

WST 3371: WOMEN, LEADERSHIP & DIVERSITY IN THE GLOBAL ENVIRONMENT

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Availability To accommodate the fully online format of this course, we are available to students via the email addresses listed above and will respond to emails within 24 hours (not including weekends or holidays).	
Please monitor the “Announcements” link on E-Learning (http://elearning.ufl.edu/) for announcements and changes to the course and the content of this syllabus	

COURSE OVERVIEW**Learning Objectives:****Students who successfully complete this course will be able to:**

- Analyze and use key terms and concepts in leadership theory
- Gain awareness of the value of strong leadership in knowledge-based economies
- Connect knowledge about leadership theory to different workplace contexts, industries, and nationalities
- Analyze how gender facilitates/disrupts opportunities for leadership across cultures/ethnic groups
- Use leadership theory and analysis of gender and cultural differences to articulate key areas for professional development

Course Description

This course examines key leadership concepts in general, and women in particular. The course is not set up to teach you how to be a leader (or be a better leader), per se, but it will operate with the assumption that if you know how successful women and men have navigated power and authority, applied knowledge and core competencies, and balanced life and work, you will be better able to direct your own academic endeavors and professional development. We will explore leadership theory in general, examine the extent to which leadership, as it is currently researched/theorized is framed for American audiences, and consider whether or not these metrics are useful for understanding leadership in diverse populations and across national borders.

Why should you care about women and leadership? According to Barbara Kellerman, Director of the Public Leadership Center at Harvard’s Kennedy School of Government, “of the 196 countries in the world only 21 are led by women; similarly women hold only approximately 20 percent of parliamentary seats. Further, in the U. S. they head only about 4.6 percent of Fortune 500 companies, hold only about 17 percent of board seats, and constitute only about 19 percent of elected congressional officials. For women of color the gap is worse. They hold only 3 percent of board seats, and 5 percent of congressional seats. Along similar lines, women make up only about 15% of equity partners in law firms, and only about 16% of medical school deans.” While no one is denying that women are much better off today than of decades past, at all education levels and market sectors, women today continue to earn only 75% of what their male counterparts earn (White House report on the Status of Women). While there is much work to be done to rectify this imbalance, these are also exciting times to make a difference. In fact, strong leadership in our global environment can be one of the most valued skills you can have. This is one of the goals of the course—to make you aware of the value of strong leadership in knowledge-based economies.

This course should be of interest to students in business, organizational behavior, psychology, sociology/law, and women’s and gender studies. In so far as it is increasingly difficult to separate the US economy from its global implications, we will evaluate leadership issues from a U.S. perspective and in a transnational framework, i.e. the extent to which the values/culture of leadership cut across national boundaries. Leadership theory will be explained and situated through global and intercultural conditions and interdependencies.

This course is divided in three parts:

Modules 1-4 will focus on leadership strategies in a historical framework

- These readings will focus on early articulations of gender and the public sphere and consider whether or not those terms are still relevant today.
- They will introduce key terms in leadership theory

Modules 5-7 will focus on leadership dilemmas in various industries (locally and globally)

- The readings in these modules will help us connect knowledge about leadership theory to different workplace contexts

- They will help us theorize how gender and other dimensions of diversity facilitate/disrupt opportunities for leadership
- These readings will help us gain an awareness of the value of strong leadership in knowledge-based economies
- They will help us build analytic skills by identifying key areas for professional development in your chosen discipline

Course Structure

This course is fully online and it does not have specific meeting times. However: this course is not self-paced which means that students must follow specified deadlines throughout the course. Thus, students must complete all module tasks and assignments by their due dates (listed in the “Course Schedule Outline and Due Dates” at the end of this syllabus).

The course is based in Canvas: <https://lss.at.ufl.edu/>

Instructions for using Canvas and the programs that will be accessed for this course are available upon logging into the course Canvas site. Students may log in to Canvas using their gatorlink username and password.

This course is organized into a number of modules. For each module, the required activities include reading assigned chapters and articles, viewing online course content, completing quizzes, and completing additional assignments and activities. This variety of required activities is designed to introduce students to theory and research in each topic domain, to encourage students to think critically and in an integrative way about this information, and to help students connect this knowledge with real-life experiences.

