

**Women's Leadership: Skills, Style, and Strategies**  
**Fall 2009 WS 5393**

Will meet: Monday - August 31, Monday – October 5, Monday – November 11 and Monday  
December 7 from 6:00 - 8:50 in ASB 207 75% online via Blackboard

**Instructor:** Jo-Ann Stankus, Ph.D.

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and by appointment.

Phone number—940-898-2119

According to the legendary former Texas governor Ann Richards, who had quite a reputation for being tough, but diplomatic, you don't have to go along to get along. You do need to get along. "You can find limited success going along," she explained. "But you will never be noticeable. You probably will not rise in an organization because unless you are willing to take risks, you are probably not able to give directions. Leadership requires the desire and ability to direct others."

--- Fawn Germer

**Course Description:** WS 5393 Women's Leadership: Skills, Style, and Strategies examines gender, cultural, and other variations in management and leadership styles within social, economic, and cultural contexts. The course identifies and develops skills in leadership and management including creating and communicating a vision; negotiating agreements; finding and becoming mentors; and managing resources. Credit: Three hours.

This graduate seminar is useful for any graduate student who aspires to a leadership role within professional and/or community organizations. This course will focus on women leaders and leadership skills in higher education, health care, politics, and business environments. Through the use of various texts and websites, a multicultural-feminist perspective on leadership will be presented, providing students with opportunities to develop skills and gain exposure to a variety of theories and influential women leaders both past and present.

You need to add a section listing your specific course goals/student learning outcomes for this class.

**Goals and Outcomes:**

This course is designed 1) to familiarize students with leadership skills, style and strategies used by women 2) to encourage students to reflect critically and carefully on how gender influences leadership style and to 3) further develop research skills as well as oral, written, and technological skills.

**Texts** include (but are not necessarily limited to):

Dines and Humez, eds., *Gender, Race, and Class in Media: A Text Reader* (2002)

Eagly and Carli, *Through the Labyrinth: The Truth about How Women Become Leaders* (2007)

Kellerman & Rhodes, eds., *Women and Leadership: The State of Play and Strategies for Change* (2007)

Robinson-Walker, *Women and Leadership in Health Care: The Journey to Authenticity and Power* (1999)

### Online Course Expectations\*

Internet-based courses have unique challenges in terms of participation and interaction. Because my courses foreground dialogue (rather than lecture), I find the challenge especially striking. While a conventional face-to-face course is synchronous and includes a shared time-and-space (regular meetings in the same physical space), Internet-based courses do not. I have tried to structure assignments in ways that will facilitate discussion; however, ultimately the quality of our virtual time-space is up to you. The more thought, time, and care you put into your questions, comments, and responses, the more rewarding this course will be—for all of us.

Other than four face-to-face meetings, we will not meet as a group in the same physical space at the same time. Our meetings will occur in the "virtual space" represented by the Blackboard system. In addition, most if not all of our responses will be asynchronous (written, posted, and read at different times). While it's possible to engage in some synchronous interaction (such as through the Java-based chat room available to our class), the bulk of our interaction will be asynchronous. In short, our interaction will be text-based and posted electronically. A positive feature of this method, however, is that our contributions do not just move into our memories' ambiguous, amorphous space after we verbalize them, as would be the case in a regular course. We have a record of our conversation and can later build on our ideas. Perhaps more importantly, all students (no matter how shy or reticent) will have an opportunity (or should I say requirement?) to share their thoughts, reactions, and ideas with the group. The Internet-based format enables us all to contribute to this course and react to others' contributions in a more thoughtful and carefully considered fashion. (Perhaps "Think before you write!" & "Reread before you send!" should be our mottos.) Since our primary communication medium will be through the use of words, the written word attains a premium over what would occur in physical space, where other cues such as body language are normally available. Therefore, I expect responses by each of us to be self-reflective, thoughtful, careful, and considered. All responses should reflect sustained thought and attention both to what you say AND to how you say it. Responses should also be well-written (few or no typographical or grammatical errors).

