

## Gender Issues in the Workplace (LER 590GI)

School of Labor & Employment Relations  
University of Illinois at Urbana-Champaign

Fall 2017

Thursday in LER 35 from 2:00pm – 4:50pm

Instructor	Office Phone	Office	E-mail	Office Hours
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### Course Description and Objectives

Despite public and organizational policies for fair and equal treatment for employees in the workplace, *both women and men* still confront existing and newly emerging challenges at work. For an HR professional, it is quite complex and difficult to address sex and gender issues at work as they are often subtle and intricately related to various individual, organizational, legal, societal, and cultural aspects. Thus, for those who will be in HR positions, it is crucial to understand a range of sex and gender issues at work from diverse perspectives, as well as critically think and discuss how to better manage women and men in organizations.

Throughout the course, students will read a mix of book chapters and journal articles on various topics. Example topics include but are not limited to: stereotypes, selection & employment decisions, workplace discrimination, gendered organizational injustice, power & relationships, leadership & leadership development, work-family balance & career, and LGBTQ. In-class activities will consist of a mixture of lectures, small-group debates and discussions, case analyses, individual exercises, and etc. Students will also conduct a team-based learning project designed to facilitate in-depth understandings of a workplace issue that the team selects, and critically think possible ways to address the issue in organizations. By fulfilling the course requirements successfully, students will gain knowledge of the literatures to better understand the nature of workplace gender issues from various perspectives, as well as obtain practical insights as to how to manage and address gender issues in organizations.

### Required Textbook

- Cleveland, Stockdale, Murphy, & Gutek (2000). *Women and men in organizations: Sex and gender issues at work*. Psychology Press. Psychology Press. ISBN-13: 978-0805812688. ISBN-10: 0805812687
- Online book is available at UIUC Online Library  
<http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=19319&site=ehost-live>

### Course Requirements

#### **Weekly Reaction Paper (100 points)**

Prior to each Thursday class (by 11:59pm Wednesday), you will submit a short reaction paper (no more than 3 pages, 12 font size, double-spaced, left alignment, 1 inch margin, no cover page) on each week's reading assignments. This should be typed and turned in to Compass. Even if you have to miss a class, you will still need to submit the assignment through Compass. No late papers will be accepted without a university-accepted excuse. *Your assignment should indicate that you thought about the assigned topic in depth (e.g., provision of your reflections on the issues)*. Your written reflections will come in handy when discussing topics in class and studying for your exams. Each week's reading assignment counts 10 points (10 weeks x 10 pts = 100 pts).

#### **In-class Assignments, Case Studies, and Article Presentation (100 points)**

I will be giving you *in-class assignments on 4 random days throughout the semester*. Assignments can include exercises, discussion & debate, instant writing after reading a short article, and etc. *Only the three best scores will count towards your grade, so you can miss one without penalty* (3 assignments x 10 pts = 30 pts).

Also, there will be 3 case studies that students will work during class (see the course schedule). Case study will be done in small groups, and each group will present their group answers and discussion results in front of class (3 case studies x 20pts = 60pts). NO makeup in-class assignments or case studies for points will be given unless students have a valid excuse (e.g., job interview, hospitalization). Make-ups must be completed and turned in within 7 days of the missed assignment. It is your responsibility to find out if you missed an assignment and ask for the materials (e.g., handouts, sources of video clips, etc.). Extra credits might be given at my discretion to those who completed all four assignments if one's grade is on the borderline (e.g., between A- and B+). Your in-class assignments will be returned to you after I post grades on Compass. You are responsible for keeping the returned assignments to prepare for your exams, or for in case to claim for accidentally missed points on Compass.

Students will also read the current organizational sciences literature on workplace gender issues. I will assign five articles. As a pair (two students per article), students will summarize the major findings and present their implications for HR management in organizations, using a PowerPoint presentation format for a maximum of 15min presentation in class (1 presentation x 10 pts = 10pts).

### **Exams (100 points)**

Two examinations will be given during the semester (a midterm & a final take-home exam: 50pts x 2 exams). The exams will consist of two parts: (1) short answer essays and (2) long essays. Remember that for each portion of the exams, questions are based on all aspects of the course: the reading assignments, in-class activities & group discussions, lectures, and video clips.

**Make-up exam policy.** If you must miss an exam due to a documented excuse, contact me as soon as possible to schedule a make-up date in advance. If you know you are going to miss an exam, you must notify me before the exam date. If I am not notified, no make-up exam will be given.