The course is structured for students to experience a combination of individual and group learning. Many of the class activities will have a component that must be completed individually as well as a component that must be completed in a group format. Students will be assigned to small groups. Small groups will engage in interactive discussions and work together throughout the semester.

Class Materials and Requirements

Alice H. Eagly and Linda L. Carli, *Through the Labyrinth: The Truth About How Women Become Leaders* (HBS Publishing, 2007).

This book presents theory and research on gender and leadership from multiple disciplines including economics, management, political science, psychology, and sociology. Required readings from this textbook are marked *Labyrinth*.

Book chapters are available for free online or through course reserves

Articles – These articles (mostly from Harvard Business Review) are required reading and listed in each module; they are also listed in the “Course Schedule Outline and Due Dates” at the end of the syllabus.

Computer and Internet – This course is fully online and therefore requires a computer and high speed internet access, and access to E-Learning. Students are responsible for maintaining access to E-Learning. Please review the information on system setup for use of E-learning:

https://lss.at.ufl.edu/services/els/stu_intro.shtml. The minimum UF computer requirements can be found at:

<http://www.it.ufl.edu/policies/student-computing-requirements/>.

COURSE REQUIRED ACTIVITIES

- 1. Readings: Content assessed in Module Quizzes and to be integrated into Discussion Boards and Get Involved Assignments**
 - a. In most modules, students are responsible for reading a core chapter from the course textbook: Alice H. Eagly and Linda L. Carli, *Through the Labyrinth: The Truth About How Women Become Leaders* (HBR Publishing, 2007).
 - b. Additional readings include 2-3 short articles. These articles are culled from a variety of online sources including the Wall Street Journal, Forbes, New York Times, etc. These readings are listed within each module and in the “Course Schedule Outline and Due Dates” at the end of the syllabus.
 - i. The content of required readings for each module will be included in that Module Quiz.

- 2. Online Course Content: Content covered in Module Quizzes and to be integrated into Discussion Boards and Get Involved Assignments (Professional Development Activity)**
 - a. Each module includes online course content such as lectures, videos, or other online activities. Students are responsible for viewing and completing this entire online course content.
 - i. The assigned Online Course Content for each module will be included in that Module Quiz.

- 3. Module Quizzes: Total Points = 540 (9 Module Quizzes @ 50 points each = 540 points total)**
 - a. There are 9 Module Quizzes – one quiz per module (except for M1, M7, and M12) – throughout the course.
 - i. Module Quizzes cover all assigned readings for the module (i.e., online articles) as well as the Online Course Content.
 - ii. Each quiz will be available during the specific dates and times listed in the “Course Schedule Outline and Due Dates” at the end of the syllabus. Once a quiz is started within this time frame, it must be completed within the time allocated for the quiz. This means that students cannot begin a quiz and come back to it later; once started, the quiz must be finished within the allocated minutes for that particular quiz. This also means that to submit a quiz prior to the 11:59pm due date, students must start the quiz early enough to meet the quiz deadline and in order to get the maximum allotted time.
 - iii. Quiz grades will be available within 24 hours after each quiz closing date and time.
 - b. There are **NO MAKE-UP QUIZZES** unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus. Students may choose to drop one quiz to replace their lowest quiz grade. Thus, if a quiz is missed due to an illness, emergency, or technical problems, the zero grade on that quiz may be dropped.

- 4. Get Involved Assignments: Total Points = 400 (2 Get Involved Assignments x 200 points each = 400 points)**
 - a. There are 2 Get Involved Assignments throughout the course.
 - i. Each 1/2 of the course will include an assignment that involves analyzing theoretical and scholarly concepts and communicating how these concepts translate into professional applications.
 - ii. Detailed instructions for how to complete and submit each assignment are provided in the assignment description in each module.
 - iii. Get Involved Assignments should be completed individually
 - b. There are **NO MAKE-UP GET INVOLVED ASSIGNMENTS** unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus.