In order to create as much dialogue as possible, I will interact with your postings as often as possible. Please do not take my interactions as judgments or attempts to force you to change your views. Instead, please view my comments as attempts to expand the dialogue and open our conversation up to multiple perspectives. Sometimes, I might play devil's advocate or trickster.

**Time Management:** Research indicates that a distance education course will require a greater time commitment from students than a traditionally structured course. Please do not underestimate the time commitment you will need in order to be successful in this class. If WS 5393 were a traditional course, we would meet for three hours each week. You should expect to devote at least twice this much time each week to reading, reflecting, writing, working on your projects, and posting. Distance education courses require a unique commitment in terms of time management. Because you will not be attending regular class meetings, you won't have the typical pressures of class meetings, face-to-face interaction, and contact with the instructor to motivate you to complete assignments on time and to keep up with your readings. All I can do is virtual nagging, and it's not probably as effective as looking you in the eyes and asking you if you've completed the readings. Consequently, you will have to exercise a greater degree of self-discipline than you would otherwise. Because we're not meeting in a regular face-to-face format with the rest of the class, it can be tempting to postpone or procrastinate (for example, by telling yourself that you can complete an assignment later, or that you can wait until the last

\* Borrowed & adapted from Dr. Jim Williams' SOCI 6103 syllabus (Fall 2002) & Dr. AnaLouise Keating WS 5663-50 Summer III 2007.

minute to complete your readings, responses, or papers). Be very clear with yourself that while there are unique benefits to a distance education course, there are also unique challenges, and you must resolve to accommodate them if you wish to be successful. In order to facilitate your success, I have tried to be consistent with due dates and times. I strongly encourage you to post your work ahead of time!

### **Grades**

I have decided to try something rather different from conventional grading practices. Instead of assigning letter grades, or even points, to your various activities, discussions, and assignments, I begin with the assumption that you all signed up for this course, which is an elective, because you are interested in learning about leadership and ways to incorporate this learning into future careers, jobs, or positions. I assume that you will do “A” work and will receive an “A” in this course. (For those of you who find grades a useful form of feedback, rest assured! You will receive feedback. In addition to offering comments on your various Blackboard activities, every week or so, if you’re slipping in your “A” grade, I will let you know! You are also welcome to contact me at any point in the semester.) Here’s how I define an “A”:

**1. Attendance:** Our class meets four times in person during the semester. I expect you to arrive on time and stay for the entire session. There will be a 10 point deduction from final grade for each unexcused absence.

**2. Participation:** Participation entails engaged, respectful listening/reading, speaking, and responding to postings. In an online environment, "listening" also includes reflective reading. Please do not be too rushed in your Blackboard replies; take time to think about your fellow students' postings. I expect your participation to be thoughtful, thought-provoking, thorough, and well-written (no typographical or grammatical errors). I expect you to revise and carefully proofread all Blackboard postings. Participation also requires that you make your postings in a timely fashion. (Posting before the deadline is greatly appreciated!) I understand that you might have to miss due dates because of travel plans or for other extremely good reasons. Let me know ahead of time so that we can modify due dates.

**3. As You Read:** This course is a graduate-level course, and I expect all students to follow graduate-level academic practices: 1) I expect you to read the material thoughtfully and in an engaged manner (underline/take notes, reflect, reread, etc.); 2) I expect you to read all endnotes, footnotes, and acknowledgments; 3) I expect you to seek out definitions for terminology you don’t know; 4) I expect you to read all required readings, even if you have read some of them in the past. All readings assigned for a specific date must be completed by the date listed in the syllabus.

**4. Student-Generated Discussion Questions:** Each week, you will design one discussion question (a question about one or more of that week’s required readings which you would like to discuss with your peers) and post it on the Discussion Board by Mondays at 9 p.m. A discussion question can deal specifically with one of the assigned readings or it can be a bit broader and engage several readings. Discussion questions will significantly guide our conversations; they will serve at least three additional purposes:

- They offer opportunities for students to reflect more deeply on the assigned readings and, through this reflection, to deepen their learning.
- They enhance student accountability and give students more control over the course.
- They allow me to assess student interests, learning, and concerns.

