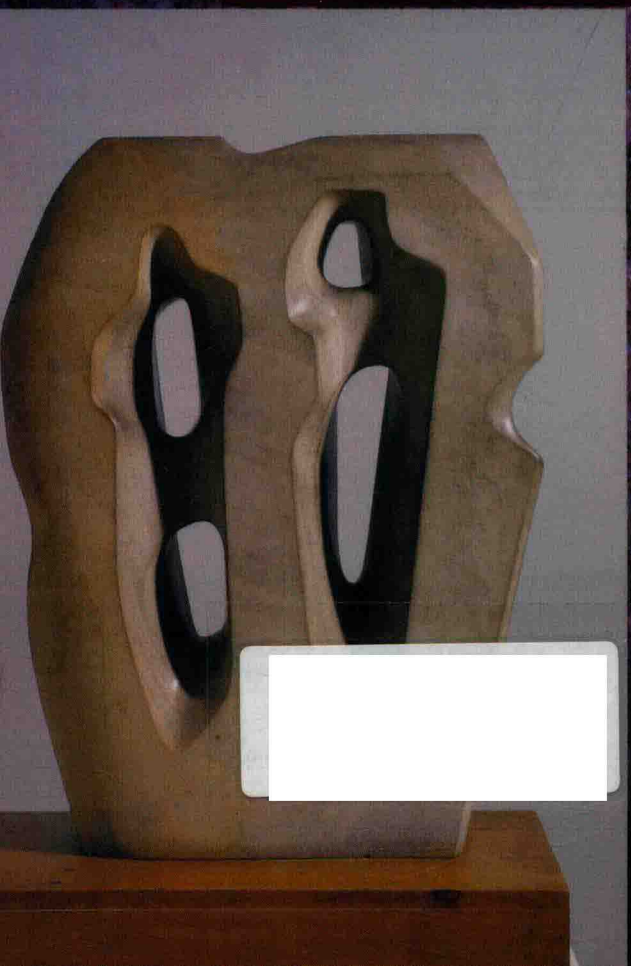
READER IN GENDER, WORK, AND ORGANIZATION

EDITED BY
Robin J. Ely,
Erica Gabrielle Foldy,
Maureen A. Scully,
and
The Center for Gender in Organizations
Simmons School of Management



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READER IN GENDER, WORK, AND ORGANIZATION

This Reader is dedicated with respect and appreciation to

RHONA RAPOPORT

A pioneer in the field,

a mentor to many, and

a dynamic contributor of insights

on gender, work, and organizations

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PREFACE

ROBIN J. ELY, ERICA GABRIELLE FOLDY, AND MAUREEN A. SCULLY

What does gender have to do with work, with organizations? Everybody goes to work and everybody is involved with organizations. Shouldn't we just focus on our responsibilities and get the job done? Many people believe that thinking about gender, or race, or other dimensions of difference, is distracting at best. At worst, it actually creates problems: the more we think about gender, the more it becomes an issue. Work should be a neutral zone, untainted by politics and personal issues.

Many organizations are predicated on these assumptions. But we disagree, not only because looking at gender, work, and organizations increases our understanding of women and men in the workplace, but also because it enhances our knowledge of leadership, human resources, and other fundamental management topics. Just as one camera lens brings the foreground into focus, while another highlights the background in the distance, a gender lens illuminates facets of organizational life that previously were obscure: when we view organizational life through a gender lens, we understand more about why individuals behave the way they do, why companies are structured the way they are, and why some policies work better than other policies.

We also start from the premise that work and work organizations are not gender-neutral. Work has almost always reflected a gendered division of labor: we can all name traditional "women's work" and "men's work." In our society, organizations have been central to creating and maintaining our understanding of what is appropriate for women and what is appropriate for men. While the participation of women in the workforce, particularly in management positions, has changed dramatically over the last few decades, work organizations have not necessarily followed suit. Most were designed to complement the lifestyle of the middle-class white men who ran them. Though some changes are underway, in most cases work structures and cultures continue to reflect this orientation. But because this is the way organizations have always been, we take this orientation for granted. Only with a gender lens do these assumptions come into view and, once surfaced, become available for evaluation and revision.

But having answered our first set of questions, we immediately face another. What is "gender" anyway? In fact, scholars and practitioners have conceptualized gender in a number of different ways, which have very different implications for

how we think about gender in organizations. Part I of this Reader, "Introducing Gender," describes four ways of thinking about gender and the link between gender and organizations. We call these the "four frames." Part I also presents readings that illustrate the four frames in order to differentiate them more clearly. Finally, it elaborates one frame in more detail, the fourth frame, because it illuminates previously unexplored connections among gender, work, and organization. (Because the introductory overview provides the theoretical foundations of the text, the other topic parts often refer back to it. Therefore, it is best to read the topic parts in conjunction with this introductory overview to Part 1.)

