



GBUS 875: Women in Leadership
SPRING 2026

INSTRUCTOR DETAILS:

Name: [redacted]
Phone: [redacted]
Email: [redacted]

Office Location: [redacted]
Office Hours: By Appointment

CLASS DETAILS:

Reading Period [redacted]
Class Dates [redacted]
Class Times [redacted]
Class Location [redacted]
Submission Period [redacted]

Land Acknowledgment

The University of Regina is situated on the territories of the nêhiyawak, Anihšināpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.

COURSE DESCRIPTION

Over the last 100 years, women have made tremendous strides in the workforce. Today, women are represented in all sectors of society, at all levels of organizations, and they are taking on important leadership roles in these settings. However, across time women have had less access to leadership positions than men. This class will examine the personal, social, and structural dynamics that differentially affect women and men as leaders, particularly in terms of how they are viewed, how their contributions are evaluated, and what kinds of opportunities are available to them in terms of leadership. Some of the topics that will be addressed include how gender and leadership are constructed, gender and leadership in the workplace, and how women succeed as leaders.

LEARNING OBJECTIVES / OUTCOMES

- 1) The primary objective of this course is to begin to uncover and understand the unique challenges, constraints, and opportunities that face women today as they ascend to leadership positions in organizations. The issues have to do with the dynamics of power, authority, and influence, managing multiple roles, and social expectations of women. We will explore these topics by drawing on the experiences of women leaders from a variety of sectors and by bringing in important concepts and research insights from psychology, sociology, and business.
2) A secondary objective of the course is to encourage students to think critically about the kinds of interpersonal, social, and cultural changes that are necessary to support women's advancement in positions of power and authority. From a feminist perspective, what kinds of education, strategies, practices, and policies are necessary to support current and prospective women leaders in the community, in the work domain, in academia, in politics, etc.?

STUDENT ACCESSIBILITY

If there is any student in this course who, because of disability, may need accommodation, please contact UR Accommodated at 306-337-2200 or email accessibility@uregina.ca and discuss the accommodation with me.

COURSE MATERIALS

- **Textbook:** N/A
 - If you are interested in an optional supplementary book, I recommend *Through the Labyrinth: The Truth About How Women Become Leader* by Eagly & Carli (2007).
- **Materials:**
 - **Harvard Business Publishing Course Pack:** Additional articles and cases are in an online course pack. Access: <https://hbsp.harvard.edu/import/1408083>
You will have to create an account or login after following the link.

COURSE ASSESSMENT SUMMARY

Deliverable	Due date	
Group Case Analyses (4)	See schedule below	20%
Individual Article Analysis	Friday, June 12	10%
Individual Case Analysis	Submission period	20%
Personal Reflection	Submission period	15%
Final Exam	Friday, June 19	20%
Contribution and Engagement	All throughout class	15%
Total		100%

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

DESCRIPTION OF ASSESSMENT

Assignment Format and Grading

Assignments must be uploaded via UR Courses on or before the specified due date. For detailed instructions of each assignment, refer to the instruction sheets provided on UR Courses.

All assignments will be submitted through Turnitin to detect academic misconduct, including plagiarism and the use of generative AI tools like ChatGPT and Grammarly. All cases of misconduct will be reported.

Group Case Analyses

There will be **four** group case analyses throughout the 5-day intensive, as outlined in the course schedule. Your group will submit a brief analysis of the case (approximately 2 pages, single-spaced, point-form or paragraphs). You will be provided case questions that you will answer using course material. Case questions will be posted the afternoon of submission, and you will have class time to work on it. The summaries will be graded on a five-point scale:

- 1 – Indicates that the group put little effort into the analysis or made obvious errors.
- 2 – Indicates that the group put in some effort but did not analyze the case properly or make relevant recommendations.
- 3 – Indicates that the group put in good effort, analyzed the case content, and made relevant recommendations.
- 4 – Indicates that the group put in great effort, analyzed the case content, and made relevant recommendations.
- 5 – Indicates that the group did an exceptional job integrating multiple theories/perspectives in the analysis and made insightful recommendations.