**Question Format Instructions:** If you ask a question about a specific passage, please provide the quotation and page number(s); if you ask a question about an issue found on specific pages, please include the page numbers. (There is no need to provide full bibliographical information for these questions.) Do not ask definition-based or other easily researched questions (for instance: “What does ‘hard/soft power’ mean?” Do not ask Yes/No questions (for

instance: "Do you agree with the author's view of leadership?"). Please proofread your questions!

**Instructions for Posting BB Discussion Questions:** Each week I will set up a forum on the Discussion Board for that week's questions. Begin a separate thread for your discussion question. In the subject heading, include a title that informs us about your question; your title should mention both the topic and the specific reading(s). (For instance: "Leadership in Education" or "Leadership Styles by Gender.")

**5. Discussion Board Responses:** All responses must be at least 250 words. Often, they should be more. Responses take six forms:

- 1) Responses to your peers' discussion questions. Each week, you should respond to at least three of your peers' discussion questions. These responses are due on or before 9 p.m. Thursday of each week.
- 2) Replies to your peers' responses to your discussion question. You should respond in a thoughtful manner to each response made to your discussion question. (These responses do not need to be 250 words, but they should be at least 50.) Whenever possible, these responses are due by Saturday of that week.
- 3) On the weeks when Reading Notes are due, you should respond to at least two of your peers' Reading Notes. Your response is due on or before 9 p.m. Thursday of that week.
- 4) Responses to my discussion questions. On several weeks, I will post at least one discussion question. I expect everyone to respond to my discussion questions. (I also expect you occasionally to interact with your peers' responses to my discussion questions.) Your response is due on or before 9 p.m. Thursday of that week.

**5. Reading Notes Handouts:** For classes on 10/5 and 11/2 (two of our f2f meeting nights), you will read and report on selected texts. As part of your report, you will a) prepare a short handout about your text; b) post the handout to the Discussion Board before class; and c) guide an e-dialogue on your essay. For further instructions see below. **You will choose texts by 9/21 and 10/19 from the Dines & Humez book** – please do not choose the readings that are already listed in the syllabus. I will have a place on the discussion board for you to list your choices.

**6. Final Project:** You have several options for your final paper...as leadership looks at "differences" so I hope your responses will also be "different!" Follow the general guidelines listed below and select one of the following options:

Option A: Using information from Kellerman & Rhode and Eagly & Carli construct your own theory of women in leadership. Where do you see yourself in this theory, where do you see yourself in 5 years? What changes, both personally and professionally, will you have to make in order to reach your goals?

Option B: Using Joseph Nye's theory of "Soft Power/ Hard Power," write a self portrait of your current leadership style. Include any changes you would make to your style based on what you learned from Nye's article.

Option C: Use the internet to gather at least 3-5 examples of how the media portrays women leaders. These examples can be sites, pictures, or articles. Compare and contrast how these images are portrayed compared to men leaders. Design

a media example, either a website or article that would portray women leaders in a positive light. If designing a website you must include a 3-page narrative as to how and why you designed the website in this fashion.

No matter what option you select, your project must adhere to the following guidelines:

1. Your paper must be *at least* seven typed, double-spaced pages unless choosing option 3.
2. Start early and revise your project multiple times, making it as polished as possible.
3. No grammatical errors or typos.
4. Please follow the "Guidelines for Written Work" (posted on BB Course Information).
5. You must meet the following deadlines:
  - 10/5:** One paragraph summary of your final project, as described later in the syllabus.
  - 11/2:** One-paragraph progress report on final project.
6. **Email your final project to me and post it to the Discussion Board by Monday, December 7th at 9 p.m.**

