Course aim

As an engineer in work life, most time is spent in different groups and organizations. You will probably work as a project leader or a manager and be responsible for coordinating people and for personnel. In interaction with technology, problem solving and economy, there are also issues of leadership, collaboration between people and human resources as important strategic challenges for organizations' development and competitiveness. Questions of gender equality and diversity are often integrated in these challenges. Gender equality and diversity are issues that are often perceived as difficult but which managers and leaders have to handle. The goal of the course is to provide knowledge about theories on organizations and gender. You will gain knowledge about our work life and how to describe and analyze organizations and technology from a gender and diversity perspective. You will focus on managerial opportunities, departing from issues regarding gender equality and diversity in organizations.

Learning outcomes

After passing the course, the students should be able to:

1. Formulate what gender and diversity perspective means in organisations
2. Explain why number and gender distribution have importance in groups and organisations and how organisation culture can be related to structural conditions in organisations
3. Describe what central concepts e g gender diversity, gender structure, structural discrimination (directly and indirectly), genderization, excluding and inclusion, means in organisations
4. Give example of common discourses about equal opportunities and diversity and be able to identify which consequences the discourses have for interpretations of change management in organisations
5. Identify and explain different change methods, important change agents and different forms of resistance against change management
6. Describe and analyse power relations in organisations and be able to reflect on consequences for different categories with regard to power and influence in organisations

Prerequisites

120 hp and documented proficiency in Swedish B and English B or equivalent.

Course content

The course draws on research mainly regarding gender, but also ethnicity, class, age, nationality and sexuality in organizations. Knowledge is related to theories on feminism, gender in organizations according to structure and culture, leadership, change, gender equality and diversity.

Lectures and reflective seminars take place at KTH. In addition there are four prerecorded lectures on Canvas. Students are expected to study the literature between lectures. The lectures and seminars help the students to understand the literature. They offer possibilities to

discuss and reflect on the literature and the different theories. Students are expected to actively participate in discussions to learn and practice.

Examination and grading

The examination is divided in two parts:

- The first written examination (INL1, 2,0 credits) consists of the submission of one (1) assignment which will be graded Pass/Fail.
- The second written examination (TEN3, 4,0 credits) consists of an exam written at home and that will be graded according to the grade scale A, B, C, D, E, FX, F. There is also a possibility for an Fx that gives the opportunity to re-write the paper in order to reach the grade E (higher grades are not given with an Fx).

Instructions and grading criteria for INL1 and TEN3 will be available on Canvas. Please observe the deadlines in the schedule in Modules.

Attendance

The course requires active participation in seminars and attendance in guest lectures.

Course organization

Examiner: Professor Anna Wahl, anna.wahl@itm.kth.se

Course responsible: Charlotte Holgersson, charlotte.holgersson@itm.kth.se

Guest lectures

Pia Höök, Vice President Diversity, Equity & Inclusion, Essity AB

Professor Anna Wahl, KTH

Course literature

Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & society*, *20*(4), 441-464.

Benschop, Y., Holgersson, C., Van den Brink, M., & Wahl, A. (2015). Future challenges for practices of diversity management in organizations. In Bedl, R. et al. (eds.) *The Oxford Handbook of Diversity in Organization*s, 553–574.

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Dellinger, K. (2002). Wearing gender and sexuality "on your sleeve": Dress norms and the importance of occupational and organizational culture at work. *Gender issues*, *20*(1), 3-25.

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Holvino, E. (2010). Intersections: The simultaneity of race, gender and class in organization studies. *Gender, Work & Organization*, *17*(3), 248-277.

Meyerson, D. & Scully, M. (1999). Tempered Radicalism: Changing the Workplace from Within. *CGO Insights,* Briefing Note No 6. Simmons College. Available at: https://www.simmons.edu/sites/default/files/2021-12/CGO-Insights-06.pdf

Ng, E. S., & Rumens, N. (2017). Diversity and inclusion for LGBT workers: Current issues and new horizons for research. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, *34*(2), 109-120.

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Wahl, A. (2014). 12 Rosabeth Moss Kanter. In Jensen, T., & Wilson, T. L. (2014). *On the Shoulders of Giants-eBooks and textbooks from bookboon. com*. 166.

Wahl, A. (2014). Male managers challenging and reinforcing the male norm in management. *NORA-Nordic Journal of Feminist and Gender Research*, *22*(2), 131-146.

Wahl, A. (1999). The Cloud-Lecturing on feminist research. *NORA: Nordic Journal of Women's Studies*, *7*(2-3), 97-108.

Wingfield, A. H. (2009). Racializing the glass escalator: Reconsidering men's experiences with women's work. *Gender & society*, *23*(1), 5-26.