5. **Discussion Boards: Total Points = 210 (11 Modules: M1 post x 10 points [5 points for original post + 5 points for response], M2-M12 x 20 points each [10 pts original post + 10 pts response post])**
- a. For each module, students are required to participate in a discussion board within their small group, by submitting:
 - i. At least one original substantive post due by 11:59pm on the due date noted in the “Course Schedule Outline and Due Dates.”
 - ii. At least one response to posts made by other students due by 11:59pm on the due date noted in the “Course Schedule Outline and Due Dates.”
 - iii. Original posts are due prior to response posts to ensure that original posts are available in a timely manner for other group members to respond to.
 - b. Discussion board posts are graded using the Discussion Board Participation Guide and Grading Rubric (below). Students should follow this rubric to inform their participation in discussion boards.
 - i. Discussion board grades are released for Modules 1-4 after Module 4, for Modules 4-8 after Module 8, and for Modules 9-12 after Module 12.
 - c. There are **NO MAKE-UP DISCUSSION BOARDS** unless specifically allowed by university policies; see Attendance, Late Submissions, and Extensions section of the syllabus. This means that original or response posts submitted after their due dates and times earn 0 points.
6. **Other Assignments: Total Points = 100**
- a. Perceptions and Family Dynamics Survey = 25 points
 - b. Resume assignment = 75 points

GRADING OVERVIEW AND GRADING SCALE

Task	% of grade
Assignments (500 points)	50%
Quizzes (540 points)	25%
Discussion Boards (210 points)	25%

Grade	%
A	94-100%
A-	90-93.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-*	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
E	Below 60%

*Course grade of C- or below will not qualify for major, minor, GenEd, Gordon Rule or College Basic Distribution credit. For more information on UF grading policy, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE GUIDELINES & POLICIES

Professional Conduct

Much of the learning in this class will come from group interactions (e.g., viewing class assignments, engaging in discussion boards). You are expected to approach your participation in these interactions seriously, thoughtfully, and professionally. This means completing all assigned readings and assignments on time, being engaged in discussion boards, being respectful and attentive toward your colleagues, and being prepared and active in the learning process.

Time Management and Planning for Online Courses

This course is fully online and it does not have specific meeting times. But, this course is not self-paced and there are specified deadlines throughout the course. Therefore, you are responsible for appropriate planning and time management in order to complete all module tasks by their due dates. Procrastination and last minute completion of assignments and quizzes will result in low quality performance and poor grades.

Online learning offers great flexibility and independence and therefore can be very rewarding. Online learning can also be challenging when personal initiative and good time management are not used. This means that how much you get out of an online course is very much related to how much you put into it. Below are tips for success in online courses:

- Read the syllabus and all online course materials carefully. This information can help you plan and prepare for the course.
- Schedule "class times" for yourself. Remember that you are responsible for your own learning in this course.
- Keep up with the course schedule and complete all assignments and activities well ahead of the deadlines. Sometimes things happen. If your computer goes down when you are trying to complete a quiz or submit an assignment, you'll need additional time to get to another machine.
- Study all of the course materials and work through all of the assigned activities. Trying to take short cuts will result in poor work quality and low grades.
- Take quizzes well ahead of their closing time. Remember that there are no extensions for missed quizzes or other activities.
- Take advantage of the online discussion boards. Ask for help or clarification when you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- In online courses, procrastination and last minute attempts to complete the work will inevitably result in missed work, poor work quality, and low grades. Remember that late work is not accepted and will result in 0 points.

Attendance, Late Submissions, and Extensions

Late assignments, quizzes, discussion boards, and other course activities are not accepted unless for documented illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, participation in official university activities, or court-imposed legal obligations (e.g., jury duty or subpoena). For each of the activities in this course, you have several days to complete and submit your work. To make sure that unanticipated events do not interfere with your assignments, you can submit assignments a day or two early. You can also begin submitting all of your Read and Turn In Articles on the first day of class. If you miss a quiz (or don't do as well as you wished on it), you can choose to take the Extra Quiz at the end of the course to replace your missing (or lowest) quiz grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

University Policies: <http://www.dso.ufl.edu/>

For information about university policies and resources, please see the Dean of Students Office webpage.

Academic Honesty: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. This applies, but is not limited to, cheating and improper use of copyrighted materials and to materials obtained online.