- The make-up exams cannot be taken on any time after its scheduled date and time.
- However, for extraordinary circumstances, I reserve the right to give an early or late make-up exam for any students not taking the exam during the regular testing time period.

### **Final project (100 points)**

To facilitate in-depth learning experiences beyond our classroom setting, students will conduct a group project. Each group will be responsible for researching on a chosen topic. Possible topic areas are listed below, and you may decide and choose a more specific topic within the areas. Topics need to be cleared with me before beginning your full-stage research. More specifically, each team will be responsible for submitting a short 2-page project proposal (double-spaced, hard copy) to me in class any time before March 1st. This proposal will not be graded, but it is to ensure that each team moves the project forward in a timely manner and receives feedback from the instructor. No late proposals will be accepted.

The proposal should...

- a. include a chosen topic of interest, planned time line of the project, and team member names
- b. state why the chosen topic is important to address as a future HR professional
- c. outline overall questions that the team would like to answer by conducting research (e.g., how grooming and dress code policies affect women and men differently in the workplace? What employers and employees can do to make sure employees are not adversely affected by the policies?).

### Possible topic areas:

- Gender and dress code & grooming polices in organizations/occupations
- Provision of gender-neutral toilets in organizations
- Gender issues in specific fields (e.g., nursing, engineering, blue collar work, entrepreneurs)
- Pay gap between women and men in a specific industry

Cross-cultural comparisons of gender issues in organizations (e.g., working dads in Scandinavian countries vs. America)

On 4/26, as a final deliverable, your team is required to make an oral presentation to the class on your topic. Team points are 50 and these will be based on the overall quality of your presentation content as delivered in class. I will also have you rate each of your team member's contribution to the team project, and this individual points are 50. Thus, you can earn up to 100 points through the group project (50 for team performance, 50 for individual contribution). The rating format and more detailed guidelines for presentations will be introduced in class. Throughout the project, you are more than welcome to consult your instructor regarding your group project.

### **Course Grades and Grading Scale**

Grades will be determined by 4 areas of your performance:

1. Reaction papers: 100 Points (10pts x 10 weeks)
2. In-class assignments, case studies, & article presentation: 100 Points
3. Exams: 100 Points (each 50 pts x 2 exams)
4. Team Project: 100 Points

A total of 400 points

A (96-100%), A- (92-95.9%), B+ (88-91.9%), B (84-87.9%), B- (80-83.9%)  
 C+ (77-79.9%), C (73-76.9%), C- (70-72.9%), D+(67-69.9%), D(63-66.9%)  
 D- (60-62.9%), F (Below 60%)

### **Classroom Formats & Student Conduct**

1. Class is held once per week, on Thursday. Please be courteous to others by being to class on time. Students are expected to be an active learner in all components of classes.
2. Disruptive behavior will not be tolerated.
  - **Mobile phones:** Please silence them and do not use them during class time. If you need to have your cell phone on for emergency reasons, please put them on the vibrant mode and you may sit near the door to exit. No text-messaging is allowed in classroom. If you have emergency, you may exit the classroom to use your phone.
  - **Laptops:** Students' laptop use in class is strictly limited to note taking and class purposes. Personal emails, instant messaging, SNS websites, Internet surfing, or any other use unrelated to class are prohibited. If such a case is caught, you will be asked to leave the classroom and eventually lose your privilege for in-class laptop use.
3. We are each responsible for creating a friendly learning environment in this course. Be courteous to your peers regardless of their different opinions, languages, and backgrounds.
4. Communication:
  - a. If you have to miss more than 2 classes in a row due to long-term constraints or if you will have to miss an exam, please do let me know. You should ask for the missed materials for in-class activities—please talk to me in person shortly before or after the class.
  - b. Throughout the semester, you're more than welcome to set up an appointment with me to talk about how to improve your performance in this course. Please note that the grading scale is clearly provided in this syllabus. *Grades will not be adjusted via email communication on the last minute. Therefore, if you have any concerns or questions, please come talk to me early on.*

- c. The syllabus contains important information that you will be responsible for knowing throughout the semester (e.g., policies & rules, course evaluation elements, course schedule, etc.). Therefore, if you have a question about the course, please consult the syllabus before you contact me. I will gladly respond to emails if you need clarification about what is covered in the syllabus; however, I will not respond to emails about questions that can be easily answered by reading the syllabus.

### **Other Important Policies**

***Students with Disabilities:*** UIUC provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, please refer to the following website and contact the University's disability services office.

