

<b>Subject Code</b>	MM5261
<b>Subject Title</b>	Gender and Organizations
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<b>Pre-requisite:</b> Managing Organizations and People (MM511)
<b>Role and Purposes</b>	Historically, men dominated the public sphere of work, and women were the major carer in the domestic sphere. In the recent past, more and more women enter the labour force, make significant contribution to economic developments, and reach middle- and high-level decision-making positions in the corporate world as well as in the public sector. The purpose of this subject is to guide and facilitate students to learn how to tap the best potential of both women and men organization members.
<b>Subject Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. Understand the historical and contemporary contexts of gender roles;</li> <li>b. Discuss and analyse women and men's organizational experiences;</li> <li>c. Explain concepts of sex discrimination and legislative frameworks;</li> <li>d. Suggest women- and family-friendly policies and programmes.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Gender roles and gender identity</b> Gender role ideologies and stereotypes. Gender identification. Gender and power.</p> <p><b>Anti sex discrimination legislative framework</b> Sex Discrimination Act, US and UK. Sex Discrimination Ordinance, Hong Kong.</p> <p><b>Gender and labour market</b> Gender division of paid and unpaid work. Patriarchy and capitalism. Horizontal and vertical sex segregation at work. Sex and earnings. Gender and leisure gap.</p> <p><b>Gender and organizations</b> Gender and bureaucracy. Power of numbers and tokenism. Communication between women and men. Management and leadership styles. Equal pay for work of equal value.</p> <p><b>Sex at work</b> Sexuality of organizations. Workplace romance. Sexual harassment at work.</p> <p><b>Family and work</b> Work-life balance. Flexible work arrangements. Gender equality.</p>
<b>Teaching/Learning Methodology</b>	Lectures are used to present theoretical concepts. In seminars, students participate in activities such as experiential exercises, discussions and debates, psychological tests, case analyses, role plays and personal reflections. There will occasionally be sharing sessions with guest speakers.

<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="432 253 1457 714"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment</b></td> <td><b>50%</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Proposal</td> <td>7.5%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Paper</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Presentation</td> <td>7.5%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Examination</b></td> <td><b>50%</b></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in <b>BOTH</b> the Continuous Assessment and Examination components.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b> the various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> <li>▪ Engage in an independent research project to study one area of gender and organizations in greater detail. This involves collecting empirical data so as to have personal knowledge of the issues women and men face at work, and analysing the data collected to gain a deeper understanding of gender theories and anti sex discrimination laws in practice.</li> <li>▪ Take a closed-book examination to demonstrate conceptual and analytical skills by presenting arguments for and/or against certain topics based on theories, laws and, if and when appropriate, circumstantial practicalities.</li> </ul>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	<b>Continuous Assessment</b>	<b>50%</b>					1. Proposal	7.5%	✓	✓	✓	✓	2. Paper	35%	✓	✓	✓	✓	3. Presentation	7.5%	✓	✓	✓	✓	<b>Examination</b>	<b>50%</b>	✓	✓	✓	✓	Total	100 %				
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Total	100 %																																																	
<p><b>Student Study Effort Required</b></p>	Class contact:																																																	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>		39 Hrs.																																															
	Other student study effort:																																																	
	<ul style="list-style-type: none"> <li>▪ Preparation for class</li> </ul>		39 Hrs.																																															
	<ul style="list-style-type: none"> <li>▪ Preparation for assignments and examination</li> </ul>		39 Hrs.																																															
	Total student study effort		117 Hrs.																																															

**Reading List and References****Textbooks**

Cleveland, Jeanette N., Stockdale, Margaret, and Murphy, Kevin R. (2000). *Women and men in organizations: Sex and gender issues at work*. Mahwah, NJ: Lawrence Erlbaum Associates.

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Alvesson, Mats, and Due Billing, Yvonne. (2009). *Understanding gender and organizations* (2<sup>nd</sup> ed.). London: Sage.

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### **Journals**

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*Equal Opportunities Review*. London: Industrial Relations Services.

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*Gender, Work and Organization*. Oxford: Blackwell.

*Sex Roles*. New York: Plenum Press.

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*Work, Employment and Society*. Durham: The British Sociology Association.