AD73101 Overcoming Gender & Generational Barriers in the Workplace  
3 credits  Spring 2014

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Office Hours: By appointment

Telephone: 617-257-9673

Schedule: Thursdays, 6:45-8:30 pm.  
Room: Gasson 206

AD 73101  Overcoming Gender and Generational Barriers in the Workplace
To succeed in these times of economic uncertainty, organizations must maximize their human capital. The challenge in today’s workplace, where four generations of men and women work side-by-side, is to build from this diversity a stable core of productive employees. Achieving this requires overcoming gender and generational barriers, which impede individual and group performance. Course generational topics include improving intergenerational communications; building cohesive teams; and employing targeted strategies for motivation, rewards, recruitment, and retention. Gender topics include strategies for overcoming male and female conversational style differences; leadership development; the glass ceiling challenge; sexual harassment avoidance; and the work-life balancing act.

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Objectives
- Students will learn to use a variety of strategies to navigate roadblocks within the corporate culture, based on gender and generation.
- Students will develop skills to defuse or avoid gender or generational situations that might have a negative impact on the team or the project.
- Students will demonstrate assessment skills needed to create a balanced and productive team.
- Students will understand leadership skills and professional standards that can be utilized in the work environment.

This is a 3 credit class that meets for 1 hour and 45 minutes.
It is expected that 8 hours per week of your study time will be spend on out of class assignments and exercises.
**Text/Readings (Required)**


Students are required to attend all classes, contribute to discussions, and participate in class activities, assignments and projects. Students’ work-life experience will be incorporated into the class discussion.

Final projects, consisting of 10-15-minute presentations to the class based on primary research or a student-developed case study, will be presented in lieu of a final exam. Topic must be approved by March 15.

Students are expected to follow the news, particularly reports that reflect topics covered in class. Corporate and media responses to examples of sexual harassment, discrimination based on age or gender will be incorporated into class discussions.

**Course Assignments** (readings, exercises and/or experiences)

Students are expected to complete the following out of class course assignments. Weekly 1-2 page response papers based on the readings must be turned in at the end of the class when they are due.

All articles not from *Talking 9 to 5* will be available for download from Blackboard. Some readings made be added or subtracted depending on class interest.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercises/Experiences</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Jan. 16</td>
<td>Introduction</td>
<td>1. Research the age and gender mix in your company, including hierarchy</td>
<td>Jan. 23</td>
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<td>2. Research one Boston company, report on its employee mix and its success</td>
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<td>Jan. 23</td>
<td>Micro-Inequities</td>
<td>Read: Did Attorney Evans Bump Her Head on the Glass Ceiling?</td>
<td>Jan. 30</td>
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<td>Jan. 30</td>
<td>Is Gender bias Ancient History?</td>
<td>Read: <em>Talking 9 to 5: Ch. 5</em> Read: Women &amp; Harvard Law</td>
<td>Feb. 6</td>
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<td>Feb. 6</td>
<td>Communication Breakdown</td>
<td>Read: The Ethnic Theory of Plane Crashes, Malcolm Gladwell and <em>Talking 9 to 5: Ch. 9</em></td>
<td>Feb. 13</td>
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<td>Feb. 13</td>
<td>Shaking up The Status Quo</td>
<td>Read: The New Soft War on Women</td>
<td>Feb 20</td>
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<td>Feb. 20</td>
<td>The Pipeline Problem</td>
<td>Read: “Female Power,” <em>The Economist</em>; Read: <em>Talking 9 to 5: Ch. 8</em></td>
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<td>Feb. 27</td>
<td>Midterm</td>
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<td>March 13</td>
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<td>March 6</td>
<td>Spring Break</td>
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<td>March 20</td>
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<td>March 13</td>
<td>Social Pressure</td>
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March 20  Work-Life Balance
March 27  Respecting diversity  Read: Boomers vs. Gen X  March 27
April 3  Generation Gap  Read: Age in the Museum of Science
April 10  Mixing it Up
April 17  No class – Easter break
April 24  Collaborate & Compete  Read: The Plight of Charlie Roth  May 1
May 1  Creating the Perfect Job
May 8  Presentations

Grading
Grades will be determined by:

- Attendance and class participation 25%
- Written assignments 25%
- Mid-term exam 25%
- Final project: 25%

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.
Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations.
http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.