

**NOTE: READINGS FOR CLASS AND BOOKS ASSOCIATED WITH THE FINAL ASSIGNMENT
WILL BE POSTED BY APRIL 15.**

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Summer 2019

Delivery Times / Dates: 8:30am – 4:30pm on **Thursday July 4, Friday July 5, Saturday July 6, Thursday July 18, Friday July 19**

Location: ED558

Course Description.

This course is designed to enhance understanding about women in leadership and the implications for organizations (e.g., opportunities, exclusion). Topics include leadership styles, women on boards, strategies for change, learning to become a leader, media representation, intra-gender relations between women, cross-cultural considerations, entrepreneurship, men leading change for women in leadership.

The course will combine both scholarly and practitioner-based considerations and challenge students to surface and unsettle taken for granted assumptions about women in leadership. Guest speakers from industry and academia will be invited to share their views on specific topics to enhance the learning experience.

Learning Objectives.

Students will:

1. Develop an appreciation for leadership styles and leader/ship development as it relates to women in leadership.
2. Develop an understanding of the challenges facing women (leaders) in the workplace from multiple perspectives.
3. Explore and critique from multiple levels of analysis (individual, group, organization and society) possible explanations for the continuing exclusion of women from positions of power.
4. Identify and explore the implications for management and change.
5. Increase personal insight and awareness.

Course Expectations.

This course will entail a combination of lectures, seminar discussions, case discussion, videos and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. **Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc.** It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.

Throughout the course linking theory and practice discussions will occur. In this course you will be encouraged and expected to engage in **critical thinking**. This will surface in

class discussions, assigned readings and assignments. You will be rewarded for demonstrating critical thinking in your informal and formal assessment exercises throughout the course. For this course, critical thinking is defined as an ongoing process of active, reflective and reflexive learning. It involves surfacing our underlying beliefs about concepts and experiences and questioning why we ‘see’ it in this way. It also involves exploring how other individuals, groups and disciplines might ‘see’ these concepts. It involves surfacing and challenging our underlying assumptions, beliefs and behaviours and identifying ways through which we can make changes in behaviours, thoughts and systems. Through this process we develop an appreciation for multiplicity, difference, ambiguity, contradiction and new ways of understanding and being.

Materials

1. Reading list material
2. Book for final project (if you choose to select that option)
3. Movie for group project (instructor has one copy of each film for borrowing)

Special Needs

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please discuss this with the instructor and / or contact the Centre for Student Accessibility <https://www.uregina.ca/student/accessibility/>

Writing Assistance

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

Academic Ethics.

Students are reminded that they must adhere to the standards of ethics of the university (see Section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). Students must appropriately reference material and must submit their own work. If unethical behaviour is suspected, all individuals involved will receive zero on this component of the course.

Grading.

As per FGSR guidelines the following grading system will apply.

Grading Descriptions

Percentage Grades

95-100

An *exceptional* performance:

- exemplary knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work is original and demonstrates insight, understanding and independent application or extension of course expectations in ways that would contribute significantly to expertise in the relevant field(s) (e.g., it is publishable)
- demonstrates exceptional depth/scope of research, theory, and techniques supported extensively by the relevant literature and far exceeding course expectations
- exceptional level of analytical and critical ability demonstrating independent application of unique and multi-perspective solutions to complex problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

90-94

An *outstanding* performance:

- superior knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and outstanding ability to integrate multiple perspectives in comprehensive and complex ways
- demonstrates outstanding depth/scope of research, theory, and techniques supported extensively by the relevant literature and exceeding course expectations
- outstanding level of integration of course material demonstrating analytical and critical insight, understanding, and independent application or extension of course expectations in relation to difficult problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

85-89

An *excellent* performance:

- excellent knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and makes insightful points that represent a high level of integration, comprehensiveness and complexity
- demonstrates excellent depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- excellent ability to solve difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

80-84

A *very good* performance:

- very good knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates ability to apply knowledge and understanding in new ways and/or to provide new analysis or new interpretation
- demonstrates a good depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- very good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work is relatively free of errors in grammar, spelling, format, citation style, or referencing and demonstrates very good communication, coherence, and clarity

75-79

A *good or satisfactory* performance:

- good knowledge and understanding of the subject material, relevant issues, literature and techniques
- the work is complete and some new analysis or new interpretation is provided
- arguments are supported by evidence and demonstrate a good depth/scope relevant to course expectations and relevant literature
- good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains few errors in grammar, spelling, format, citation style, or referencing and demonstrates satisfactory communication, coherence, and clarity

70-74

A *minimally acceptable* performance or marginal pass:

- a basic grasp of the subject material, relevant issues, literature and techniques
- the work is complete, but little new analysis or new interpretation is provided
- arguments are sufficiently supported by evidence and demonstrate minimally acceptable depth/scope relevant to course expectations and relevant literature
- basic ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains multiple errors in grammar, spelling, format, citation style, or referencing and/or there are difficulties in effective communication, coherence, or clarity

0-69

An *unacceptable or failing* performance:

- a weak grasp of the subject material, relevant issues, literature and techniques
- the work is incomplete, with no new analysis or new interpretation
- arguments are not supported by evidence and/or demonstrate very limited depth/scope relevant to course expectations and relevant literature (See also the Faculty of Graduate Studies and Research (FGSR) policy on 'academic conduct and misconduct' <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html#conduct>)
- unsatisfactory ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner the work contains many errors in grammar, spelling, format, citation style, or referencing and/or there are substantial difficulties in effective communication, coherence, or clarity

Course Components.

