

WGSST 4403 GENDER AND LEADERSHIP

Class meetings: Wednesdays 3:55-5:15pm University Hall 56
Spring Semester 2014
(January 6-April 21, 2014)

University Documented Disabilities

Students with a university-documented disability certified by the Office of Disability Services should discuss with me any special accommodations needed for the course. Please make me aware of your needs as soon as possible. The Office of Disability Services, located at 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Instructor: Dr. Debra Burrington, Senior Lecturer in Women's, Gender and Sexuality Studies
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Office Hours: By appointment on campus, or more flexibly via email or phone (310) 592-0854

**Please note that this is a hybrid course. As such, the course typically will include one segment of face-to-face interaction in our physical classroom per week as well as required 'virtual' interaction, which consists of participation in substantive discussion forum threads and other activities designed to produce student work that is an integral part of the learning experience and that offers students a certain amount of scheduling flexibility. The class will meet face-to-face on Wednesdays with supplemental coursework completed through activities in the discussion forums and other requirements.*

Course Description

This course will focus on how gender matters in the leadership of social, political, and economic organizations and institutions. Groups, organizations, and institutions rely on leaders to exercise influence and responsibility in the execution of common tasks and projects. However, research has demonstrated that there are persistent gendered dimensions to such phenomena as access to positions of leadership, influence as leaders, and the perceptions that others have of leaders. Using diverse leadership literatures, we will explore these gendered dimensions of leadership and their effects, as well as consider future prospects for fairness and equity in leadership and in organizations. We will also explore how gender intersects with race, ethnicity, class, and sexuality in determining whom becomes a "leader," the styles of leadership they employ, and how effective leaders can be. Additionally, we will ask: how can leadership built upon a feminist social justice-oriented foundation inform impulses aimed at social, political, and economic transformation?

Course Objectives

- To become informed about interdisciplinary research on the significance for leadership of gender and other salient dimensions of group identity
- To understand how gender intersects with dimensions of identity such as race, ethnicity, class, and sexuality in relation to perceptions and practices of leadership
- To analyze dynamics of leadership using a variety of empirical, theoretical, popular culture, and biographical sources
- To understand leadership in the context of gendered ideologies and institutions
- To create and work on goals and an action plan for developing effective leadership skills
- To develop critical reading, writing, and thinking skills

Course Texts

Travis Bradberry and Jean Greaves, *Emotional Intelligence 2.0* (2009), TalentSmart. ISBN: 978-0-9743206-2-5 (hrdbk) [Note: also available in a Kindle edition; purchase a copy that provides you with the passcode to take the Emotional Intelligence Assessment]

Stephen Preskill and Stephen D. Brookfield, *Learning as a Way of Leading* (2009). Jossey-Bass. ISBN: 978-0-7879-7807-5 (hrdbk).

Peggy L. Chinn, *Peace and Power: New Directions for Building Community* (8th Edition) (2013). Jones & Bartlett Learning. ISBN: 978-1-4496-4555-7 (pbk)

Peter G. Northouse, *Introduction to Leadership: Concepts and Practice* (2nd Edition) (2012). SAGE Publications, Inc. ISBN: 978-1-4129-8952-7 (pbk)

Additional readings will be available in Carmen (designated by Carmen in parentheses)

These texts have been ordered through SBX. If you order copies of the Bradberry & Greaves, Chinn, or Northouse texts elsewhere, please make sure that you order the editions and publication years specified in the list above. This is VERY important, as the newer editions are, in most cases, significantly revised over earlier versions.

A note about required media: At various points noted in the syllabus students will be expected to view several popular films outside of class. Films assigned for viewing outside of class will be available via the OSU Secured Media Library at: <https://ocio.osu.edu/elearning/services/tools> (Note: From the URL shown above, find the Table of Contents and click on the Online Repositories. The Online Media Library is the first item listed. Click on this and then scroll down to and click on "Go to Media Services Online Library." You will be asked to log in to the site with your OSU username and password.) There will also be additional media clips assigned as resources prior to the various class meetings where they appear on the syllabus. In all cases the media should be viewed on your own prior to the class session where the film or clip is listed in the syllabus.

