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readers. These manuals contain plans suitable for third- and fifth-graders. Though there is need for feminist content in all elementary grades, we have limited our work for practical reasons to two grades. Grade 3 was chosen in particular as the grade in which children, having already mastered decoding skills, begin to read in curriculum content areas for the acquisition of new concepts. The teaching manuals provide a feminist methodology for teaching, a methodology which engages students in critical analysis and appropriate responsive actions. We are providing resource information and prereading activities to familiarize the teacher and students with the social problem content of each selection. Follow-up activities are suggested to stimulate critical analysis and further interest in the problem area. Because we want to educate children to be active participants in a changing society, we are providing guidance for responsive political actions appropriate to the age level of the two groups of children, such as letter writing, interviewing, petition planning, and leaflet writing.

The process of launching the project has been exciting and heuristic. We welcome criticism and suggestions of items of children’s literature. We hope to develop a product that will aid educators to adapt feminist classroom procedures, and that will influence publishers to provide teachers with much-needed materials at the elementary level.

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The Simmons College Summer Institute on Women in Organizations

By Barbara Perry

Twenty college professors from the United States and England came to Boston for three weeks in July to participate in the second annual Summer Institute on Women in Organizations. Sponsored by the Institute for Case Development and Research, a department within the Simmons College Graduate Programs in Management, the Summer Institute was developed with a grant from The Ford Foundation. It provided an introduction to the case method as a pedagogical tool that develops analytical and problem-solving skills; training in the use of Simmons’s cases on women managers; and practice teaching experience with follow-up critique by peers and Institute faculty. Faculty included Drs. Margaret Hennig and Anne Jardim, founders and co-directors of the Simmons College Graduate Programs in Management and coauthors of The Managerial Woman; and Dr. Herman Gadon, Professor of Management at the College of Business Administration, San Diego State University, and coauthor of Effective Behavior in Organizations. Arva J. Clark, Director of the Simmons Institute for Case Development and Research, was Summer Institute Director.

The Simmons College Graduate Programs in Management embody a new concept in management education for women. Curriculum for the Master of Arts in Management degree reflects a fundamental concern for women’s career development as well as a commitment to the traditional functional areas. This special attention to women’s objectives is achieved through unique behavioral courses developed by Drs. Hennig and Jardim. These courses are based on the assumption that a woman, because of her socialization, enters an organization with assumptions and expectations that differ significantly from a man’s, and that traditional management programs have failed to prepare women to survive and prosper in what is basically a masculine culture. In this culture, “networks,” the informal system of relationships that provide the learning and support critical to career development, often do not work for a woman as they do for a man because few women have experience or contacts within these networks.

The Simmons behavioral courses utilize a special body of teaching cases developed over the last seven years by Simmons’s case writers. These cases were first created in 1973 when Harvard Business School funded a joint project with Simmons College to develop relevant teaching materials for the new Simmons Graduate Program in Management. In 1974, the Donner Foundation funded further case development, as did the Business and Professional Women’s Organization. With these funds, Simmons founded the Institute for Case Development and Research. With the assistance of a Ford Foundation grant, the first Summer Institute on Women in Organizations was held in 1979, and the second in 1980.

Simmons’s cases are unique both because they are the only significant body of management training cases with women in positions of responsibility, and because they illuminate recent research findings about women in organizations. The cases, set in a variety of profit and nonprofit organizations, interweave two basic groups of concerns: those centering around the skills needed to be an effective manager, and those having to do with managing a career. In the first group, cases deal with such topics as: interpreting the organization’s expectations; moving from the role of specialist to that of manager; dealing with the evolving organization; introducing change; and developing a personal management style. In the second, more personal category are such issues as: integrating personal and professional goals; managing risk and anxiety; and relating achievement and femininity. Rarely in the cases is gender an explicit issue; rather, the cases are left open to interpretation.
Many cases lend themselves to both structural and behavioral analyses of events.

