

MODULE



Gender in Leadership

“Gender parity is just not good for women – it’s good for societies.”

– Angelica Fuentes

Introduction

This module encompasses the controversy and broadness of gender. Students begin with recognizing their subconscious gender biases, followed by providing them with a vernacular of culture to help students better understand and differentiate terms. Then the students will explore the fluidity of gender through discussion on gender X and transgender. Furthermore, there will be an activity about the origin of gender roles, and how that shaped gender roles today. The students will also be able to apply their learnings to the real world by learning how to resolve conflict regarding gender and sexuality.

Objectives

1. Students will be able to understand gender vernacular.
2. Students will be able to recognize their subconscious gender biases.
3. Students will be able to understand gender fluidity.
4. Students will be able to understand the origin of gender roles as well as the gender roles in our society today.
5. Students will be able to apply **conflict management** to situations where gender bias or other similar discriminations apply.

Agenda

1. Conflict Management
2. Subconscious Bias
3. Gender Roles
4. Conceptualizations of Gender

Leadership Connection

1. Women in Leadership – Northouse Content
 - a. Northouse states, “the leadership gap will not be closed without a concurrent focus

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on closing the gender gap at home” (p. 411). In summary, as a part of society, we need to reconsider our gender roles and expectations imposed on each gender. The following is a website providing statistics on women in leadership.

- b. [Overview](#)
2. Great Man Theory – Northouse Content, Evolution of Leadership.
 - a. Great Man Theory fits in with the ideas of the module in that for a long time, it was a common belief that women did not have the innate qualities and traits of a leader. Women were simply not trusted to be leaders, which is a classic example of gender bias.
3. Situational Leadership – Northouse Content
 - a. The leader must adjust their style to fit and help the development of the follower. If there is a perceived gender disruption or stereotypes that push back the development or the want of the followers, the leader must adapt to and try to come up with solutions and ideas on how to lead a group that might be against or have preconceived notions about them.

Skills

Conflict Management

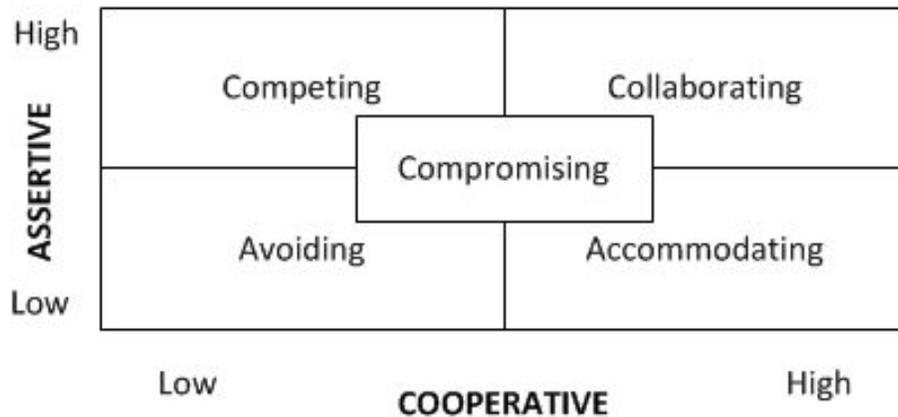
Resources:

1. Gwartney-Gibbs, P. A., & Lach, D. H. (1991). Workplace dispute resolution and gender inequality. *Negotiation Journal*, 7(2), 187-200. doi:10.1007/bf01000349
 - a. A series of case studies showcasing different instances of workplace conflict and the sex roles involved.
2. Morton, J., & Grace, M. (1988). Conflict Management and Problem Solving: Leadership Skills for the Reading Professional. *The Reading Teacher*, 41(9), 888-891. Retrieved from <http://www.jstor.org/stable/20199961>
 - a. Shows an explanation of Conflict management, which often comes from the roots of the conflict itself, which are listed.

CORE CRASH COURSE (CCC):

Conflict in the workplace is a rather common occurrence, and a proper leader often has the ability to mediate these conflict and prevent them to the best of their ability. This conflict management stems from the ability to identify the roots of their conflict, informing the groups involved of the intent of each party, and the possible outcomes for each. Skilled leadership should be able to mediate a conversation between the parties and identify what a non-biased solution could entail for each party. Failure to assess each side could result in a party leaving the meeting hostile and expecting the opposite party to receive biased treatment.

There are 5 types of conflict management styles. **Avoiding conflict**, pretending it never happened, giving in or **accommodating** the other party's ways, **competing** with the other party, **collaborating** and listening to the other side, and **compromising** with the other side and negotiating larger points. The Styles chart goes from cooperative low to high on the x-axis and assertive low to high on the y-axis.



