

COURSE DESCRIPTION (GENERAL DESCRIPTION)

Course title: Gender, career and leadership

Course code: PSZM21-MO-VEZ-110

Head of the course: Kovács Mónika

Aim of the course

The goal of the course is to discuss the effect of gender stereotypes, prejudices and sexism on career and leadership. The course examines how gender stereotypes, gender role expectations, different types of sexism leads to sex-based discrimination in workplace context, giving an introduction into some critical and culturally sensitive theories that focus on the power relations between the sexes and their effects on career and politics. It will discuss the different social psychological phenomena that have been introduced by researchers in relation to gender and career: the token situation, the glass ceiling, the glass cliff, the glass escalator, the glass slipper and the queen bee effect as well as the backlash and the backlash avoidance. The course draws attention to the significance of gender-mainstreaming and interventions at aiming gender prejudice reduction and promoting women in leadership positions and in political offices.

Learning outcome, competences

knowledge:

- Acquaintance with the most important theoretical approaches and concepts on the effect of gender stereotypes and prejudices on the careers of men and women
- Familiarity with the basic criteria of programs and trainings aiming at promoting women's career

attitude:

- Understanding the different individual and social experiences resulted by gender inequalities and prejudices
- Respecting human rights and human dignity

skills:

- Ability to differentiate between essentialist gender prejudices, stereotypes, and their consequences
- Ability to reflect at own gender stereotypes and prejudices

autonomy, responsibility:

- Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

Content of the course

Topics of the course

- Gender stereotypes and gender roles
- Ambivalent sexism and modern sexism
- Gendered interests and career choices
- Gendered behaviors: backlash and backlash avoidance
- Think manager – think male
- Work as masculinity contest
- Sexual harassment
- Male and female tokens, the glass escalator
- Gender identities and the queen bee phenomenon
- Belonging and identification with the leader
- Think crisis – think female: the glass cliff
- Gendered leadership
- Interventions

Learning activities, learning methods

- Interactive presentations
- Group work (female leaders in the media)
- Essay

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:
requirements

mode of evaluation:

- Group work: 50 %
- Essay: 50 %

criteria of evaluation:

- Adequate knowledge of the literature and the topics discussed in class
- Application of the theoretical knowledge for the essay
- The references are in accordance with the APA's requirements

Reading list

Compulsory reading list

- Berdahl, J. L., Cooper, M., Glick, P., Livingston, R. W., & Williams, J. C. (2018). Work as a masculinity contest. *Journal of Social Issues, 74*(3), 422-448.
- Cheryan, S., & Markus, H. R. (2020). Masculine defaults: Identifying and mitigating hidden cultural biases. *Psychological Review, 127*(6), 1022.
- Kark, R., Waismel-Manor, R., & Shamir, B. (2012). Does valuing androgyny and femininity lead to a female advantage? The relationship between gender-role, transformational leadership and identification. *The Leadership Quarterly, 23*(3), 620-640.
- Dormanen, R., Sanders, C. S., Maffly-Kipp, J., Smith, J. L., & Vess, M. (2020). Assimilation Undercuts Authenticity: A Consequence of Women's Masculine Self-Presentation in Masculine Contexts. *Psychology of Women Quarterly, 44*(4), 488-502.
- Goodwin, R. D., Dodson, S. J., Chen, J. M., & Diekmann, K. A. (2020). Gender, Sense of Power, and Desire to Lead: Why Women Don't "Lean In" to Apply to Leadership Groups That Are Majority-Male. *Psychology of Women Quarterly, 44*(4), 468-487.
- Bruckmüller, S., Ryan, M. K., Rink, F., & Haslam, S. A. (2014). Beyond the glass ceiling: The glass cliff and its lessons for organizational policy. *Social issues and policy review, 8*(1), 202-232.
- Derks, B., Ellemers, N., Van Laar, C., & De Groot, K. (2011). Do sexist organizational cultures create the Queen Bee?. *British Journal of Social Psychology, 50*(3), 519-535.
- Morgenroth, T., Ryan, M. K., & Søndelund, A. L. (2020). Think Manager–Think Parent? Investigating the fatherhood advantage and the motherhood penalty using the Think Manager–Think Male paradigm. *Journal of Applied Social Psychology.*
- Diehl, A. B., Stephenson, A. L., Dzubinski, L. M., & Wang, D. C. (2020). Measuring the invisible: Development and multi-industry validation of the Gender Bias Scale for Women Leaders. *Human Resource Development Quarterly.*
- Feenstra, S., Begeny, C. T., Ryan, M. K., Rink, F. A., Stoker, J. I., & Jordan, J. (2020). Contextualizing the Impostor "Syndrome". *Frontiers in Psychology, 11*, 3206.
- Morgenroth, T., Ryan, M. K., Rink, F., & Begeny, C. (2020). The (in) compatibility of identities: Understanding gender differences in work–life conflict through the fit with leaders. *British Journal of Social Psychology.*

Recommended reading list

- Rudman, L. A., & Glick, P. (2012). *The social psychology of gender: How power and intimacy shape gender relations*. Guilford Press. ISBN: 9781606239636
- Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press. ISBN: 978-0199755783
- Eagly, A.H. – Carli, L.L. (2007) *Through the Labyrinth. The truth about how women become leaders*, Harvard Business School Press. ISBN: 9781422116913