

## Syllabus

1. Course name in Swedish	Aktuella frågor inom management
2. Course name in English	Current topics in Management: Gender and Management
3. Higher Education Credits	3
4. Education level	Undergraduate
5. Main field of study	Business Administration
6. Syllabus valid from (semester)	ST2016
7. Approved by	Board of Education
8. Date of official approval	-
9. Adopted by	Samhällsvetenskapliga fakultetsnämnden
10. Date of adoption	-
11. Date of revision	-
12. Revised by	-

### 13. Justification for creating a new course

Not necessary to fill in.

### 14. Prerequisites and special admittance requirements

- 60 ECTS in Business Administration

### 15. Course content

The last three decades have seen dramatic rises in the employment rates of women. However, pronounced gender differences remain in the nature of women and men's contribution to the labour market. Whilst women represent over 40% of the global labour force and are moving into professional and managerial jobs, the number of women holding senior managerial positions is still low. Despite over 30 years of equal opportunities legislation, campaigns and initiatives, evidence suggests that women continue to face difficulties in career advancement because of overt and covert forms of discrimination, as employees and entrepreneurs.

This course examines these and other gender issues in employment, and the reasons behind women turning to entrepreneurship. It introduces key concepts and theories of

gender difference, gendered divisions of paid and unpaid work and gender ideologies. It discusses explanations for gender disadvantage and discrimination at work, evidence for gender differences in management and leadership style and the association of management with masculinity. Legislative, organisational and managerial strategies for workplace equality are critically examined, including the traditional 'equal opportunities' model, the emerging 'managing diversity' strategy, and work-life balance and flexible employment/self-employment approaches.

## 16. Learning outcomes

### Intended Learning Outcomes

Brief introduction... the overall aim of the course...

The aim of this course is to provide students with intellectual and practical tools necessary for critical knowledge and understanding of gender issues in work and organisations; theories of gender differences, gender divisions of paid and unpaid work, and gender disadvantage in the labour market; and strategies for workplace gender equality.

Upon completion of the course, students should be able to:

#### Knowledge and understanding

1. Grasp a deeper level of understanding of the gender issues in employment and entrepreneurship
2. Interpret and appreciate both the overt and covert gender discriminating issues faced in the work place in both developed and developing countries and illustrate these issues using real life examples in the Swedish context for both men and women in "non-traditional" roles.

#### Skills and abilities

3. Apply the key concepts, theories and (qualitative) methodologies around gender and work to lived experience and organisational case studies.
4. Evaluating the importance of gender and context by critically analysing case studies in both developing and developed country-contexts and suggesting methods for solving gender issues/inequalities.

#### Judgement and approach

5. Evaluate and present the discourse on 'inequality and work' in academic research and compare/contrast it to media debates and legislation.
6. Create and develop a theoretically informed 'model' of tackling inequality in work, whilst understanding the methodological concept of 'one size does not fit all'.
7. Critically place themselves within these discourses, reflect on their position within these structures and their agency within them.

## 17. Education

The course consists of a combination of lectures, seminars and group work and requires

a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is English.

Please note that all teaching and learning activities - such as lectures, seminars, assignments and assessment tasks – are carried out in English.

## **18. Forms of examination**

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

### Assessment tasks

The course contains the following weighted assessment tasks:

1. Project work and presentation: assesses ILO 2 and 4. Constitute 30% of total course points.
2. Individual course essay: assesses ILO 1, 3, 5, 6. Constitute 60% of total course points.
3. Individual Learning Diaries: ILO 7. Constitute 10% of total course points.

### Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires at least 50 course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: less than 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

All assessment tasks are assessed on a 100-point scale.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result (at least 50 course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once

during the course.

A passing grade (A–E) in the course is obtained when a student has achieved at least 50 course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved at least 50 course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If less than 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

**A (Excellent)**

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

**B (Very Good)**

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

**C (Good)**

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

**D (Satisfactory)**

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

**E (Sufficient)**

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

**Fx (Fail)**

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

**F (Fail)**

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

## **19. Course literature and other teaching material**

### **Required Reading**

#### **Journals**

Joshi, A., Neely, B., Emrich, C., Griffiths, D. and George, G., 2015. Gender Research in AMJ: AN Overview of Five Decades of Empirical Research and Calls to Action Thematic Issue on Gender in Management Research. *Academy of Management Journal*, 58(5), pp.1459-1475.

Williams, C. L. (1992). The glass escalator: Hidden advantages for men in the "female" professions. *Social problems*, 39(3), 253-267

Wrigley, B. J. (2002). Glass ceiling? What glass ceiling? A qualitative study of how women view the glass ceiling in public relations and communications management. *Journal of public relations research*, 14(1), 27-55.

Miller, G. E. (2004). Frontier masculinity in the oil industry: The experience of women engineers. *Gender, Work & Organization*, 11(1), 47-73.

Lane, N. (1999). Sources of career disadvantage in nursing: A study of NHS Wales. *Journal of Management in Medicine*, 13(6), 373-389.

Doucet, A. (2000) "It's almost like I have a job, but I don't get paid": fathers at home reconfiguring work, care and masculinity. *Fathering*, 2 (3): 277-3-3.

Lee, D. (2001) 'He didn't sexually harass me, as in harassed for sex – he was just horrible'. *Women's Studies International Forum*, 24(1): 25-38.

Wilson, F. (2000) The subjective experience of sexual harassment: cases of students. *Human Relations*, 53(8): 1081-1098.

Brush, C.G., Bruin, A. & Welter, F. (2009) 'A Gender-aware framework for Women's Entrepreneurship', *International Journal of Gender and Entrepreneurship*, 1 (1): 8-24.

Ahl, A., & Höök, P. (2007). Changes in working with gender equality in management in Sweden. *Equal Opportunities International*, 26(5), 435-448.

Orhan, M., and Scott, D. (2001) 'Why Women Enter into Entrepreneurship: An Explanatory Model', *Women in Management Review*, 16, (5): 232-243

Pio, E. (2010).

Islamic sisters: Spirituality and ethnic entrepreneurship in Sweden. *Equality, diversity and inclusion: an international journal*, 29(1), 113-130.

#### Recommended Reading

#### **Books**

**(Students can select chapters to suit the country context of interest)**

Davidson, M. J., & Burke, R. J. (Eds.). (2011). *Women in Management Worldwide* (Vol. 2). Gower.

Pauldi, M.A. (2013) *Women and Management: Global Issues and Promising Solutions*. Praeger

Alvesson, M. and Billing, Y.D., 2009. *Understanding gender and organizations*. Sage.

## **20. Transition arrangements**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

## **21. Restrictions**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

## **22. Additional information**