Item	Case Name	Due Date	Value
Case 1	<i>A Study in Grey: Lisa LaFlamme's Dismissal from CTV News</i>	Monday, June 15, 2026	5%
Case 2	<i>Building Inclusive Leadership at TBK Beverages</i>	Tuesday, June 16, 2026	5%
Case 3	<i>Sonia Millar: Negotiating for the C-Suite</i>	Wednesday, June 17, 2026	5%
Case 4	<i>Red Hat Canada: Bridging the Gender Gap</i>	Thursday, June 18, 2026	5%
Total			20%

Individual Article Analysis

Each student will be assigned one article throughout the class. You are required to prepare an approximately 3-to-5-minute video summarizing and analyzing your assigned article. Your video should go beyond summarizing the article to analyzing (a) the purpose of the reading and (b) your evaluation of the content and its connection to course material. In addition to the video, you are required to lead class discussion on the day your article is assigned. During this discussion, you and the other students assigned to the article will guide your classmates through the article's key points and encourage participation and critical thinking. Although this is an individual project, coordinating with the other students assigned to your article may be helpful to ensure the discussion runs smoothly. All article analysis videos are due the Friday before class begins (Friday, June 12). *Students are expected to come to class having read the article(s) and watched a few of their peers' article analysis videos.*

Individual Case Analysis

You will be tasked with analyzing a case and writing a report with your solution to the case questions and problems. This report should be approximately 5-7 pages (double-spaced, not including graphs or other appendices). Your analysis should be thoroughly grounded in course content. A suggested structure and more details will be given on the assignment instructions. This assignment is due during the submission period (June 20-July 19).

Personal Reflection

At the end of the course, you will be given questions designed to help you integrate course material with your own experiences and insights on women in leadership, including how your knowledge has changed throughout the semester. You are required to submit a 6–8-page, double-spaced document that presents your reflections and self-insights. Your submission should be insightful, well-organized, and thoroughly grounded in the course content. Be sure to apply course terminology and content, including articles and videos, accurately. This assignment is due during the submission period (June 20-July 19).

Final Exam

The final exam will be completed on the last day of class (Friday morning). It will be an open-book exam covering all course content. The exam will include short- and long-answer questions. These will typically present a scenario and ask you to apply and explain course concepts. For example, you might be given a scenario and asked to apply the concept of stereotype threat, including defining the term and relating it to the situation. You will have 3 hours to complete the exam. *To pass the class, you must achieve a minimum score of 70% on the final exam.*

Contribution and Engagement

Students are expected to attend every class, either in person or online. Students attending online are expected to keep their cameras on throughout the class.

As much class time will involve small- and large-group discussions, it is essential that students complete the assigned readings in advance. Active participation and meaningful contributions to discussions and group assignments are required from all students.

The majority of the participation grade will come from in-class engagement, particularly in the article analysis discussions. Additionally, students must complete a peer and self-evaluation for their case group (due July 19) which will factor into the participation grade.

ACADEMIC REGULATIONS

Academic Integrity:

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students
3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden.

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community.

Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain of what plagiarism is are encouraged to discuss it with their instructors and should consult the vast resources available on this topic that can be found on the internet and in most libraries.

Source: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2023-24/student-code-of-conduct-and-right-to-appeal.pdf>

Students are expected to complete assignments, exams, and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT and Grammarly, is considered a breach of this expectation.

Source: <https://ctl.uregina.ca/sample-syllabus-statements-for-generative-ai>

Late Assignments.

Timeliness is crucial in academic settings and professional environments. Assignments are expected to be submitted by the specified due date and time. It is the responsibility of the student to manage their time effectively and plan accordingly to meet deadlines. Late submissions will be subject to a penalty of 10% per day, except late article analysis videos will not be accepted. Late assignments will not be accepted after five days without official documentation (e.g. medical or family emergency).

Request for Deferred Submission of Work.

Requests for deferred assignments / exams for assessment to be handed in during the semester (not final exams / assignments) are at the discretion of the instructor. 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 is available for online request through UR Self-Service. For more information, visit <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>.