Just as a gender lens brings to light certain phenomena, a race lens or a class lens will highlight other organizational dynamics. When we look at work from the perspective of a white secretary, a lifelong clerical worker, we see aspects of organizations that we don't see from a manager's point of view. Taking the perspective of a Hispanic executive reveals other facets of how work is organized, as does the point of view of a janitor who recently emigrated from Jamaica. To understand these perspectives more fully, we not only have to add race and class lenses, we have to apply all three lenses *simultaneously.* Each of us lives many different identities at the same time, and so racial, gender, and class dynamics are thoroughly interwoven in organizations. For that reason, many of the readings we present here address not only gender, but also the intersection of gender and race, gender and class, and sometimes all three.

In this Reader, we take these varied lenses and apply them to key topics in management: negotiation, leadership, organizational change and intervention, diversity, human resource management, and globalization. In each case, we have chosen readings that not only teach us about gender and other dimensions of difference, but also expand our understanding of the topic at hand. Earlier parts focus more, though not completely, on gender dynamics, as we try to clarify what it really means to "apply a gender lens" more broadly and a "fourth frame on gender" more specifically. Later parts bring race and class more to the fore, while continuing to explore gender and the interaction of all three dimensions of difference. In these later parts, the four frames become less central to the organization of the material.

Part VII on globalization adds yet another dimension to our understanding: the world outside the organization. In the other six parts, our view is limited to life inside organizations: organizational change initiatives, compensation, mentoring, and the like. Part VII reminds us that work organizations are deeply influenced by their environment and have a profound impact in return. It continues the focus on dimensions of difference, as well, by adding the dimension of nationality to our mix. Suddenly, class, gender, and race have different meanings and different consequences when we bring in the experiences of people in different countries.

For each part, the overview describes a set of readings that compose a learning module on the topic, often including historic perspectives that have since been updated or traditional views that remain popular but to which we pose alternatives. Key readings – often excerpts from the original publications – are reproduced in this Reader. In addition, the overviews contain numerous references to the literature, which we highly recommend in order to gain a fuller understanding of the ideas. We would also like to direct readers to the website for the Center for Gender in Organizations at the Simmons School of Management, with which the editors of this volume and the authors of the part overviews are affiliated, for additional references and reading materials: www.simmons.edu/gsm/cgo.

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The Center for Gender in Organizations (CGO) at the Simmons School of Management is committed to collective learning. Crafting this Reader was an exciting adventure in collaboration, as it draws on many ideas and contributions from our community of researchers and practitioners. We appreciate having CGO as a place where we develop our work and find synergies with the work of others. We are especially grateful to the founding Codirectors of the Center, Deborah M. Kolb and Deborah Merrill-Sands, for envisioning the potential of this Reader and providing the opportunity to create it. We also appreciate the important role that Joyce K. Fletcher played in the early stages of the project. Evangelina Holvino, the current Director of CGO, as well as Associate Directors Mary Mattis and Bridgette Sheridan, have provided vital ongoing support.

We thank Simmons School of Management and Dean Patricia O'Brien for supporting this work and providing us a home and a forum for deepening and sharing our ideas about women, leadership, and organizational change. We are particularly grateful to The Ford Foundation for the generous financial and intellectual support that launched and strengthened CGO. June Zeitlin of the Ford Foundation supported the development of CGO from the outset. Jan Jaffe of the Ford Foundation worked creatively with us in developing the idea for this Reader as a way to further our mission of disseminating our ideas. We join them in our wish that this Reader will bring gender from the margins to the mainstream in business education and consultation.

Many colleagues have helped CGO in defining its mission and sharpening our ideas about gender and its relationship to how work gets done and how rewards are shared. Joan Acker, Jean Baker Miller, Ella Bell, Marta Calás, Gill Coleman, Jane Dutton, Aída Hurtado, Judith Katz, David Kelleher, Joanne Martin, Stella Nkomo, Aruna Rao, Barbara Reskin, Linda Smircich, Rieky Stuart, and David Thomas are valuable friends of CGO whose guidance shapes our projects.

This Reader is stronger for reflecting the writings and insights of members of the immediate CGO community, including Lotte Bailyn, Stacy Blake-Beard, Mark Chesler, Douglas Creed, James Cumming, Gelaye Debebe, Ruby Marks, Deborah

Merrill-Sands, Karen Proudford, Rhona Rapoport, Bridgette Sheridan, Susan Sturm, and Judy Weisinger.

We enjoyed tremendously working with the team that contributed to this Reader. Betzaluz Gutierrez-Lezama provided valuable research assistance in the early stages, and Laura Wernick stepped in with crucial assistance at the end. Jodi DeLibertis facilitated the project with superb administrative and operational support. It was a delight to work with our CGO colleagues who joined us in writing Overviews, assembling chapters, and perhaps most importantly, engaging in spirited discussions that shaped our message and our work all along the way: Joyce K. Fletcher, Evangelina Holvino, Deborah M. Kolb, and Debra Meyerson.

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Finally, we thank the countless women and men whose voices appear throughout this Reader, and throughout the research conducted by us and by our colleagues, for offering insights about their lives and work, which will ultimately help the lives and work of other women and men.

Robin J. Ely
Erica Gabrielle Foldy
Maureen A. Scully
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