Assignments and Responsibilities

Participation (15%): Attendance will not be taken for the course, but it must be stressed that “one must be present in order to win,” especially since this is a hybrid course (part in-person, part online), and you should keep your own record of missed class meetings because this will factor into your participation self-assessments. In this case “winning” is not just getting the best grade you can on this specific evaluation dimension but also is about making a difference in the class as part of our combined efforts to create a learning community that matters. Twice during the semester you will complete a participation self-assessment. It includes: (1) a rubric against which you can judge your efforts along several dimensions related to participation, (2) guidelines (e.g., attendance is one) about what to do – and not do – to improve your efforts, and (3) a space for you to suggest the letter grade you feel you deserve and to provide a narrative that supports this self-assessment. On the first, mid-semester, assessment you will be invited to suggest some goals you want to try to meet in order to improve your participation efforts, and then on the final, end of course, assessment you can comment on whether you met these goals. **Assessment #1 is due February 19 (via Carmen); #2 is due April 9 (via Carmen).**

Discussion Forums (20%): You will be expected to actively participate in six discussion forums that have been set up in Carmen. These are intended to extend and expand your learning opportunities while simultaneously giving you a certain amount of personal control over your learning schedule in lieu of requiring two face-to-face class sessions per week. These have very specific participation requirements. A discussion thread has been started for each forum that contains a combination of scenarios and questions to which students are expected to make at least one very substantive, somewhat informal, practically oriented post. In addition, you are expected to engage in online conversation with your colleagues each week a forum has been assigned. Here are the basic requirements: (1) During a week where your participation in a discussion forum is required as noted in the syllabus, “week” is defined as Monday (anytime after Sunday turns into Monday) through the following Sunday at 11:59:59pm Eastern time. ***Posts made in each discussion forum outside of this time parameter will not be counted toward your grade.*** (2) To encourage maximum opportunities for participating in a learning conversation with your classmates (posts to instructor also count) you are expected, for each discussion forum, to make your posts on at least two different days of the week in question. To “meet expectations” you must make your own substantive post(s) on the forum topic, and at least two engaged, learning conversation-promoting posts to classmates (or instructor). To “exceed expectations” more than two such ‘reply’ posts are required in addition to your substantive post(s) responding to the topic. Each discussion forum has been created in Carmen, but please note that the instructions and the forum topics have been appended at the end of this course syllabus. **Forum weeks are as follows: January 20-26; January 27-February 2; February 17-23; March 3-9; March 17-23; and March 31-April 6.**

Leadership ‘Workshop’ (10%): This is conceived as one of the practical components of the course, as well as an opportunity for you to work within a very small group of students to create an interactive component for one of our class meetings and related to that day’s topic.

You will be assigned to small groups in order to make this happen. These will be low-tech, informal, participative enterprises, ideally comprised of: (1) a short “lesson” that you will present to the class, (2) supplemented by an “activity” in which you will engage your classmates, and then (3) followed by a short discussion, all portions facilitated by the group. The Northouse text will be a great resource to use for these workshops, and other resources will be provided via Carmen, but you are certainly free to incorporate resources of your group’s choosing.

Workshop dates are as follows: January 29, February 5, February 12, February 19, February 26, March 5, March 26 and April 2.

Action Plan for Your Leadership Skill Building (25%): This is an opportunity for you to create and work on some goals related to your practical reflection on effective leadership. Your action plan must be rooted in self-assessment and related to one or more of the “nine learning tasks of leadership” that are the focus of the Preskill and Brookfield text *Learning as a Way of Leading*. There are many free self-assessments about leadership skills available online, and some additional ones will be provided to you via Carmen. In order to “exceed expectations” on the self-assessment portion of this assignment you must complete at least TWO assessment tools, one of which is the Emotional Intelligence Appraisal that is accessible through purchase of the *Emotional Intelligence 2.0* text. Another highly recommended self-assessment is the Thomas-Kilmann Conflict Mode Instrument or TKI that is available for purchase online at their website (<https://www.cpp.com/en/tkiitems.aspx?ic=481>) for around \$17. In order to “meet expectations” on the self-assessment portion of this assignment you must complete the Emotional Intelligence Appraisal and an additional free online self-assessment. Your personal results on your chosen self-assessment(s) are to be used as baselines that provide you with a starting point for building skills you have decided to work on as part of your learning in this course and hopefully beyond. An additional required component of your action plan is your study of either (1) one of the leaders discussed in the Preskill and Brookfield text, or (2) one of the nine leadership dimensions the book discusses. You should start working on your personal leadership action plan early in the semester, as part of your grade on this learning component will be derived from evidence you produce about what goals you have been working on throughout the course. Additional details about the requirements will be provided with the assignment instructions, and resources that will be of help to you on this course requirement are available in Carmen in a section called Action Plan Resources. **Your documentation of work on your action plan is due (via Carmen) by 5:00pm on April 16.**