<http://www.disability.illinois.edu/>

***Academic Integrity Policy:*** As with any other University course, plagiarism, cheating or any other form of academic dishonesty will not be tolerated in any way. ***Cases of academic integrity infractions will be pursued to the fullest extent allowed by University regulations*** (see [http://studentcode.illinois.edu/article1\\_part4\\_1-402.html](http://studentcode.illinois.edu/article1_part4_1-402.html) for details). ***Ignorance of a rule is never a defense. Therefore, it is students' responsibility to educate themselves about the risk of academic integrity infractions and to avoid it. Just don't do it!!***

***Sexual Misconduct Policy and Reporting:*** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<http://wecare.illinois.edu/resources/students/#confidential>

Other information about resources and reporting is available here: <http://wecare.illinois.edu/>

## **Course Schedule**

### **Week 1: 1/18**

- Course introduction
- A quick snapshot of gender inequality trend across nations

### **Week 2: 1/25**

- Three approaches to understanding gender and sex differences
- Gender stereotypes

Kinias, Z., & Sim, J. (2016, August 8). Facilitating Women's Success in Business: Interrupting the Process of Stereotype Threat through Affirmation of Personal Values. *Journal of Applied Psychology*. Advance online publication. <http://dx.doi.org/10.1037/apl0000139>

1. Article presentation: Cortina et al. (2013). Selective incivility as modern discrimination in organizations: Evidence and impact. *Journal of Management*, 39 (6), 1579-1605.

**Week 3: 2/1**

- Benevolent and hostile sexism at work
- Making employment decisions
- Case Study (job offer & accept decisions)

King et al. (2012). Benevolent Sexism at Work: Gender Differences in the Distribution of Challenging Developmental Experiences. *Journal of Management*, 38, 1835-1866.

**Week 4: 2/8**

- Sex/gender discrimination at work & Legal framework in the U.S.

Courtright et al. (2013). A Meta-Analysis of Sex Differences in Physical Ability: Revised Estimates and Strategies for Reducing Differences in Selection Contexts. *Journal of Applied Psychology*, 98, 623-641.

**Week 5: 2/15**

- Workplace sexual harassment
- Case study (sexual harassment in the U.S. Military)

McDonald et al. (2015). Developing a framework of effective prevention and response strategies in workplace sexual harassment. *Asia Pacific Journal of Human Resources*, 53, 41-58.

**Week 6: 2/22**

- Physical attractiveness & interpersonal relationships at work

2. Article presentation: Little et al. (2015). Professional image maintenance: How women navigate pregnancy in the workplace. *Academy of Management Journal*, 58 (1), 8-37.

**Week 7: 3/1**

- **Exam I**

**Week 8: 3/8**

- Career issues for women and men & Mentoring
- Case study (mentoring program in medical field)

3. Article presentation: Elsbach & Bechky (in press). How observers assess women who cry in professional work contexts. *Academy of Management Discoveries*.

**Week 9: 3/15**

- Work-life balance for women and men

4. Article presentation: Akinola et al. (in press). To delegate or not to delegate: Gender differences in affective associations and behavioral responses to delegation. *Academy of Management Journal*.

*Spring Break (3/18-3/26)*

**Week 10: 3/29**

- Gender, leadership, and leadership development  
5. Article presentation: Inesi & Cable (2015). When accomplishments come back to haunt you: The negative effect of competence signals on women's performance evaluations. *Personnel Psychology*, 68, 615-657.

**Week 11: 4/5**

- LGBTQ in the workplace

Cook & Glass (2016). Do women advance equity? The effect of gender leadership composition on LGBT-friendly policies in American firms. *Human Relations*, Advance online first publication. doi: 10.1177/0018726715611734

King & Cortina (2010). The social and economic imperative of Lesbian, Gay, Bisexual, and Transgendered supportive organizational policies. *Industrial and Organizational Psychology*, 3, 69-78.

Commentaries by Barron & Hebl (2010) and Martinez & Hebl (2010)

5. Article presentation: Williams et al. (in press). Brining home what I'm hiding at work: The impact of sexual orientation disclosure at work for same-sex couples. *Journal of Vocational Behavior*.

**Week 12: 4/12**

- Managing diversity at work
- Approaches to developing gender-inclusive organizations

Nishii (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56, 1754-1774.

**Week 13: 4/19**

- **Group project meeting** (no class due to instructor's conference travel)

**Week 14: 4/26**

- **Group presentations**

**Final Exam**

\* This schedule and topic is subject to change due to unexpected constraints or events.