**Note:** You may, of course, submit these paragraphs earlier!

### **Additional Blackboard Information \*\***

**Blackboard (BB) Format:** If you are registered for this course, you should be enrolled in Blackboard (BB) for this course, as long as you have opened up a Pioneer Portal account. BB is the University's software program for course support and distance learning. You will find all course handouts on the BB location for this course. I will also use BB for posting announcements, reminders, useful websites, and/or changes in the schedule. You will be required to submit discussion questions, Reading Notes, and engage in discussions with other students in the class via the Discussion Board. You can log into BB through the TWU Portal. For information about how to log into and use BB, see the following site: <http://www.twu.edu/de/blackboard.asp>. For technical assistance, contact the TWU Helpdesk (940-898-3971) or [helpdesk@twu.edu](mailto:helpdesk@twu.edu). You can also go to the Mega Lab on the 2nd floor of the MCL. Make sure that the email address listed for you in BB (in Personal Information) is the email address that you use and check regularly. Your Pioneer Portal email account is the default email address in Blackboard. You may forward Portal to another account, if you wish. You will be responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal Account. Please check Blackboard regularly (4 times per week or more) for updates or additional information and to post or read messages on the Discussion Board. Please read and follow the "Do's" and "Don'ts" of "Netiquette" on the following site: <http://www.twu.edu/dl/orientation/netiquette.htm>.

**\*\* For those using Word ver. 7 - When posting or sending Word documents to or on Blackboard you need to do a "save as" and save/post the documents as a ver. 6 or less in order for your documents to be able to be opened and viewed.**

### **Guidelines for "Reading Notes" Handouts/Discussions**

\*\* Thanks to Dr. Claire Sahlin for allowing me to borrow from and modify portions of the following information from her WS 5663-01 Summer 2005 syllabus.

As mentioned above, on Weeks Five and Seven you will be required to prepare a summary and handout of selected articles. Please try not to exceed the maximum page length (see below). Do not try to write a short essay. Instead, use bullets and, where appropriate (for example in the summary), paragraphs. Please be sure to include full bibliographical information, in MLA format, at the top of the first page. Your handout should be two to four pages, single-spaced. (To maximize your word count, you may use 11-inch Arial font). Please include the following information and bolded headings in your Reading Notes:

- **Summary/Insights/Interaction:** Summarize the author's argument, including the main points you believe the author to be making. Explain what new insights you gained. (If you gained no new insights, explain why the article was entirely derivative.) In an additional three to five sentences, explain why you did or did not find the article persuasive and compelling.
- **Outline:** Outline the essay structure (include page numbers for each section).
- **Exemplary Quotation(s):** Select at least one key quotation that seems best to illustrate the article. In three to five sentences, explain why/how these quotations illustrate the text.
- **Related Course Readings:** What other scholars (if any) from this course does this piece resemble? In three to five sentences, explain why. If this scholar is not similar to any scholars we've read, explain what makes her/him unique.
- **Question-Quotation:** Select a quotation or idea that you found particularly provocative and use it to develop a discussion question for your classmates. (Please avoid yes/no questions like "Do you agree with.....?" At the very least, follow up this type of question with "Why/not?")

### **Additional Course Policies**

**Disability Support Services:** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, [dss@twu.edu](mailto:dss@twu.edu) < <mailto:dss@twu.edu> > ) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

**Academic Dishonesty:** "Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at <http://www.twu.edu/library/tutorial/plagiarism/player.html> Plagiarism is a serious offense and could result in a failing grade for the assignment and the course. In brief, plagiarism is a combination of lying and theft! It involves presenting ideas or words from other sources (including the Internet, other students' papers, books, journals, etc.) as your own. To ensure that you do not plagiarize, you must always indicate when you have borrowed words and/or ideas from other sources. Generally, you will indicate this borrowing through the use of quotation marks, block quotes, and/or by acknowledging your sources with proper citations

(parenthetical notes), even when you are summarizing someone else's ideas in your own words. For all writing assignments, be careful to properly document quotations and paraphrases from other sources. If you aren't sure what constitutes plagiarism, you may find the following websites to be helpful:

<http://www.lib.duke.edu/libguide/plagiarism.htm/>

<http://www.twu.edu/as/engspfl/Plagiarism.ppt>

Please feel free to consult with me as well.