Leadership for Social Justice Project (30%): For the final project in the course you will be provided with a case study designed to enable you to apply what you have learned about leadership to a scenario that is loosely based on actual events and that hopefully will bring many concepts and topics together for you. The scenario asks that you put yourself into the picture as the leader of a non-profit agency seeking to advance social justice for marginalized people in its community. The case study and additional details about the requirements will be provided with the assignment instructions. **This final project is due (via Carmen) by 5:00pm on April 25.**

Course Grading

Grading

A = 93-100%	B- = 80-82%	D+ = 67-69%
A- = 90-92%	C+ = 77-79%	D = 63-66%
B+ = 87-89%	C = 73-76%	D- = 60-62%
B = 83-86%	C- = 70-72%	F = below 60%

Academic Integrity/Plagiarism

Students are expected to maintain complete academic integrity. Please become familiar with the Women's, Gender and Sexuality Department's statement on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!** As you are probably aware OSU is now utilizing Turnitin and it is available for instructors to utilize on any assignments submitted via the Carmen dropbox feature.

Writing Center

The Writing Center allows you to make appointments to get assistance from trained writing tutors. To utilize this university-sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/writingcenter>. Please also note that the Resources section of the Writing Center website contains a variety of extremely helpful materials on topics such as source citation, drafting and style, editing and grammar.

Assignment Submission Formats

Note that all of your assignments must be submitted either in Microsoft Word or as a PDF file.

Course Topic Outline and Reading Schedule

“I stand here before you not as a prophet, but as a humble servant...”

Nelson Mandela (1918-2013)

Introduction

January 8

Reading due:

Note: This is our first class meeting, but if you are able to do so, please take a look at Preskill & Brookfield, Ch.1, “The Essence of Learning Leadership,” in *Learning as a Way of Leading* and Northouse, Ch. 1 “Being a Leader” prior to class. If you are not able to do so, it will be to your benefit to at least skim these readings to get yourself “in the mood” for our conversations about leadership in this course prior to moving on to next week’s assigned readings.

Historical Figures

January 15

Reading due:

Sklar, “Hull House in the 1890s: A Community of Women Reformers,” *Signs: A Journal of Women in Culture and Society* (1985) (Carmen)

Preskill & Brookfield, Ch. 2, “Learning to Be Open to the Contributions of Others,” in *Learning as a Way of Leading*

Heads up: Discussion Forum due for the week of January 20-26

January 22

Reading and activity due:

Follett, *Freedom and Coordination: Collected Lectures* (delivered between 1926 and 1933, published 1949) (Carmen) [Note: peruse as much as you can, but read chapters V and VI]

Preskill & Brookfield, Ch 8, “Learning Democracy,” in *Learning as a Way of Leading*

Northouse, Ch. 2, “Recognizing Your Traits,” in *Introduction to Leadership: Concepts and Practice*; please also complete the *Leadership Traits Questionnaire*

Discussion Forum required this week

Heads up: Discussion Forum due for the week of January 27-February 2

Masculinity, Femininity and Leadership

January 29

Reading and activity due:

Ayman & Korabik, “Leadership: Why Gender and Culture Matter,” *American Psychologist* (2010) (Carmen)

Cheung & Halpern, "Women at the Top: Powerful Leaders Define Success as Work + Family in a Culture of Gender," *American Psychologist* (2010) (Carmen)

