

**GBUS 874-001/002****Winter 2026****INSTRUCTOR DETAILS:**

Name: [REDACTED]  
Phone: [REDACTED]  
Email: [REDACTED]

Office Location: on request  
Office Hours: on request

**CLASS DETAILS:**

Class Dates: [REDACTED]  
[REDACTED]  
[REDACTED]  
Class Times: [REDACTED]  
Class Location: [REDACTED]

**NOTE:** UR Courses will be made available to students on January 10. We will be hosting an asynchronous Zoom call to discuss the upcoming course and expectations on January 15 at 6 p.m. If you are unable to attend, don't worry, we will record and post in UR Courses.

**COURSE DESCRIPTION**

This course examines leadership issues in both for-profit and non-profit organizations. A major project for the course will involve researching and writing an original case study that examines leadership issues within a real organization.

**LEARNING OBJECTIVES / OUTCOMES**

Students will:

- Gain an awareness of their own leadership philosophy, traits, skills, and behaviors.
- Gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in modern organizations.
- Gain a basic understanding of some of the roles, skills, and tasks associated with leadership and management, and be able to distinguish between the two.
- Improve personal leadership capacity and understanding / appreciation of leadership roles through reflection and activities.
- Understand and apply basic written and oral communication skills in a business environment.
- Exercise specific leadership skills through case analysis, group discussion, and role playing / simulation.

## COURSE EXPECTATIONS

This course integrates theory and practice. Students will be expected to engage as reflective practitioners and consider the implications to their practice of leadership. Cases will be used to illuminate a variety of contemporary leadership challenges. Students will learn to distinguish between leadership and management decisions and develop recommendations fitting to the different types of decisions that leaders face.

## COURSE MATERIALS

*Optional but recommended textbook:*

Northouse, P.G. (2022) Leadership Theory and Practice, 9th ed, Sage Publications Inc (if cost prohibitive, any edition 6-9 will do however, this is a common required book in other Levene courses, so may be worth purchasing a recent edition.

*Required Readings:*

Required readings are set out in UR Courses and full access to links will be provided on January 10, 2026. When possible, I will post PDFs of the readings to our course website. Otherwise, they should all be available through the library. Please let me know if you are having difficulty accessing one of the articles.

Required Cases will be available January 10, 2026.

Students' accounts will be charged for the cost of these cases.

## COURSE ASSESSMENT SUMMARY

	<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
1.	Participation  In discussion forum groups and class discussion	10%	On-going
2.	Reflective Essay	15%	February 6 at 8:30 a.m.
3.	Case Studies Analysis	30% (3x10%)	Due February 7  <b>Federated Co-Operatives Limited: Change Management</b>



			February 12  <b>Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company</b>  February 13  <b>Michelin: Digital Transformation And Culture – Where The Rubber Hits The Road</b>
4.	Group Case Memos	15% (3x5%)	February 7  <b>The Future of Bush Brothers &amp; Company: Developing a Shared Vision for a Complex Family Enterprise</b>  <b>PRACTICE ROUND (UNGRADED)</b>  February 12  <b>CIBC: Fostering an Inclusive Culture, Leading</b>



			<b>with Gender</b>
			February 13
			<b>Amazon: Legal Woes, Crisis, and Resilience</b>
			February 14
			<b>Elon Musk: Saving the Fate of Tesla</b>
			COMPLETED IN CLASS
5.	Leadership Case with Teaching Notes	30%	March 13, 2026, at 11:55 p.m.
	<b>TOTAL:</b>	100%	

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

## DESCRIPTION OF ASSESSMENT

### 1. Participation - Worth 10%

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment, we want to ensure that everyone feels comfortable and engaged to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include

the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

Students will be assigned to discussion forum groups after the first day of class and then expected to engage with that group for the duration of the semester.

Elevated levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and firsthand experiences / observations.

