workshop, in a format similar to what we use in executive education. This format has some important implications. First, you should realize that by joining this class you are participating in a process of innovation. Among top tiered business schools, Michigan is at the forefront of experimentation with new ways of delivering education and creating "learning communities." For example, Michigan is in the middle of "exporting" an entire M.B.A. program to executives at Cathay Pacific in Hong Kong. Ours is the first class they will "import." The idea follows from the mandate of globalization: source expertise globally, market customers globally, and so forth. In any case, you are part of an important innovation process and I encourage you to provide as much *constructive* feedback about pedagogy, style, and content as you feel appropriate. This learning is essential to us all, particularly at this stage in the innovation process.

The second implication of this teleconferencing/workshop format is that the sequencing and timing of the assignments is relatively heavy at the beginning and then relatively light. This is partly to compensate for the fact that there is a limit to the amount of preparation you can do for the two day workshop, which constitutes the bulk of the class.

This class also differs from others in its content. We will address some issues central to the organization of work and life -- those related to how women and men work together in organizations. In the process, we will move from a surface-level overview to a deeper analysis of the underlying cultural mechanisms that hold the current system of relations relatively in tact. This deeper analysis is essential; ultimately, it will enable us to chart a course of substantive change aimed at creating more healthy work systems for women and men.

During the first third of the class (that which will be teleconferenced), we start with a basic overview of the organization of women and men at work. We then look at dual career and work/family/leisure concerns and examine those cultural assumptions that shape how organizations manage these issues. We will also look at some of the more innovative solutions to these concerns and we will be visited by a guest who is involved in the implementation of a massive restructuring effort that is aimed, in part, toward using technology to address gender equity issues. As a class, we move into a more general discussion on how women and men "relate" to each other across groups, within groups, and interpersonally. On all topics, and particularly on the topic of work and family, we will emphasize men's stake in this issue, as well as women's.

The two day workshop will be experiential, designed to stimulate feelings about some central issues and work through various "solutions". We will begin this workshop by discussing and experiencing one of the basic phenomena underlying gender relations -- power, privilege and oppression -- and talk about how these relations figure into the

various topics we covered throughout the class. On the second day of the workshop we will revisit various perspectives on "differences" and try to understand how gendered relations of power create and sustain these "differences." Throughout, we will be sorting through the implications of various concerns for management in organizations. My hope is that you will come out of the course with a much deeper and more critical understanding of the bases of gender relations in organizations which will enable you to work, affect change, and manage more effectively.

### Course Assignments and Pedagogy

The course offers you the opportunity to learn in a variety of ways: Lectures and readings provide the conceptual framework; cases and video cases will be used to help you analyze situations and propose actions; experiential activities provide the raw material for personal reflection and internalization of some of the deeper and more complex topics. You are encouraged to reflect on your experiences in a variety of ways.

You will be expected to read all assigned readings, participate constructively in class and attend regularly. Evaluation will be based on the following:

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|---------------------------------|-----|
| a) Participation and Attendance | 30% |
| b) Personal Reflection Paper    | 30% |
| c) Research Paper               | 40% |

a) **Participation** and contribution to class discussion is an essential part of your role and responsibility in this class. However, people from some cultures are less comfortable with verbal participation. Although it is essential that all members of this class push themselves and contribute, I realize that we all start from a different place of comfort and can contribute in different ways. It is essential that you read the required reading prior to class and come to class prepared to integrate concepts into class discussion. You are encouraged to participate at the conceptual level as well as the personal level.

b) **Personal reflection papers** are meant to be something in-between article summaries and personal journals. These papers require you to apply a concept or set of concepts from each reading to your own experience or to something you observe in the world around you (that may not directly involve you). In the few cases that readings do not seem relevant to your own life or to the organizational world around you, then simply summarize in a paragraph or two the most important points (to you) that came out of the reading. The point of this paper is to encourage you to apply these concepts to the world that is relevant to you. I encourage you to compile your entries as you go rather than wait until the end. The paper need not be integrated; it should more closely resemble a journal than a term paper. **This is due on the last day of class (Nov. 19) and should include entries on readings assigned through the Friday workshop.**

c) The **research paper** requires you to take a topic covered in class and research it in-depth. I encourage you to use secondary sources (books, articles, etc.) as well as primary sources (e.g., interviews). You can work with one other person in class, if you want. The paper should be no longer than 12 pages. **The paper is due on Nov. 30.**

### Course Outline

0. Oct. 25, time and place TBA: Pre-class Introduction (I will be on-site)

1. Oct. 27: The Organization of Women and Men in Organizations: An Overview

- Read: 1) Women and Men in Management, Ch. 1, G. Powell.  
 2) "Point-Counterpoint: Discrimination against Women in Management," G. Northcraft and B. Gutek" Women in Management, E. Fagenson (ed.), 1993.  
 3) "Glass ceiling, Glass Prisons: Reflections on the Gender Barrier," M. Maier, The Diversity Factor, Spring, 1994.

2. Oct. 31: The Organization of Work, Family, and Leisure: Underlying Issues (IT'S HALLOWEEN)

- Read: 1) Second Shift, pages 1-32, A. Hochschild, 1989.  
 2) "Changing the Conditions of Work: Responding to Increasing Work Force Diversity and New Family Patterns," L. Bailyn, in Transforming Organizations, T. Kochan and M. Useem (Eds.).  
 3) Accountants and Business Advisors, Inc., HBS case.