Ross, "Is There a Female Leadership Style?" Kellogg School of Management

Northouse, Ch. 3, "Recognizing Your Philosophy and Style of Leadership," in *Introduction to Leadership: Concepts and Practice*; please also complete the *Leadership Style Questionnaire* for today's "workshop"

Discussion Forum required this week

Media due:

Film (OSU Secured Media Library): *The Heat*

Intersections of Gender, Race, Class and Sexuality in Leadership

February 5

Reading and activity due:

Chin & Sanchez-Hucles, "Diversity and Leadership," *American Psychologist* (2007) (Carmen)

Eagly & Chin, "Diversity and Leadership in a Changing World," *American Psychologist* (2010) (Carmen)

Fassinger, Shullman & Stevenson, "Toward an Affirmative Lesbian, Gay, Bisexual and Transgender Leadership Paradigm," *American Psychologist* (2010) (Carmen)

Preskill & Brookfield, Ch. 6, "Learning to Analyze Experience," in *Learning as a Way of Leading*

Northouse, Ch. 8, "Listening to Out-Group Members," in *Introduction to Leadership: Concepts and Practice*; please also complete the *Responding to Members of the Out-Group Questionnaire* for today's "workshop"

Media due:

Rosabeth Moss Kanter's "A Tale of 'O'" (Kanter, 1980) on YouTube at:

<https://www.youtube.com/watch?v=p56b6nzslaU>

February 12

Reading and activity due:

Sanchez-Hucles & Davis, "Women and Women of Color in Leadership: Complexity, Identity and Intersectionality," *American Psychologist* (2010) (Carmen)

Preskill & Brookfield, Ch. 9, "Learning to Sustain Hope in the Face of Struggle," in *Learning as a Way of Leading*

Northouse, Ch. 4, "Attending to Tasks and Relationships," in *Introduction to Leadership: Concepts and Practice*; please also complete the *Task and Relationship Questionnaire* for today's "workshop"

Media due:

Film (OSU Secured Media Library): *Norma Rae*

Heads up: Discussion Forum due for the week of February 17-23

Leadership and Emotion: Gendered Differences? Nature? Nurture?

February 19

“He could turn on its head the whole language.” (Mary Jane West-Eberhard)

Our genes and our environment: To what extent are we driven by our genetic make-up versus the circumstances of our birth and the environments in which we develop? What are the implications of ‘nature vs. nurture’ for how we become who we are, and how we deal with issues of difference? How is research in neuroscience problematizing simplistic notions of both biological determinism and radical social constructionism? Are there ‘warrior genes’ and ‘empathy genes’?

Reading and activity due:

Travis Bradberry & Jean Greaves, *Emotional Intelligence 2.0* and please also complete the Emotional Intelligence Appraisal by this class meeting

Northouse, Ch. 9, “Handling Conflict,” in *Introduction to Leadership: Concepts and Practice*; please also complete the *Conflict Style Questionnaire* for today’s “workshop”

Discussion Forum required this week

Media due:

David Dobbs, “Die, Selfish Gene, Die,” *Aeon*, December 3, 2013 (PDF in Carmen, or available digitally at: <http://aeon.co/magazine/nature-and-cosmos/why-its-time-to-lay-the-selfish-gene-to-rest/>)

Michael Sandel, “The Moral Side of Murder,” at <https://www.youtube.com/watch?v=kBdfcR-8hEY> (Note: the pertinent segment on “the trolley car problem” is approximately the first 13:35 minutes)

Radiolab, “Morality,” at: <http://www.radiolab.org/story/91508-morality/> (Note: the pertinent segment is the first story, about 28 minutes long)

Simon Baron-Cohen, at https://www.youtube.com/watch?v=Aq_nCTGSfWE his Tedx London talk about “Zero Degrees of Empathy” (approximately 27 minutes in length)

Feminist Perspectives on Leadership

February 26

Reading and activity due:

Morton & Lindquist, “Revealing the Feminist in Mary Parker Follett,” *Administration and Society* (1997) (Carmen)

Shields, “Democracy and the Social Feminist Ethics of Jane Addams: A Vision for Public Administration,” *Administrative Theory and Praxis* (2006) (Carmen)

Northouse, Ch. 11, “Addressing Ethics in Leadership,” in *Introduction to Leadership: Concepts and Practice*; please also complete the *Core Values Questionnaire* for today’s “workshop”