What do you want to know from women leaders – questions submission	5%
Short Reflective / reflexive thinking submissions (3)	20%
Women and popular culture mis/representation assignment (discussion forum, presentation)	25%
Final Assignment (Essay or Case Study)	35%
Participation	15%

Late Submissions.

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. For the final essay, all extensions will be considered a request for a deferred exam and will have to go through the Faculty of Graduate Studies and Research for approval.

Key Submission Dates.

June 15. Panel Questions Due (submit pdf file to URCourses)
June 22. Reflective / Reflexive Thinking Submission #1 Due (submit pdf file to URCourses)
July 8-15. Media Discussion Forum
July 13. Reflective / Reflexive Thinking Submission #2 Due (submit pdf file to URCourses)
July 18. Group Media MisRepresentation Presentation in-class
July 22. Reflective / Reflexive Thinking Submission #3 Due (submit pdf file to URCourses)
August 18. Final Assignment due (submit pdf file to URCourses) **Note: I will available for questions / consultation remotely July 22 – 26 and again August 12-16 but *unavailable* July 27 – August 11 so please plan accordingly.**

What Do You Want to Know from Women Leaders. 5%

In advance of the in-class experience, students are required to **submit a list of 9 - 12 questions** that s/he would like to ask women leaders serving on **speaker panels** for the class. The instructor will compile a list of questions submitted from all class members and select from that list questions to pose to panels of in-class women leader speakers. Submissions will be evaluated based upon thoughtfulness, depth, breadth and links to course material.

This is an individual submission and there should be no collaboration among students.

Submission Date Saturday June 15. Submit to URCourses submission folder in pdf format.

For each panel of speakers (there are three panels in total) you should submit 3 – 5 questions. The questions can be a mixture of questions posed to a particular speaker because of interest in the industry, to all speakers, delving into a topic surfaced from one of the readings, etc. Stronger submissions will demonstrate: a strong grasp of the readings; an ability to transform academic content into practical / relevant questions for a practitioner panel; questions that are well formulated, grammatical correct, concise and with clear meaning; and a diverse range of questions that reflect the breadth of the course material

and have specific relevance to the speaker(s).

In your submission clearly match the questions to the specific panel (or speaker).

Please note that if your submissions are not well crafted grammatically / sentence structure, you will not pass this component of the course.

Note: you are not required to submit questions for any additional speakers. The submissions are only for the three panels.

Details of all guest speakers will be posted as it they are confirmed and additional information will be posted to URCourses.

Reflective / Reflexive Thinking Submissions. 20% (#1 = 5%; #2 and #3 each at 7.5%)

For assigned topics / classes, students will be required to complete pre and / or post reflective / reflexive thinking submissions. These are not literature review assignments, they are meant to allow students to talk about (or express visually) and reflect deeply on what was important (or not) for them from the readings and class discussions. The reflections are more than simply a descriptive account and are intended as opportunities for students to engage deeply about a topic, reflect on their underlying assumptions / beliefs and to challenge how they might do something differently to alter underlying assumptions / behaviours, etc. These can be written in the first person (e.g., use of I). *While there is space for stylistic differences in writing, submissions must be coherent and well written (e.g., sentence structure; grammar, clear meaning). If the writing style does not reflect a strong grasp on English language writing conventions, the submission will not pass.*

These are individual submissions and should reflect individual reflections. While class members are encouraged to talk to each other about the readings, discussions in class, etc. there should be no collaboration in the writing of the submissions and every individual's submission should be unique.

Submission Dates.

1. **Saturday June 22. Pre Jul 4, 5, 6** Readings Reflective / Reflexive Submission (Submit in hard copy or through URCourses in pdf format)
2. **Saturday July 13. Post Jul 4, 5, 6** Readings & Discussion Reflective / Reflexive Submission (Submit through URCourses in pdf format)
4. **Monday July 22. Post July 18, 19** Readings & Discussion Reflective / Reflexive Submission (Submit through URCourses in pdf format)

Two submissions should be in a written format between 400 - 500 words each and one submissions should be in a mindmap format (combination of visual and written).

Include the word count on the submission – submissions that do not include the word count noted on them and / or exceed 600 words will not be assessed.

For example, a pre reflective / reflexive submission would entail students thoughts / insights on readings assigned for the topic to be discussed (what resonated for you and why, challenging your own reaction to material, critique of readings, questions left unanswered, implications for your own practice). A post reflective / reflexive submission would entail students thoughts / insights / challenges on a topic / readings discussed on a particular day after the class discussion.