Topics

Essentialism vs. Constructivism

Resources:

1. Mohammed, P. (2002). *Gendered Realities: Essays in Caribbean Feminist Thought*. [Overview of Essentialism and Constructivism \(in relation to feminism\)](#) (page 3- 19 these pages are short)
 - a. Very good definitions and discussions about the origins, drawbacks, and comparison between Essentialism and Constructivism
2. Holtug, N., & Lippert-Rasmussen, K. (2011). Essentialism vs. Constructivism: Introduction. *Distinktion*. doi:10.1080/1600910X.2010.9672754
[Introduction and Constructivism](#)
 - a. This is a REALLY long-winded description, but talks about the debate on the origins of human behavior (in this case, sexuality)

CORE CRASH COURSE (CCC):

Modern essentialism consists of a belief that certain phenomena are natural, inevitable, and biologically determined. Sociobiology, evolutionary psychology, genetic research, brain research, and endocrine research as examples of essentialist approaches, focusing particularly on how these research approaches treat gender orientation and sexual attraction. In short, even if human civilization started over completely with no prior gender bias, the same trends will still happen.

Social constructionism, in contrast, rests on the belief that reality is socially constructed. Eg. in Ancient Greece, because females were largely oppressed and stayed at home, so males interacted much more with other males than females, thus homosexuality was rather common

Implicit Bias

Resources:

1. Cudé, G., & Winfrey, K. (2007, June 07). The Hidden Barrier: Gender Bias: Fact or Fiction? Retrieved August 16, 2017, from <http://onlinelibrary.wiley.com/doi/10.1111/j.1751-486X.2007.00165.x/full>

- a. This defines gender bias and gives good examples of biases both men and women have in their everyday lives.
2. Macaouly, M., & Brice, C. (1997). Gender bias and stereotyping in syntactic examples. *Linguistic Journal of Society*, 73(4), 798–825. Retrieved August 16, 2017, from <http://www.jstor.org/stable/pdf/417327.pdf?refreqid=excelsior%3Ad12df2f833a0f17ccf489e6741cf9bc0>
 - a. This is a case study highlighting the gender bias in scientific fields such as research.
3. Magdalena Zawisza Senior Lecturer in Psychology, Anglia Ruskin University. (2017, August 15). Think you're all for gender equality? Your unconscious may have other ideas. Retrieved August 16, 2017, from <http://theconversation.com/think-youre-all-for-gender-equality-your-unconscious-may-have-other-ideas-69520>
 - a. This article not only provides interesting examples of common subconscious gender bias, but it also gives good reasons why it is important to try and avoid being gender bias. There are many ways you can try and change/eliminate your subconscious gender bias.

CORE Crash Course (SCC):

Subconscious bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. When referred to gender, we tend to assume certain people can do certain activities better because of their gender. There is also the problem of assumptions that certain people do certain activities worse than others due to factors beyond their control. Making assumptions such as these can inhibit our abilities to work with others.

Gender Roles (Plough Theory)

Resources:

1. Alesina A, Giuliano P, Nunn N. [On the Origins of Gender Roles: Women and the Plough](#). *Quarterly Journal of Economics*. 2013;128 (2) :469–530.
 - b. Plough Theory

CORE Crash Course (CCC):

Activities will cover and explore gender roles in modern society, where they came from, and how they affect us. Students should learn about gender roles in leadership and how those roles influence the leadership styles of both men and women. The Plough theory is an example of essentialism (underlying factors that create divisions in gender, ex: genetic makeup) and is explained in the following abstract:

“The study examines the historical origins of existing cross-cultural differences in beliefs and values regarding the appropriate role of women in society. We test the hypothesis that traditional agricultural practices influenced the historical gender division of labor and the evolution of gender norms. We find that, consistent with existing hypotheses, the descendants of societies that traditionally practiced plough agriculture today have less equal gender norms, measured using reported gender-role attitudes and female participation in the workplace, politics and entrepreneurial activities. Our results hold looking across countries, across districts within countries, and across ethnicities within districts. To test for the importance of cultural persistence, we examine the children of immigrants living in Europe and the United States. We find that even among these individuals, all born and raised in the same country,

those with a heritage of traditional plough use exhibit less equal beliefs about gender roles today.”