Disability-Related Accommodations: <http://www.dso.ufl.edu/drc/>

If you would like to request disability-related accommodations, please contact the Disability Resource Center as soon as possible and obtain the needed registration and documentation to provide to your instructors in order to request accommodation. The Disability Resource Center is located in 001 Building 0020 (Reid Hall); their phone number is 392-8565.

Counseling and Wellness Center

The University of Florida is committed to student health and well-being. University Counseling Services and Mental Health Services are available to all students. Should the need arise, please do not hesitate to contact them at: 352-392-1575

<http://www.counseling.ufl.edu/cwc/Default.aspx>

University Police

The University of Florida is committed to student safety. Should the need arise please do not hesitate to contact the University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Evaluations: <https://evaluations.ufl.edu>

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted

online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

FIVE STEPS FOR QUESTIONS ABOUT THE COURSE

STEP 1: Check the course syllabus and online materials. When you have a question about the course, your first step should always be to check the course syllabus and online materials for the answer to your question. The answers to most questions are in these materials.

STEP 2: Review answers to Frequently Asked Questions below:

- **I can't find course content! HELP!**
Most of the course content can be found under the "Course Materials" link. Be sure to carefully review the content of all of the tabs on the course page.
- **When is (some assignment/quiz) due?**
All due dates are listed at the end of the syllabus. All assignments, quizzes, and discussions are due no later than 11:59 p.m. on the day listed.
- **Internet connection cut out, what do I do?**
Contact your internet provider or the UF Help Desk: 352-392-HELP (4357).
- **Can't see my quiz/module/discussion, what do I do?**
Post this information to the Course Questions Discussion Board. It may mean that there has been an error in the release time/date.
- **Video not playing, what do I do?**
Try shutting down your browser and then re-starting. If that doesn't work, try shutting down and restarting your computer. If the video still will not play, post this information on the Course Questions Discussion Board along with the browser and operating system you are using and when you tried to view it.
- **Can't click "Begin Quiz," what do I do?**
Is the quiz supposed to be open per the dates and times listed on the "Course Schedule Outline and Due Dates"? Sometimes the problem can be solved by shutting down the browser and re-starting. If that doesn't work, try shutting down the computer and restarting. If you are still unable to start the quiz, then contact Learning Support Services <https://lss.at.ufl.edu/> and be sure to tell them what operating system and browser you are using. If they cannot solve your problem in time for you to take the quiz before the due date, be sure to get the ticket number. E-mail the instructor with your ticket number and explain the situation. Remember that unless there is a system-wide problem with E-learning, there will be no extensions for quizzes or assignments. But, you may choose to take the Extra Quiz at the end of the course to replace your one lowest quiz grade.
- **When do quizzes open and close?**
Please see the due dates listed in the "Course Schedule Outline and Due Dates" at the end of the syllabus.
- **When are the exams for this class?**
There are no exams for the class. There are quizzes, assignments, discussion boards, and other activities described in each Module and in the syllabus. Due dates for all of these activities are listed in the "Course Schedule Outline and Due Dates" at the end of the syllabus.
- **Why are there parentheses around some of my grades?**
This is a feature of E-Learning – please ignore it. As long as you have points listed inside the parenthesis, you are fine.
- **There is a mistake with my grade, what do I do?**
Please e-mail your instructor or TA (do not post this on the Course Questions Discussion Board) and be as detailed as possible as to why you think there is an error.
- **What does "N/A" mean on our grades page?**
It means "not applicable." This means that either a grade hasn't been entered yet OR there is no grade for you.
- **I am missing a grade, what do I do?**
Please give the instructor and TAs plenty of time to complete their grading. If you believe that grading has been completed and your assignment was skipped for some reason, please e-mail the TA or instructor privately about your missing grade. Do not post grade related questions on the Course Questions Discussion Board.
- **I haven't heard back from an email I sent, what do I do?**
Please allow 24 hours (not including weekends or holidays) for responses to your emails. If you do not receive a response during this time frame, please send another e-mail to the TA or instructor. Be sure to use the email addresses listed at the beginning of this syllabus (do not use the mail feature in E-learning).