Media due:

Film (OSU Secured Media Library): *Twelve Angry Men*

Heads up: Discussion Forum due for the week of March 3-9

March 5

Reading and activity due:

Kark, "The Transformational Leader: Who is (S)he? A Feminist Perspective," *Journal of Organizational Change Management* (2004) (Carmen)

Nickel & Eikenberry, "Beyond Public vs. Private: The Transformative Potential of Democratic Feminist Management," *Administrative Theory and Praxis* (2006) (Carmen)

Northouse, Ch. 6, "Creating a Vision," in *Introduction to Leadership: Concepts and Practice*; please also complete the *Leadership Vision Questionnaire* for today's "workshop"

Discussion Forum required this week

*****Spring Break March 10-14 (M-F)*****

Heads up: Discussion Forum due for the week of March 17-23

March 19

Reading due:

Chinn, *Peace and Power: New Directions for Community Building* (2013)

Preskill & Brookfield, Ch. 4, "Learning to Support the Growth of Others," in *Learning as a Way of Leading*

Preskill & Brookfield, Ch. 10, "Learning to Create Community," in *Learning as a Way of Leading*
If you intend to complete the Thomas-Kilmann Conflict Mode Instrument, please do so by this date

Discussion Forum required this week

Gender, Organizations and Leadership

March 26

Reading due:

Kanter, "Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women," *American Journal of Sociology* (1977) (Carmen)

Eagly & Carli, "The Female Leadership Advantage: An Evaluation of the Evidence," *The Leadership Quarterly* (2003) (Carmen)

Northouse, Ch. 7. "Setting the Tone," in *Introduction to Leadership: Concepts and Practice*; please also complete the *Setting the Tone Questionnaire* for today's "workshop"

Heads up: Discussion Forum due for the week of March 31-April 6]

April 2

Reading due:

Eagly, "Female Leadership Advantage and Disadvantage: Resolving the Contradictions" (2007) (Carmen)

Ryan & Haslam, "The Glass Cliff: Exploring the Dynamics Surrounding the Appointment of Women to Precarious Leadership Positions," *Academy of Management Review* (2007) (Carmen)

Northouse, Ch. 10, "Overcoming Obstacles," in *Introduction to Leadership: Concepts and Practice*; please also complete the *Path-Goal Styles Questionnaire* for today's "workshop"

Discussion Forum required this week

Media due:

Sheryl Sandberg December 2010 TED, at: <https://www.youtube.com/watch?v=18uDutylDa4>

Gender and Leaders: Politics, Business, Society

April 9

Simms, "Insights from a Management Prophet: Mary Parker Follett on Social Entrepreneurship," *Business and Society Review* (2005) (Carmen)

Preskill & Brookfield, Ch. 3, "Learning Critical Reflection," in *Learning as a Way of Leading*

Preskill & Brookfield, Ch. 5, "Learning Collective Leadership," in *Learning as a Way of Leading*

Also recommended but not required:

Stout, "Back to the Future: Toward a Political Economy of Love and Abundance," *Administration and Society* (2010) (Carmen)

Wheatley & Rogers, "Self-Organization: The Irresistible Future of Organization," *Strategy and Leadership* (1997), *Business Insights: Global* (Web, 2013) (Carmen)

Media due:

Kanter on leading positive change, TEDx Beacon Street, at:

<https://www.youtube.com/watch?v=owU5aTNPJbs>

Film (OSU Secured Media Library): *Invictus*

The Future of Leadership

April 16

Wrap-up and course evaluations

What leadership skills have you been working on this semester as part of your action plan?