This course is designed on the expectation that most class time will be spent in discussion and engagement with each other. At a graduate level, students will have many great insights, firsthand experiences, and hypotheses that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:

- Sharing firsthand experiences
- Offer observations that help clarify or integrate class concepts
- Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
- Asking questions of classmates to drive further discussion and analysis
- Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
- Bringing in additional research or current affairs into the course for discussion.

This is not about the quantity of engagement, but the quality. Discussion Forums should also include your own response to the question as well as the engagement of AT LEAST one fellow student on their post. Class engagement should be regular but also in a manner that engages others. The following guide may be helpful in framing the expectations.

The following guide will be used in assessing participation grades:

*Exceeds expectations - 8 to 10.*

Students in this category provide leadership in and out of the classroom and work towards enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets expectations - 6.75 to 7.75.*

For showing an active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course materials; for being a positive group member, etc.

*Does not meet expectations - 0 to 6.5*

6.5 for attending class on a regular basis but only occasionally contributing to the classroom experience.

Less than 6.5 for failing on all of the previously identified ways of contributing.

## **2. Reflective Essay – 15% Due February 6 at 8:30 a.m.**

In advance of the course starting, students are required to submit a reflective essay which should include an overview of key theme/factors that affect leadership as revealed in the assigned course readings. This should include:

- a) a statement of what it means to be an effective leader.
- b) a critical assessment of the key content of the readings (e.g., Do you agree or not agree with the points raised in these articles? Do you think they are more applicable in some situations/organizations than others? Do you think there are any key elements missing that are important in your assessment?).
- c) a reflective assessment as to your own leadership philosophy, characteristics/skills/abilities, and practices given these articles.
- d) and any areas where you think you need to develop further as a leader.

This essay should be between 1500 and 2000 (maximum) and referenced appropriately. You may submit it using the appropriate assignment function in UR Courses.

All late submissions will be deducted 10% for each late day. This is an individual submission and therefore no collaboration is permitted.

Rubric is available in UR Courses.

## **3. Case Summaries (3x10) – 30%**

Students must complete three individual homework case assignments.

For each of these three assigned cases you will be required to prepare a 1-page (maximum) written case summary. The case summaries should identify major issues in the case and include a brief explanation as to how one of the assigned readings helps to understand



what can be done to resolve a leadership issue you have identified in the case. Each case summary is worth 5% of your final grade. Guiding questions are in UR Courses.

Due Feb 7

Federated Co-Operatives Limited: Change Management

Due Feb 12

Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company

Due Feb 13

Michelin: Digital Transformation And Culture – Where The Rubber Hits The Road

**4. Group Memos (3x5) – 15%**

We will also be completing group memos in class. Groups will consist of four individuals and should be the same group for all class events. You can self-select groups, or I can place you in a group. You will have time to meet your group on the first day. You will want to have read the case in advance of the assigned date. Assignments are due at 11:55 p.m. on the due date. Again, class time for collaboration will be provided.

The group memos are graded and worth a maximum of 5 marks each and will follow a traditional case format, for example:

To: Safra Catz, CEO, Oracle

From: Student Names

Subject: Identifying and overcoming sources of resistance

Each memo should be typed, space and a half, using 12-point Times-Roman font, and with 2.5 cm margins. Unless otherwise indicated in class, memos should consist of three parts:

- The first part (1/2 page) is a summary of one immediate issue in the case. In this section, briefly identify one main issue/point/problem raised in the case that is germane to the readings and the assigned case questions. In this section fully describe who was involved, doing what, in what sequence, with whom and the outcomes that chain of events resulted in.
- The second (1/2 page) part of the write-up is your analysis. In this section, briefly explain how the case issue described above relates to the specific course concepts. Explain how or why these issues are significant from a leadership perspective.
- The third part (1 page) consists of your recommendations. Based on the case questions and specific issues you addressed in the previous two sections, briefly outline one possible solution/action for this case. For each write-up assume that you are a consultant writing a memo to the key decision maker in the case. What should the decision maker in the case do?