- ❖ *In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.*

**Incompletes:** I do not give incompletes except barring dire and unusual circumstances and according to the university's policies.

**Cell phones:** Cell phones should be turned off during our in-class sessions. Please remind me to turn off my cell phone!!!

## SCHEDULE OF READINGS, POSTINGS, & ASSIGNMENTS\*\*\*

**Special Note:** As you read the various readings, please take a moment and look up information on the writer of the article; you will meet some very interesting women along the way! This investigation process will allow you to better understand where that particular writer is coming from. The readings listed below are a varied and eclectic mix of women (and some men) who hail from a multitude of backgrounds and experiences. Take note of their early beginnings, as you will come to find out that these early days are what led them or in some cases made them into the leaders they are today.

### Opening Night! Is there a Female Leader in the house? What do they look like?

**8/31 We will meet in class this night.**

**Introduction:** Definitions, course expectations. An introduction to various leadership theories and practice, overview of syllabus and class expectations.

- ✓ Marsha Clark – “ Masculine & Feminine Gender Role Identity “Men Kill Their Weak...Women Kill Their Strong” – information from Leadership Texas June 25, 2007 shared with permission of Marsha Clark. This information will be handed out in class.

### Differences in leadership and leadership styles – gender, context and situations

**9/7 Read**

- ✓ Robinson-Walker Women and Leadership in Health Care Part 1: Coming to Terms with Gender pgs. 3-78.
- ✓ Kellerman & Rhode Women & Leadership Part 1: Gender Differences and Gender Stereotypes pgs. 1-126.
- ✓ Eagly & Carli Through the Labyrinth: The Truth About How Women Become Leaders pgs. 1-48.
- ✓ Dines & Humez Gender, Race and Class in Media “Cultural Studies, Multiculturalism, and Media Culture” pgs. 9-21.

9/10 **Due:** by 9 p.m. tonight (Thurs.): Two discussion questions over the readings of 9/7. In writing your discussion questions for tonight think about what each author considers leadership characteristics/qualities. Are these characteristics/qualities what one would normally consider in a role of a leader? How does the role of the media play with images of gender?

9/12 **Due:** by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

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**9/14 Read**

- ✓ Robinson-Walker Part II: Antidotes for Effectiveness pgs. 79-162.

- ✓ “Gender: A Useful Category of Historical Analysis” by Joan W. Scott  
*The American Historical Review*, Vol. 91, No. 5. (Dec., 1986), pp. 1053-1075 (found on BB under course documents).
- ✓ Eagly & Carli (EC) *Through the Labyrinth: The Truth About How Women Become Leaders* pgs. 49 – 100.
- ✓ Dines & Humez Gender, Race and Class in Media “Hegemony” pgs. 61-6 and “Image-Based Culture: Advertising and Popular Culture” pgs. 249-257.

9/17 **Due:** by 9 p.m. tonight (Thur.): Two discussion questions over the readings of 9/14. In writing your discussion questions for tonight think about what each author considers “effective leadership.” In your own world how are your leadership abilities “different” than the norm? Is being “different” considered an asset? What “differences” do any of the current political candidates possess (other than the obvious, being a female) would you consider an asset or a problem? How does the media help or hurt the image of women in advertising and popular culture?

9/19 **Due:** by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

### Leadership in Politics

**9/21 Read - Don’t forget to choose your reading for Talking Notes 1 due on 10/5.**

- ✓ Kellerman & Rhode Women & Leadership Part 2: Leadership in Context: Women in Politics pgs. 197-310.
- ✓ Dines & Humez Gender, Race and Class in Media “Hegemony” pgs. 61-67 and “Image-Based Culture: Advertising and Popular Culture” pgs. 249-257.