STEP 3: If your question is of a technical nature, including difficulties with e-Learning, please contact the UF helpdesk at learning-support@ufl.edu, or (352) 392-4357; they are located in the ground floor of the Hub.

Examples of questions that should be directed to the Help Desk:

- I can't log into E-Learning.
- I have clicked the "submit" button for my quiz and nothing is happening.
- I can't upload an assignment (be sure to have reviewed the tutorial on how to do this BEFORE you contact the Help Desk).
- E-Learning has given me an error message and I can't submit my assignment.

Please remember that all students are required to maintain computer and high speed internet access, and access to E-Learning for this course. No extensions will be given for technical difficulties. To prevent technical issues from interfering with your course performance, complete assignments in advance of their due dates. Waiting until the last minute to complete assignments and quizzes increases the possibility that unforeseen circumstances, including technical difficulties, can result in missed assignments and grades of 0.

If UF E-Learning experiences system-wide technical difficulties that are verified by E-Learning staff, deadlines will be adjusted to allow for completion of assignments and quizzes. In such cases, you must report the problem to E-Learning and obtain a ticket number from them; email this ticket number along with any correspondence with E-learning staff to the instructor.

STEP 4: If you do not find the answer to your question in the syllabus, online course materials, the Frequently Asked Questions, and your question is not of a technical nature under the purview of the Help Desk, then post your question to the Course Questions Discussion Board. Be sure to give your post a descriptive subject line so that other students who may have the same question can find it. You should also check to see if another student has asked or answered your question on this Discussion Board.

Examples of questions that should be posted to the Course Questions Discussion Board:

- I don't see my quiz, does anyone know if it is available yet?
- The next module was supposed to be released today and I can't see it.
- The link to the video is not working.

STEP 5: If you do not find the answer to your question in the previous steps OR if your question is of a private nature, please contact the teaching assistant or the course instructor through their e-mail addresses. Please allow 24 hours (not including weekends or holidays) for a response to your questions.

Examples of questions that can be directed to the teaching assistant or course instructor:

- I've had a family crisis and must drop the course.
- I've had a documented illness and will miss multiple modules this semester.

HBR: Harvard Business Review Articles

1. **Women Rising: The Unseen Barriers**, By: Ibarra, Herminia; Ely, Robin; Kolb, Deborah. Harvard Business Review. Sep2013, Vol. 91 Issue 9, p60-67. 7p.
2. **A modest Manifesto for Shattering the Glass Ceiling**, By: Mayerson, Debra E; Fletcher, Joyce K. Harvard Business Review. Jan/Feb2000, Vol. 78 Issue 1, p126-136. 11p.
3. **Navigating the Cultural Minefield**, By: Meyer, Erin. Harvard Business Review. May2014, Vol. 92 Issue 5, p119-123. 5p.
4. **Stopping the Exodus of Women in Science**, By: Hewlett, Sylvia Ann; Luce, Carolyn Buck; Servon, Lisa J. Harvard Business Review. Jun2008, Vol. 86 Issue 6, p22-24. 3p.
5. **The Battle for Female Talent in Emerging Markets**, By: Hewlett, Sylvia Ann; Rashid, Ripa. Harvard Business Review. May2010, Vol. 88 Issue 5, p101-106. 5p.
6. **The Female Economy**, By: Silverstein, Michael J.; Sayre, Kate. Harvard Business Review. Sep2009, Vol. 87 Issue 9, p46-53. 8p.
7. **L'oreal Masters Multiculturalism**, By: Hae-Jung Hong; Doz, Yves. Harvard Business Review. Jun2013, Vol. 91 Issue 6, p114-119. 5p.
8. **Women, Find your voice**, By: Heath, Kathryn; Flynn, Jill; Holt, Mary Davis. Harvard Business Review. Jun2014, Vol. 92 Issue 6, p118-121. 4p.
9. **Will working mothers take your company to court?** By: Williams, Joan C.; Cuddy, Amy J. C. Harvard Business Review. Sep2012, Vol. 90 Issue 9, p94-100. 7p.
10. **From Purpose to Impact**, By: Craig, Nick; Snook, Scott. Harvard Business Review. May2014, Vol. 92 Issue 5, p104-111. 8p.