Due February 7 – ungraded (practice round)

The Future of Bush Brothers & Company: Developing a Shared Vision for a Complex Family Enterprise

Due February 12

CIBC: Fostering an Inclusive Culture, Leading with Gender

Due February 13

Amazon: Legal Woes, Crisis, and Resilience

Due February 14

Elon Musk: Saving the Fate of Tesla

### **5. Final Leadership Case with Teaching Notes – worth 30%**

Students must develop a 6–8-page leadership case plus teaching notes. You will identify a topic / concept from class and present a leadership situation at work or a situation you are familiar with that illuminates this topic in practice. The case should lead the reader to apply the concepts, tools, etc. identified in the course content to make a leadership decision or set of recommendations. You are expected to:

- a) Write up the case where readers will be expected to apply concepts to come to a decision and / or set of recommendations to address the leadership issue; and
- b) Submit your suggested responses to the questions in the form of teaching notes (question and answer, as well as any other concluding comments as appropriate).

This must be a real situation that can be verified by the instructor if necessary. If you need to discuss options in advance, please do not hesitate to let me know.

This assignment, including details on writing a case and assessment criteria, will be discussed further in class. You will submit it using the appropriate assignment function in UR Courses.

### **ACADEMIC REGULATIONS**

All late in-semester assignments will be deducted 10% per day after the submission date. For the pre-reflective submissions, no submissions will be accepted once the class in question starts.

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or the final class submission, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approved comes from the Faculty of Graduate Studies and Research.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

## ACADEMIC INTEGRITY

### USE OF ARTIFICAL INTELLIGENCE IN THIS CLASS

Students are expected to complete assignments, and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT, is considered a breach of this expectation. The use of generative AI tools in the preparation or completion of assignments, papers, or exams for this course is prohibited, and any evidence of such use may be subject to academic penalties.

Authenticity and integrity are core values of this course. As such, any student found employing generative AI platforms to draft, edit, or produce any course-related materials will be in violation of course ethics and may face disciplinary action.

To preserve the integrity and quality of student work, students are strictly prohibited from integrating or referencing AI-generated content in any coursework submissions. In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of advanced AI tools such as Microsoft Co-Pilot, ChatGPT or Dall-E 2 is strictly prohibited for all submitted academic work, assignments, power points, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

Any use of generative AI tools in academic work is considered academic misconduct and will be reported to an investigating Dean.

## STUDENT RESOURCES

### **UR Accommodated – Centre for Student Accessibility**

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at <https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

### **Student Mental Health**

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

### **Writing Assistance**

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

### **Other Grading Information**

You must submit all assignments and obtain a grade of 70% to pass the class.

Please always keep an electronic copy of all assignments in case of an emergency and the one you submitted is lost or destroyed.

**The percentage grades and their descriptions from the University of Regina Faculty of Graduate Studies at**

**<https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>**

**PLEASE TAKE THE TIME TO FAMILIARIZE YOURSELF WITH THESE DESCRIPTIONS.**

**Grade Reviews**

Please know that I am happy to answer any questions about grading and your assignments, but please note that grades are not negotiable. If you feel that an assignment has received an unfair grade, you must make a case for why it should be reassessed. Using the available outline of the grade, you will need to document in a paragraph or two your case and provide this to me. You should consider that grades could go down upon review.

**Other Key Messages**

**UR Courses**

Access to UR Courses is mandatory for this class. I will use URCourses to post required readings and other information on a regular basis. I recommend that you log on to the class page regularly.

**Academic Ethics**

Students shall abide by the regulations of the University of Regina. Students must adhere to the standards of ethics of the University (see the section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). All forms of academic dishonesty are serious academic offences. Students must appropriately reference material and must submit their own work. If unethical behaviour is suspected, all individuals involved will be reported to the Associate Dean.

**Harassment**

The University of Regina promotes a learning environment that is free of all forms of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct including any behaviour which creates an intimidating, hostile or offensive environment for work or study through the harassment of an individual or group on the basis of any ground prohibited under the Saskatchewan Human Rights Code, including race, ethnicity and all race related grounds such as ancestry,

place of origin, color, ethnic origin, citizenship, creed, sex, gender, sexual orientation or disability.