**The articles below are found on BB under Course Documents**

Does Women's Representation in Elected Office Lead to Women-Friendly Policy?

- ✓ Women, Emotions and Politics - Judith Warner: Emotion Without Thought in New Hampshire
- ✓ The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective

9/24 Due by 9 p.m. tonight (Thurs.) - In writing your questions for this week consider how much difference gender makes in not only the sex of the candidate but how gender influences the issues/results of how a particular elected candidate votes while in office. Look over the current Supreme Court (including new Judge Sotomayor) and the decisions they have made, or in Judge Sotomayor’s case the details of her personal and professional life that were used for/against her nomination. Where and how do you think gender or culture influenced their decisions? Some possible sites for your data are listed below.

Supreme Court Justice Profiles

<http://www.nytimes.com/library/politics/scotus/scotus-profiles-minibios.html>

Judge Sotomayor's Opinions with Dissents – Part I

<http://www.scotusblog.com/wp/judge-sotomayor%E2%80%99s-opinions-with-dissents-%E2%80%93-part-i/>

9/26 Due by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers' discussion questions.

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**9/28 Read**

- ✓ Eagly & Carli (EC) Through the Labyrinth: The Truth About How Women Become Leaders pgs. 101-137.
- ✓ Dines & Humez Gender, Race and Class in Media "Once in a Lifetime..." pgs. 613-624.

**The articles below are found on BB under Course Documents**

- ✓ "Queen of the Bottom Line: Doing Business Without Excuses." Axelrod.
- ✓ Managers and Leaders: Are They Different?" Zaleznik, Abraham.

10/1 Due by 9 pm tonight (Thurs.) What is the total number of women in the Senate and House, what are their ages, race and political stance? Who are the women political leaders in your county or state? What/who do they represent? What are their voting records? What are their causes? Although this may seem to be an elementary exercise most people do not know who their representatives are or what they stand for. Once you have located this information use the data to construct what their political platform should be in your opinion. Based on the readings of the last 2 weeks how do you see these women political leaders? Do they fit the descriptions listed by Kellerman & Rhode or Eagly & Carli? How does cable TV portray women?

10/3 Due by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers' discussion Questions.

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**10/5 We are in Class tonight.**

- Please bring your Talking Notes 1 – see preparation information in syllabus.
- One paragraph summary of your final project, as described in the syllabus.

**Leadership in Education****10/12 Read**

- ✓ Wenniger & Conroy (WC) Gender Equity or Bust On the Road to Campus Leadership with Women in Higher Education. Forward, Preface, Bill of Rights, ch. 1 "Current Road Conditions for Women Drivers" pgs 1-8, ch. 2 "In the Driver's Seat: Women as Leaders"

pgs. 9-66, ch. 3 “Driver’s Ed: Developing Leadership Skills” pgs. 67-138, ch. 4 “Reading the Map of Your Career 101” pgs. 139-172.

- ✓ Review this website for links to other sites that deal with women and education – <http://www.womenfullprofessors.buffalo.edu/women.htm>
- ✓ Kellerman & Rhode Women & Leadership Part 3: Leadership Redefined: Authority, Authenticity, Power pgs. 311-360.

10/15 **Due:** by 9 p.m. tonight (Thurs.): Two discussion questions over the readings. As you read over the materials on Leadership in Education what do you see as different than the other readings? Why do you think women in education face different obstacles than in other areas or do they? Is education more forgiving to women for having families than in the political or business arenas or more difficult in obtaining the more prestigious positions? How can women help each other in this field?

10/17 **Due** - by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

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### 10/19 Read

- ✓ WC – ch. 5 “Roadblocks and Road Rage” pgs. 173-208, ch. 6 “Sex on the Road” pgs. 209-232, ch. 7 “The Driver Within” pgs. 233-260.
- ✓ Dines & Humez Gender, Race and Class in Media “Kids for Sale: Corporate Culture and the Challenge of Public Schooling” pgs. 171-175.
- ✓ Ochoa & Pineda – “Deconstructing Power, Privilege, and Silence in the Classroom” (this article can be found under course documents on BB).