In addition to providing women students with role models of women in decision-making positions, the Simmons cases help students understand and evaluate their own attitudes, perceptions, and actions while they learn a process of organizational and behavioral analysis that emphasizes problem-solving. In many cases, the subject of the case is at a critical decision point in her career, or faces a difficult managerial situation. Students learn to analyze the factors contributing to the present state of affairs and then to develop strategies for solving real problems. The process involves objectifying—learning to slow down, step back, and look at the big picture. After analyzing all the components of the environment—how the woman and her job are viewed by others, what the norms of the organization are, where the power lies—students set goals and priorities, articulating a step-by-step strategy for achieving not the ideal, but the optimal solution to the problem at hand.

Simmons's cases are not theoretical. They are all true cases developed from field interviews. They are not used to illustrate theory, or to provide material from which to build generalizations; rather, they are context-specific. Their value lies in giving management students the information from which to build an analytic model that will enable them to diagnose what is happening in any organization. The cases provide vicarious experience, while allowing students to see analogies in their own lives. They are a blend of affective and cognitive learning through which students develop awareness of their own frames of reference.

Participants in the 1980 Summer Institute came from diverse fields: management education, dietetics, women's studies, public health, nursing, education, psychology, industrial relations, and sociology. Each left the Institute envisioning a unique application of the cases on women managers.

In two of the fields represented, dietetics and nursing, more and more women are moving into positions that require not only functional skills, but the understanding of organizational expectations that is the basis of effective management and career development. A professor of dietetics plans to use the cases to teach management skills and perspectives to clinical dietitians, now trained only at the technical level. She says, "Many dietitians function at the technical level but fail when given the opportunity to be promoted to a supervisory or administrative level. What they need are conceptual and human skills related to the managerial role in a complex system such as health care, or business."

A professor of sociology plans to use the cases in an introductory course to focus on the "differences between structural and individual explanations for the same event." A professor of psychology at a women's college intends to use the Simmons cases in his course on organizational behavior: "It is essential to give my students some realistic views of organizational life and to provide practical experience in using the diagnostic, problem-solving, and interpersonal skills critical to the manager's role." Beyond this, he plans to use the cases in other courses (adult development, social psychology) to "develop the students' confidence in their own ability to 'construct' on the basis of their close reading of the data and their knowledge of psychology and their personal experience (feelings, attitudes) an account that makes sense of the data."

A director of community services and the women's center of a community college plans to use the cases with "re-entry" women for career development, and for the training of "peer counselors." A director of women's studies plans to use the cases in a course on women in management that she will team-teach with a professor from her college's business department and the director of development for the local Chamber of Commerce.

Evaluations of the Summer Institute indicated, in the words of one participant, that "learning took place on many levels." For some, the most important aspect of the process was "personal growth and career analysis." For others, it was a "rare opportunity to systematically consider teaching and to exchange ideas with teachers from other disciplines." All valued the friends and contacts made, and all valued the chance to discuss issues pertaining to women's (and men's) lives and careers with a supportive and concerned group of peers.

Barbara Perry, an anthropologist, was formerly Associate Director of the Summer Institute and senior case writer for the Simmons Institute for Case Development and Research. Currently a free-lance casewriter and consultant, she can be contacted at: 207 Winchester Street, Brookline, MA 02146.

Readers who would like to receive an annotated bibliography of the Simmons cases should write to: Institute for Case Development and Research, Graduate Programs in Management, 409 Commonwealth Avenue, Boston, MA 02215.

LOANS AVAILABLE FOR WOMEN IN GRADUATE BUSINESS STUDIES

The Business and Professional Women's Foundation and the Sears-Roebuck Foundation have established a loan fund to encourage women to enroll in graduate business programs, ultimately to increase the pool of women trained for management and executive positions in business, government, and education. Since 1975, the Fund has awarded over $400,000 to 253 women, distributing approximately $75,000 in loans each year. Individual loans are awarded from $500 to $2,500 per academic year—up to $5,000 per person. Eligibility requirements include written acceptance for full- or part-time graduate study in an accredited management program, U.S. citizenship, and financial need. Both work experience and academic achievement are considered. Completed applications are due by May 15. For further information, write to Loan Funds for Women in Graduate Business Studies, BPW Foundation, 2012 Massachusetts Ave, NW, Washington, DC 20036, or call (202) 293-1200.