Social Role Theory

Resources:

<https://scholarworks.iupui.edu/bitstream/handle/1805/1662/Thesis%20Rachel%20Copley.pdf>

Core Crash Course (CCC):

The behavior of female leaders, compared with that of male leaders, may be more interpersonally oriented, democratic, and transformational. The behavior of male leaders, compared with that of female leaders, may be more task-oriented and autocratic. The greater incongruence of the female than male gender role with typical leader roles may make it more difficult for women than men to manifest the more agentic leadership style. One major patriarchal prescription for women’s behavior, in both domestic and public life, is that they present themselves in an agreeable and pleasant way. There is a theory that women behave in a communal way “serves to counteract societal changes that threaten male dominance”

Social Role Theory (1987): the concept that men and women behave differently in social situations and adopt different roles, due to societal expectations of how they should behave in various situations. When individuals act in ways that are consistent with their prescribed roles, they are generally viewed favorably; however, when individuals act in ways that violate what is considered acceptable behavior for their gender, they are likely to be viewed negatively

Conceptualizations of Gender

Resources:

1. Terminology. (n.d.). Retrieved August 16, 2017, from <http://www.genderdiversity.org/resources/terminology>
2. Email from Professor Patricia Gill <https://docs.google.com/document/d/1RX6uYSmkVB176gqqVptmDntXBYI2JoYtlc2HGvfELas/e/dit?usp=sharing>

CORE Crash Course (CCC):

“All this is to say that I believe that a variety of choices, that multiple identifications, helps not only to recognize and validate those who do not comprehend themselves in the binary divide, but also to effect a less oppressive environment, since official recognition may well allow non-binary gender persons to prosecute those who now feel free to insult, harass, or harm them, or to sue deny those who deny them access to places and opportunities enjoyed by those with traditional gender identifications.”

“Gender Fluidity: Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women and men. For some people, gender fluidity extends beyond behavior and interests, and actually serves to specifically define their gender identity. In other words, a person may feel they are more female on some days and more male on others, or possibly feel that neither term describes them accurately. Their identity is seen as being gender fluid.”

- c. Genderqueer- A broad descriptor many people use to indicate a person does not identify as either male or female.
- d. Sex- anatomical/biological (male and female)
- e. Gender- how you choose to identify regardless of sex (man and woman)

- f. Gender expression- how you physically identify; external expression

Supplemental Content

Gender X

Resources:

1. Terminology. (n.d.). Retrieved August 16, 2017, from <http://www.genderdiversity.org/resources/terminology/>
 - g. Includes the important vernacular needed to understand gender from many perspectives.

CORE Crash Course (CCC):

Gender X is the name of a “third gender” identified in several areas including Oregon, Washington D.C., and California. The idea of this gender option is for people who identify as a gender other than male or female can choose this on their state IDs such as licenses rather than male or female. This option is only on a state level at this point. It is not a gender but rather a substitute for any gender besides male or female.

Feminism

Resources:

1. <https://www.usatoday.com/story/news/2017/01/19/feminism-intersectionality-racism-sexism-class/96633750/>
 - a. Distinguishes between intersectional feminism vs. white feminism

CORE Crash Course (CCC):

Activities will cover and explore gender roles in modern society, where they came from, and how they affect us. Students should learn about gender roles in leadership and how those roles influence the leadership styles of both men and women.

Sexuality

Resources:

1. Sexual Orientation Discrimination in the Workplace. (n.d.). Retrieved August 16, 2017, from <http://employment.findlaw.com/employment-discrimination/sexual-orientation-discrimination-in-the-workplace.html>
 - a. This article highlights the corporate sides of discrimination based on sexual orientation. There are laws that either protect or help discrimination based on sexual orientation. There are no federal laws swinging either way, so it is all based on state legislation.
2. Park, M. (2017, July 27). DOJ files amicus brief that says Title VII does not protect sexual orientation. Retrieved August 16, 2017, from <http://www.cnn.com/2017/07/26/politics/doj-amicus-brief-title-vii-sexual-orientation/index.html>
 - a. There are various federal documents that supposedly protect from discrimination in the workplace. For example, the civil rights document was designed to protect

against racial discrimination by making it illegal. However, the US department of justice has determined that none of this documentation applies to sexual orientation. That being said, it is technically legal at the federal level to discriminate based on sexual orientation in the United States.

3. "Like Walking Through a Hailstorm". (2017, June 06). Retrieved August 17, 2017, from <https://www.hrw.org/report/2016/12/07/walking-through-hailstorm/discrimination-against-lgbt-youth-us-schools>
 - a. The workplace is not the only location where discrimination happens, and adults are not the only people it happens to. Students all over the united states have experienced discrimination. There is very few legislation protecting students, seeing as it is only at the state level

CORE Crash Course (CCC):

Discrimination against people for their sexuality is very prevalent in today's society. Be it a student at school, or an adult in the workplace, discrimination based on sexuality is a big problem. This problem is only furthered by the fact that there is no legislation to help protect people who may not be heterosexual. In fact, it has been taken as far as actively differentiating that certain legislation at the federal level does not protect people based on their sexuality.