Listed below is just a sampling of what appears in the TWU University Policy Manual. All educational institutions have a similar policy manual. Before accepting a position in a school it is a good idea to review this manual. Today most manuals can be found on-line. Review the following excerpts and feel free to pursue any others that pique your interest...Know what you are getting yourself into!

Academic Freedom  
[https://portal.twu.edu/policies/executive/academic\\_freedom.htm](https://portal.twu.edu/policies/executive/academic_freedom.htm)

Professional Ethics  
[https://portal.twu.edu/policies/executive/prof\\_ethics.htm](https://portal.twu.edu/policies/executive/prof_ethics.htm)

Non-discrimination  
<https://portal.twu.edu/policies/executive/nondiscrimination.htm>

Sexual Harrassment  
[https://portal.twu.edu/policies/executive/sexual\\_harrass.htm](https://portal.twu.edu/policies/executive/sexual_harrass.htm)

Facility Responsibility  
[https://portal.twu.edu/policies/executive/faculty\\_responsibility.htm](https://portal.twu.edu/policies/executive/faculty_responsibility.htm)

Faculty Workload  
[https://portal.twu.edu/policies/executive/faculty\\_workload.htm](https://portal.twu.edu/policies/executive/faculty_workload.htm)

## Ranks &amp; Titles

[https://portal.twu.edu/policies/executive/ranks\\_and\\_titles\\_of\\_university\\_f.htm](https://portal.twu.edu/policies/executive/ranks_and_titles_of_university_f.htm)

## Faculty Tenure

<http://www.twu.edu/regents/P5-06.html>

## Faculty Compensation

[https://portal.twu.edu/policies/executive/faculty\\_compensation\\_policy.htm](https://portal.twu.edu/policies/executive/faculty_compensation_policy.htm)

## Faculty Conduct

[https://portal.twu.edu/policies/executive/faculty\\_conduct.htm](https://portal.twu.edu/policies/executive/faculty_conduct.htm)

10/22 Due by 9 p.m. tonight (Thurs..) – One of the issues you may run into as a leader in a university setting deals with Title IX or other questions dealing with women and sports. Using the internet and some of the starting points below write a 2 page paper dealing with the issues a leader would have to handle within the particular cases listed below. What type of issues does a leader in these cases have to deal with? How does one handle the “alleged” violations of codes of conduct? How does the media handle these issues? What is a “leader’s” response when one reads Don Imus has settled his lawsuit and has returned to broadcasting? Try to incorporate previous class readings as you write your paper.

**If anyone feels uncomfortable with the material these articles cover please let me know and propose an alternative topic.**

- ✓ Rutgers Girls Basketball Team and comments by Don Imus
- ✓ Former LSU Women’s Basketball Coach Pokey Chatman and her resignation
- ✓ Penn State coach Rene Portland and her alleged views on a player’s sexuality

10/24 Due - by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

Leadership in Business
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10/26            **Read**

- ✓ Joseph Nye on “Smart Power”  
<http://www.hks.harvard.edu/news-events/publications/insight/international/joseph-nye>
- ✓ “Soft Power, Hard Power and Leadership” by Joseph S. Nye, Jr.  
[http://www.hks.harvard.edu/netgov/files/talks/docs/11\\_06\\_06\\_seminar\\_Nye\\_HP\\_SP\\_Leadership.pdf](http://www.hks.harvard.edu/netgov/files/talks/docs/11_06_06_seminar_Nye_HP_SP_Leadership.pdf)
- ✓ Kellerman & Rhode Women & Leadership Part 3: Leadership Redefined: Authority, Authenticity, Power pgs. 361-406.
- ✓ Dines & Humez Gender, Race and Class in Media “Staking Their Claim – Women, Electronic Networking, and Training in Asia” pgs. 707-713