#### Prepare the case:

- 1) Is retention of women a problem for the City Office? What dimensions of the business are relevant to this issue?
- 2) What factors contribute to the lower retention rates for women?
- 3) What does Shaughnessy learn from the four female partners?
- 4) What should Shaughnessy do? Do you recommend fundamental or marginal changes for the firm?

3. Nov. 3: The Flexible Workplace: Is this a Solution?

- Read: 1) "The Flexible Workplace: What have we Learned?" C. Rogers, Human Resource Management, 1992.  
 2) "The Isolation of the Virtual Worker," San Francisco Examiner, Sept. 25, 1994.  
 3) "Pathways to Change," L. Bailyn, pages 121-150, in Breaking the Mold.

- Prepare: 1) What are the ways in which telecommuting can enhance one's quality of life?  
 2) How might telecommuting affect the distribution of work and family responsibilities among men and women?  
 3) What are the benefits and costs of other "flexible" work arrangements?

In Class: Guest Speaker: Barbara Miller, Ford Foundation Project Manager on "New Office Business Environment"

4. Nov. 7: Structures Power, Access, and Opportunity

- Read: 1) "Note on Power and Difference," Sheila Taylor, Unpublished, Univ. of Chicago.  
 2) "Organizational Barriers to Gender Equality: Sex Segregation of Jobs and Opportunities," J. Baron and W. Bielby in Gender and the Life Course, Alice Rossi (Ed.).  
 3) U of M Business School Vital Statistics.  
 4) "Beyond the Myth of the Perfect Mentor," (pages 11-14)

- Prepare:** 1) What are the ways in which informal processes shape the distribution of women and men in corporations?  
 2) Have you had a mentor in your professional life? What was that relationship like and how did it figure into your professional development?

**In Class:** 1) The Karen Green Case (video case)

**5. Nov. 10 Intergroup Relations: Structural and Group Effects**  
 (class today is 4:30- 5:45)

**Read:** 1) Men and Women of the Corporation, pages 206-242, R. M. Kanter.

**In Class:** "Tale of O" (video case)

**6. Nov. 14: Intergroup and Interpersonal Relations between Men and Women**

- 1) Women and Men in Management, Chapter 5, G. Powell.
- 2) "He Said, She Said," pages 169-196, in Value Judgments, Ellen Goodwin, 1993.
- 3) "Managing Cross-Gender Mentoring," J. Clawson and K. Kram, Business Horizons, May-June, 1984.
- 4) "The Case of the Hidden Harassment," D. Niven, Harvard Business Review, March/April, 1992.
- 5) "Sexual Harassment in the Workplace," E. Wagner, American Management Assn. (as reference - skim for class) (H AND OWT)

**Preparation:**

- 1) Come prepared with a position on the Hidden Harassment case.

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**7. Friday, Nov. 18: Relations of Power between Groups (Workshop)**  
 (8 a.m. to 4 p.m. with 1 hour lunch break)

**Read (at least one from each category):**

**On Power Relations (generally) and Sexuality**

- 1) "Changing perspectives on power," b. hooks, Ch. 6 from Feminist Theory: From Margin to Center, 1984.
- 2) "Sexuality in the workplace: Key issues in social research and organizational practice," B. Gutek, in The Sexuality of Organization, J. Hearn, D. Sheppard, P. Taced-Shiriff, and G. Burrell (eds.), 1990. (H AND OWT)

**On Dominance**

- 3) "Men who do and Men who Don't" in Second Shift, A. Hochschild.
- 4) "White privilege: Unpacking the Invisible Knapsack," Independent School, P. McIntosh.

**On Oppression**

- 5) "Myths, Stereotypes, and Realities of Black Women: A Personal Reflection," E. Bell, Journal of Applied Behavioral Science, 1992.

**8. Saturday, Nov. 19: Workshop on Differences, Gender Relations, and Change**  
 (8 a.m. to 4 p.m. with 1 hour lunch break)

**Read (one from each category):**

**On Differences**

- 1) "Women in Management: An Exploration of Competing Paradigms," S. Riger, P. Galligan, American Psychologists, 1980.
- 2) "Talking Trouble," A. Roiphe, Working Woman, Oct. 1984.

**On Gender**

- 1) "Gendering Organization Theory," J. Acker in Gendering Organizational Analysis, A. Mills and P. Tancred (eds.), 1992.
- 2) "The Gender we Think, The Gender we Do in Our Everyday Organizational Lives," S. Gherardi, Human Relations, June, 1994.

**On Building Alliances and Affecting Change**

- 1) "Comrades in Struggle," b. hooks, in Feminist Theory: From Margin to Center, 1984.
- 2) "Tempered Radicalism and the Politics of Ambivalence and Change," D. Meyerson and M. Scully, Organization Science, forthcoming.
- 3) "Stepping into Old Biographies or Making History Happen," A. Hochschild, Second Shift, (optional.)

**Prepare:**

- 1) How do you "do" gender in your everyday lives?
- 2) How do you see gender relations operate within the Michigan Business School?