



Course PM

ME2075 Leadership and power in industrial organisations: perspectives of gender and diversity

Period 4, Spring 2021

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 to be able to handle tools to describe and analyse organizations and technology from a gender and diversity perspective. You will focus on the 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 take place in one introduction on zoom, four prerecorded lectures on canvas, two guest lectures on zoom and a final seminar on zoom. In addition there are three seminars for reflection and discussion on zoom, where students are divided into group 1 and group 2. 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 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 for INL1 and TEN3 will be available on Canvas. Please observe the deadlines in the schedule.

Grading criteria for INL1:

This is a P/F submission. In order to get the grade Pass, you need to summarize the two articles (80%, approx. 800 words) and discuss important conclusions from the articles (20%, approx. 200 words). The referencing follows, with few deviations, the Harvard referencing system. If your work is almost sufficient to get the grade Pass, you will be given the opportunity to revise your submission.

Grading criteria for TEN3:

Fx The student has provided a few, but not a majority, of the key points in relation to all the required concepts/phenomena. The analysis indicates the student has understood, but contains some important misunderstandings, of the theory. One or two of the questions have not been answered, or do not reach the requirements for E. The referencing does not consistently follow the Harvard referencing system and/or lacks so much in structure that it is vague or difficult to interpret.

E The student has identified most of the key points in relation to all the required concepts/phenomena. The student has identified a few relevant similarities and

differences regarding the required comparisons. The student is able in the analysis to identify a few relevant aspects drawing on the course literature. All questions have been answered and reach the requirements for E. The referencing follows, with few deviations, the Harvard referencing system.

D All requirements for E, and at least half of additional requirements for C.

C The student has identified most of the key points in relation to all the required concepts/phenomena. The student has identified a couple of relevant similarities and differences regarding the required comparisons. The student is able in the analysis to identify a couple of relevant aspects drawing on the course literature. All questions have been answered and reach the requirements for E. The referencing follows with few mistakes the Harvard referencing system. Occasionally, theoretical sources are combined. The structure of the text is easy to follow.

B All requirements for C, and at least half of requirements for A.

A The student has identified the key points in relation to all the required concepts/ phenomena. The student has identified several relevant similarities and differences regarding the required comparisons. The student is able, in the analysis, to identify several relevant aspects and provides several examples. The student can support the answers drawing on the course literature. The referencing follows with few mistakes the Harvard referencing system. The student provides a theoretically grounded argumentation and combines several sources in a meaningful way. The student uses concepts and ideas in an independent way by providing own interpretations and reflections in a systematic, detailed and coherent way, and/or relates to the topic from different perspectives and relate the insights from these perspectives to each other. The student shows an ability to organize thoughts in such a way that clarifies and strengthens the line of reasoning.

Attendance

The course requires active participation in seminars, including the final seminar, and attendance in guest lectures.

Course organization

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

Assistant: Erika Blomström, PhD student, ericablo@kth.se

Guest lectures:

Pia Höök, Vice President of Culture, Skanska Group

Åsa Johansson Palmkvist, PhD student KTH

Literature list, with reading suggestions

Journal articles (to be accessed through KTH Library or on Canvas)

Introduction

Wahl, A. (1999). The Cloud - Lecturing on feminist research, *NORA - Nordic Journal of Feminist and Gender Research*, 7:2-3, 97-108. Available at: <https://doi.org/10.1080/08038749950167625>

Acker, J. (2006). Inequality regimes: gender, class, and race in organizations, *Gender and Society*, 20, 4, 441-464. Available at: <http://www.jstor.org/stable/27640904>

Gendered structures in organizations

Wahl, A. (2011) Rosabeth Moss Kanter: Men and women of the corporation. Jensen, T. & T. L. Wilson (Eds.) *On The Shoulders of Giants*. Lund: Studentlitteratur. Available on Canvas.

Wingfield, A. H. (2009). Racializing the glass escalator: Reconsidering men's experiences with women's work. *Gender & Society*, 23(1), 5-26. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/0891243208323054>

Benschop, Y., and Doorewaard, H. (1998). Covered by equality: the gender subtext of organizations. *Organization Studies*, 19(5), 787-805. Available at: <https://doi.org/10.1177/017084069801900504>

Holvino, E. (2008). Intersections: The simultaneity of race, gender and class in organization studies, *Gender, Work and Organization*, 17, 3, 248-277. Available at: <https://doi.org/10.1111/j.1468-0432.2008.00400.x>

Gendered culture in organizations and Sexuality in organizations

Peterson, H. (2007). Gendered work ideals in Swedish IT firms: Valued and not valued workers. *Gender, Work & Organization*, 14(4), 333-348. Available at: <https://doi.org/10.1111/j.1468-0432.2007.00347.x>

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. Available on Canvas.

Ng, E., and Rumens, N. (2017). Diversity and inclusion for LGBT workers: current issues and new horizons for research. *Canadian Journal of Administrative Sciences*, 34(2), 109-120. Available at: <https://doi.org/10.1002/cjas.1443>

Gendered management and Power and masculinity

Collinson, D., and Hearn, J. (1994). Naming men as men: implications for work, organization and management. *Gender, Work & Organization*, 1(1), 2-22. Available on Canvas.

Wahl, A. (2013) Gendering management. In Sandberg, Å. (ed.) *Nordic lights. Work, management and welfare in Scandinavia*. Stockholm: SNS förlag. Available on Canvas.

Holgersson, C. (2013). Recruiting managing directors: doing homosociality. *Gender, Work & Organization*, 20(4), 454-466. Available at: <https://doi.org/10.1111/j.1468-0432.2012.00595.x>

Work for change and Diversity and inclusion

Ely, R. J. and D. A. Thomas (2001). Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes, *Administrative Science Quarterly*, 46, 2, 229-273. Available at: <http://www.jstor.org/stable/2667087>

Benschop, Y., Holgersson, C., Van den Brink, M., and Wahl, A. (2015). Future challenges for practices of diversity management in organizations. *Handbook for Diversity in Organizations*, Oxford University Press, Oxford, 553-574. Available at: https://www.researchgate.net/profile/Marieke_Van_den_Brink/publication/299044294_Future_Challenges_for_Practices_of_Diversity_Management_in_Organizations/links/56ee76b608aea35d5b99d5d4.pdf

Meyerson, D. and M. Scully (1999) Tempered Radicalism: Changing the Workplace from Within. *CGO Insights, Briefing Note Number 6*. Available at: <https://www.simmons.edu/sites/default/files/2019-03/Insights%2006.pdf>

Holgersson, C. and L. Romani (2020) Tokenism Revisited: When Organizational Culture Challenges Masculine Norms, the Experience of Token Is Transformed. *European Management Review*. Available on Canvas.