### Guests

We may also have guests in our class over the semester. Please understand that these people are here of their own kindness and thus I request that you show them the utmost consideration and respect.

### **CLASS SCHEDULE**

*Schedule is tentative and subject to change.*

#### **Tentative Class Schedule**

Date	High Level Class Themes	Cases and Readings Required
Friday Feb 6	<ul style="list-style-type: none"> <li>• Class introductions</li> <li>• Expectations and questions</li> </ul> <p>Themes for Leadership Theory</p> <ul style="list-style-type: none"> <li>• Leadership Theory and Perspectives</li> <li>• Management versus Leadership</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Still the zealous skeptic and scold</li> <li>• Default leadership: how the last century became management's century</li> <li>• Leadership theory and research in the new millennium: current theoretical trends and changing perspectives</li> <li>• Advances in leader and leadership development: A review of the 25 years of research and theory</li> </ul>
Saturday Feb 7	<p>Themes for Leading with Vision and Purpose</p> <ul style="list-style-type: none"> <li>• Potential Guest Speaker</li> <li>• Inspiring and Motivating Leaders</li> <li>• Values-based Leadership</li> <li>• Ethics in Leadership</li> <li>• Communication is key</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Organizational vision and visionary organizations</li> <li>• Leading for the long future</li> <li>• The effect of ethical leadership behavior on ethical climate, turnover intention, and affective commitment</li> <li>• Leadership development applying the same leadership theories and</li> </ul>



		<p>development practices to two different contexts</p> <ul style="list-style-type: none"><li>• First, let's fire all the managers</li></ul> <p><b>Group Case Memo:</b> <b>The Future of Bush Brothers &amp; Company: Developing a Shared Vision for a Complex Family Enterprise</b></p>
Thursday Feb 12	<p>Themes for Leading High Performing Teams</p> <ul style="list-style-type: none"><li>• Building high performing teams</li><li>• The role of leader in culture and organizational behaviours</li><li>• Emerging Trends – Leading Remote and Hybrid Teams</li><li>• Diversity, Equity, Inclusion and Leadership</li></ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"><li>• Voiced inner dialogue as relational reflection on action the case of middle managers in healthcare</li><li>• Bridging Communication Gaps in Virtual Teams in <i>Leveraging Constraints in Innovation</i></li><li>• Leading hybrid teams strategies for realizing the best the best of both worlds</li><li>• Symptomatic leadership in business instruction: how to finally teach diversity and inclusion for lasting change</li></ul> <p><b>Group Case Memo:</b> <b>CIBC: Fostering an Inclusive Culture, Leading with Gender</b></p>
Friday Feb 13	<p>Themes for Leading in Challenging Times</p> <ul style="list-style-type: none"><li>• Resilient Leadership</li><li>• Change Management</li><li>• Assertive Leadership</li><li>• Leading in Conflict and Uncertainty</li></ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"><li>• Memo to the CEO are you the source of workplace dysfunction?</li><li>• Uncertainty during organizational change types, consequences, and management strategies</li><li>• Leadership in a crisis: responding to the coronavirus outbreak and future challenges</li><li>• Taboo scenarios: how to think about the unthinkable</li></ul>



		<p><b>Group Case Memo:</b> <b>Amazon: Legal Woes, Crisis, and Resilience</b></p>
Saturday Feb 14	Themes for Leadership Development <ul style="list-style-type: none"><li>• Authenticity</li><li>• Using Information for Leadership Decision-Making</li><li>• Innovation and Creativity</li></ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"><li>• Can charisma be taught? Test the two interventions</li><li>• Leadership and creativity</li><li>• Linking empowering leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process engagement</li><li>• Emerging leadership skill sets: how can leaders lead when the map keeps changing?</li></ul> <p><b>Group Case Memo:</b> <b>Elon Musk: Saving the Fate of Tesla</b></p>
Friday March 13		Final Case Study and Teaching Assignment Due

***I am really looking forward to working with you and I hope that you enjoy the course.***

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