Open discussion about approaches people are taking to the final project

April 25

******FINAL PROJECT DUE VIA CARMEN DROPBOX BY 5:00PM******

DISCUSSION FORUM ASSIGNMENTS

Instructions: The discussion forum area is an important location outside of our face-to-face class structure where we can build a learning community driven by robust conversations. For each discussion forum you are expected to make at least one very substantive, somewhat informal, practically oriented post in relation to the thread that has been started by your instructor. In addition, you are expected to engage in online conversation with your colleagues each week a forum has been assigned. Here are the basic requirements: (1) Remember that “week” is defined as Monday (anytime after Sunday turns into Monday) through the following Sunday at 11:59:59pm Eastern time. ***Posts made in each discussion forum outside of this time parameter will not be counted toward your grade.*** (2) To encourage maximum opportunities for participating in a learning conversation with your classmates (and/or instructor) you are expected, for each discussion forum, to make your posts on at least two different days of the week in question. (3) To “meet expectations” you must make your own substantive post(s) on the forum topic, and at least two engaged, dialogue-promoting posts to classmates (or instructor). To “exceed expectations” more than two such ‘reply’ posts are required in addition to your substantive post(s) responding to the topic. Please at least begin your posting on Monday, Tuesday and/or Wednesday of each discussion forum week so that student ideas and comments can be factored into our Wednesday afternoon face-to-face discussions.

January 22 [activity due for entire week of January 20-26]

The opening questions in the Northouse chapter assigned for this week ask: Why are some people leaders while others are not? What makes people become leaders? Do leaders have certain traits? Reflect on one or more of these questions in two ways. First, how would you answer them with regard to the female leaders discussed in the readings due January 22nd (e.g., Follett, Kelley, Addams)? Second, what did you learn about yourself from completing the Leadership Traits Questionnaire? What are your strongest leadership traits and which ones do you feel are most important in terms of your own self-development?

January 29 [activity due for entire week of January 27-February 2]

In *The Heat*, FBI Special Agent Sarah Ashburn isn't liked or respected by the other agents she works with and whom she attempts to supervise. Boston PD detective Shannon Mullens has a “take no prisoners” attitude in relation to her boss, colleagues and perpetrators of crime. They are both females in the most male of professions. Here are some questions, a few of which you could consider in this discussion forum assignment: How does gender play out as an “issue” with regard to the working styles and leadership efforts of both of these characters and key members of their supporting cast in *The Heat*? How is conflict addressed? What role does emotion play in the behavior of key characters? How do constructions of gender in this film illustrate contemporary workplace behaviors that may seem familiar based on your own personal experience? Use three or four examples of what you observed about gender, working styles and leadership in the film as you think about some of these questions, and be sure to consider both male and female characters.

February 19 [activity due for entire week of February 17-23]

You have been asked to complete self-assessments on emotional intelligence and conflict style. What have you learned about yourself that “rings true”? What have you learned that is surprising to you? Where do you stand on the “nature versus nurture” debate and how might your predilections affect your ability and willingness to engage in self-development with respect to how you can utilize emotional intelligence in responding to conflict situations?

March 5 [activity due for entire week of March 3-9]

There are many different perspectives on the question, “What is a leader?” The scholarship is voluminous. But what is your view of what it means to be a transformative leader, and what role does having a leadership vision (as discussed in the assigned chapter in Northouse) play in relationship to transformative leadership? As part of this discussion forum, find a resource to share with your classmates that helps you answer these questions. How might you incorporate transformative leadership in building a better future?

March 19 [activity due for entire week of March 17-23]

The readings assigned for this week hover around the notions of building peaceful communities and supporting the growth of those around you. Based on your reading of both the Chinn and Preskill & Brookfield texts, talk a bit in this discussion forum about what it means to create peace in a specific context that is especially important to you. For example, feminist organizing has long been plagued by conflict around racial, sexual and class differences among participants. How is getting our own houses (i.e., the specific context especially important to you) in order important in terms of leading to create a more just society?

April 2 [activity due for entire week of March 31-April 6]

Data suggests that it is somewhat rare to find women in positions of leadership in the corporate, government or other contexts. At the same time there is also an emerging body of evidence to suggest that women (through nature or nurture or both) may possess sorely needed attitudes, attributes, and skills related to leadership that are vital to creating a more just world. One area in which this suggestion emerges is in the research on emotional intelligence. On the one hand we have Sheryl Sandberg suggesting as part of the imperative to “lean in” that perhaps women can’t “have it all,” and yet on the other we have the Dalai Lama reportedly asserting that, “Western women will save the world.” What do you think needs to change – about how gender roles and expectations play out in society – so there is a greater opportunity for women to lead and for men to learn from what women can bring to the table?