- ✓ “What is the wage gap?” Read all 4 sections clicking on the “read more” at the end of each paragraph in the intro. <http://www.wageproject.org/content/gap/>

10/29 Due by 9 p.m. tonight (Thurs.) – In writing your questions for this week consider how much difference wages makes in the ability and amount of power one posses. What is the new minimum wage? How often will it go up and to what dollar amount? What is the poverty line in the state of Texas? How does a sound economic base influence the power of a person or a system? Does a “soft” leader have any more or less power than a leader or uses “hard” power? If you have had Feminist Pedagogy how does that compare to Nye’s notion of soft power? Are you disempowered in your organization? If so, how and what can you do to change this?

10/31 Due - by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

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## 11/2 We will meet in class tonight

Reading Notes 2 – see preparation information in syllabus.

Progress report on Final Project

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## 11/9 Read

- ✓ Zaleznik, Abraham. "Managers and Leaders: Are They Different?" *Harvard Business Review* (January 2004). (BB)
- ✓ Elgin, Ben. "Carly's Challenge." *BusinessWeek*, December 13, 2004, 98-108. (BB)
- ✓ Kellerman & Rhode Women & Leadership Part 4: Redefining the Problem, Recasting the Solutions pgs. 407-475.
- ✓ Dines & Humez Gender, Race and Class in Media “The New Media Giants: Changing Industry Structure” pgs. 21-39 and “Advertising and People of Color” pgs. 283-292.

11/12 Due by 9 p.m. tonight (Thurs.)– Is there really a difference between a manager and a leader? Do you thing these differences really matter? After reading about Carly Fiona how does she compare with someone like a Bill Gates? What impact does gender and these difference have in dealing with a global company in a global marketplace? How do you think you might respond, as the leader of a company, when faced with some of the issues in Dines & Humez? Do you go along with the marketing plan or cancel what you find offensive?

11/14 Due - by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

<b>Leadership in Health Care</b>
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## 11/16 Read

- ✓ View “Women and Health” Powerpoint presentation on blackboard
- ✓ The Future of the Public's Health in the 21st Century - found on BB under Course Documents
- ✓ “Consumer Trust in Healthcare Organizations is Waning How will 21<sup>st</sup> Century Leaders Bridge the Gap?” Edward L. Beard, Jr, MSN,RN, CNAA (BB)
- ✓ Robinson-Walker Women and Leadership in Health Care Part 2: Antidotes for Effectiveness pgs. 79-162.

11/19 Due by 9 p.m. tonight (Thurs.)– Think about what some of the issues a leader needs to be concerned with dealing with women’s health care? How can changes be made to health care research? What role does race and culture play in these decisions? Is the future of health care for women and child in better shape than in was 10 years ago? 50 years ago?

11/21 Due - by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

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11/23 Thanksgiving Week – Please take the time to work on your final paper.

**Final Papers are due to me (email) and to be posted on Blackboard by 12/7.**

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11/30 **Read**

- ✓ “Women and Health Care A National Profile Key Findings From the Kaiser Women’s Health Survey” (<http://www.kff.org/womenshealth/7336.cfm> ) blackboard.
- ✓ Robinson-Walker Women and Leadership in Health Care Part 3: Embracing Authenticity and Power pgs 163-195.
- ✓ Women's Health Insurance Coverage Fact Sheet Feb. 2007 <http://www.kff.org/womenshealth/6000.cfm>

12/3 Due - by 9 p.m. tonight (Thurs.) – blackboard posting of chapter review.

12/5 Due by 9 pm. Tonight (Sat.): Responses to at least 2 of your peers’ discussion questions.

<p><b>What did Nancy Pelosi wear when she was sworn in? Hilliary only did well in New Hampshire because she got teary eyed! Media coverage and gender.</b></p>
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12/7 **Read We will meet in class this night**

Bring 1 copy of your final paper to discuss in class.

**In the end...are we there yet? How much further do we have to go? Is it worth it?**

12/14 – Based on what you learned and read this semester what changes do you think women have to make to become leaders?