STUDENT RESOURCES

Accessibility Services

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the UR Accommodated before or at the start of the course <https://www.uregina.ca/student/accessibility/> . The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services

If any learner is experiencing personal problems which may be affecting their studies, please consider consulting U of R Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>

Writing Assistance

The Student Success Centre (www.uregina.ca/ssc) offers both online resources and in-person tutoring on writing skills.

CLASS SCHEDULE (e.g., date, topics, reading required, etc.)

The following is a tentative schedule for the course. Students should come to class prepared by reading the assigned article(s), watching any assigned videos, and staying informed on current business issues.

Day 1: Monday, June 15, 2026 - Setting the Stage

Morning: Where Are Women Now?

- **Read:**
 - *Women and the Labyrinth of Leadership* (Harvard Course Pack)
 - *Why Women Aren't CEOs* (The New York Times, UR Courses)
- **Watch:** TedTalk: *Why Gender Equality is Good for Everyone — Men Included* (UR Courses)

Afternoon: Women and the Media

- **Read:**
 - *The 10 Worst Stereotypes About Powerful Women* (Forbes, UR Courses)
 - *Why Do We Still Distrust Women Leaders?* (BBC, UR Courses)

Case 1: A Study in Grey: Lisa LaFlamme's Dismissal from CTV News (Harvard Course Pack)

Day 2: Tuesday, June 16, 2026 - Women in Leadership: Theory & Practice

Morning: Prejudice Against Women Leaders

- **Case Debrief**
- **Read:**
 - *Women in Leadership: Barriers to Gender Equality in the C-Suite* (Ivey, UR Courses)
 - *Women Rising: The Unseen Barriers* (Harvard Course Pack)

Afternoon: Intersectionality and Women in Leadership

- **Read:**
 - *Why Understanding Intersectionality is Key to Stamping Out Workplace Inequality* (Forbes, UR Courses)
 - *Lonely at the Top: Intersectionality's Impact on Leadership* (UR Courses)
- **Watch:**
 - TedTalk: The workplace, redefined by women of color (UR Courses)
 - TedTalk: The legacy of matriarchs in the Yukon First Nations (UR Courses)
- **Guest Lecture: Intersectionality**

Case 2: Building Inclusive Leadership at TBK Beverages (Harvard Course Pack)

Day 3: Wednesday, June 17, 2026 - Women in Leadership: Theory & Practice

Morning: Women As Leaders

- **Case Debrief**
- **Read:**
 - *Why Women Stay Out of the Spotlight at Work* (Harvard Course Pack)
 - *Stop Telling Women They Have Impostor Syndrome* (Harvard Course Pack)

Afternoon: Women's Negative Relationships to One Another

- **Read:**

- *Women Experience More Incivility at Work - Especially from Other Women* (Harvard Course Pack)
- *Understanding Women's Negative Interactions with Each Other in the Workplace* (Forbes, UR Courses)

Case 3: Sonia Millar: Negotiating for the C-Suite (Harvard Course Pack)

Day 4: Thursday, June 18, 2026 - Gender-Based Leadership Challenges & Developing Women Leaders

Morning: Challenges For Women in Leadership Roles

- **Case Debrief**
- **Read:**
 - *The Invisible Danger of the 'Glass Cliff'* (UR Courses)
 - *5 Harmful Ways Women Feel They Must Adapt in Corporate America* (Harvard Course Pack)
 - *How Biases About Motherhood Impact All Women at Work* (Harvard Course Pack)

Afternoon: Challenges For Women in Leadership Roles

- **Read:**
 - *Women in the Workplace 2025 Report* (McKinsey, UR Courses)
 - *Management Interventions That Work* (UR Courses)

Case 4: Red Hat Canada: Bridging the Gender Gap (Harvard Course Pack)

Day 5: Friday June 19, 2026 – Course Wrap-Up

- **Morning:**
 - Final Exam
 - You will have up to 3 hours to complete it.
- **Afternoon:**
 - Time to work on submission period projects

Due During Submission Period (June 20 – July 19)

- **Individual Case Analysis**
- **Personal Reflection**
- **Peer & Self Evaluation Form**
 - Ensure your assignments are submitted, at the latest, by July 19th @ 11:59 pm