This exercise is about learning to become more self-aware and reflexive (e.g., surfacing your underlying assumptions and beliefs and how that impacts your interactions / action / practice; questioning / challenging yours and others assumptions / beliefs and actions; re-evaluating if you should (and if you can) do things differently).

This is not about simply providing a summary of the readings or discussions. It is about you thinking critically - e.g., what resonated for you and why?; where certain discussions or readings contrary to your long held beliefs, if so, how did that make you feel?; did you take issue (e.g., angry, annoyed, upset) with some of what was covered in the readings or discussed in class, why?; how does the new information you have acquired align with or not your own experiences?; are you thinking about some of your experiences or practices as a leader differently than you were before? ; do you feel more confident in how you lead or want to lead now?; are there areas where you think you or others need to develop further, why and how?; do you have a different (better or worse) understanding of why other people may think or act the way they do, what will that mean for your interactions with those people?; etc.

Your reflective / reflexive thinking submissions will be viewed as confidential and only read / viewed by the instructor.

Note: For details on mindmaps see URCourses (information session slides & audio recording will be posted)

Women and Popular Culture Mis/representation Assignment. 25%

(Discussion forum contribution 5% individual assessment, In-class presentation 20% team based assessment)

This assignment is designed to 1. increase students' awareness of how women are represented in the media, specifically popular culture films, through research and one's own assessment and 2. help students develop an ability to constructively and critically analyze the portrayal of women in popular culture films and consider the implications for practice.

Forum Discussion. 5%. Students are required to familiarize themselves with assigned readings on women and media representation. In advance of the in-class experience, students will then participate in a discussion forum on UR Courses to share their views, questions, criticisms, etc. on the assigned articles and their own experiences. The participation in this forum will inform 5% of the students' grade (this is an individual piece of assessment). **The forum discussion will be open from July 8-15.** It will close end of day on July 15.

Presentation. **In teams of 3-5** students are to collate video clips of women's misrepresentation in the popular culture film assigned and put together a presentation of these clips and the insights and lessons learned from the collage of clips. Students will be assigned to a team and *team size will be a function of the final course enrolment*. **Teams will be posted and assigned a film by Monday June 9.**

It is expected that students are able to draw links across the selection of clips so that it is presented as a coherent and thoughtful set of insights and lessons.

The presentations will be held in class on Thursday July 18

- **Total presentation time is not to exceed 25 mins** (including clips & presenters' speech).
 - The amount of time spent on showing clips should be between 10-13 mins (and should not exceed 13 mins).
 - The amount of time the presenters spend talking about the clips, linking it to relevant course concepts readings and reflecting on the implications should be 8-10 mins (and should not exceed 10 mins).
 - It is your responsibility to ensure that the video clips work in advance of the class presentation (e.g., check it out on the computer in the room in advance; if you are taking them directly from the internet for the presentation please consider the risks of the internet / site going down, etc.).

Your assessment will be based upon:

- Adhering to time requirements and suggested use of time (if you go over the allocated 25 mins you will be asked to stop because of the number of presentations we need to view on the day)
- Organization of material & seamless delivery (e.g., logical flow of clips & discussion points; easy transition between clips and / or between clips and discussion)
- Focus of analysis and extent to which content (clips, research, reflections) aligns with and achieve that focus / purpose
- Presentation style / skills (e.g., clarity in expressing ideas, volume, speed, eye contact)
- **Clear and coherent links to research** (e.g., course reading material – does not need to be limited to the articles listed as required for July 18, you can use other material from the course reading list if you prefer)
- **Critical analysis** (e.g., does the content sustain stereotypes – in what ways? What might this mean for the advancement of women? ; Are there layers of analysis with each revealing different types of insights?)
- Breadth in clips used to illustrate your topic / focus point (use a nice mix of clips – not too short and not too long, e.g., ~ 4 clips of 3 mins each)
- Depth of reflections on implications for practice, your own leadership, etc.
- Quality of clips (e.g., can we hear and see them properly)

Note: you are not required to use powerpoint for the presentation but you can if you want.

Only one team will be assigned to each film. *I have a copy of each film if a student team would like to borrow it.*

Films (*to be posted by April 15*)

Final Assignment. 35%

Individually, students are required to complete a final essay or case study of no more than 2500 words. **Include the word count on the submission and submission that exceed 2500 words will be deducted marks.**

Students have two options to choose from for the final assignment.

Submission Date: Sunday August 18 Submit to URCourses folder as pdf file (only include student ID and no name on the submission)

This is an individual assignment and it is recommended that students do not discuss their ideas with any other students to avoid any misunderstanding, or risks of plagiarism / collaborative work.

Option 1. A women leader's decision – case study.

For this option, students are required to interview a woman leader and identify an organizational decision she is / has faced in her role. Students must write a case study about the decision, the woman leader and the organization. Students must also identify 2 areas of study / questions that could be used to frame a classroom discussion about the case study. The interview should be supplemented with secondary information (about the organization, the industry, etc).

Students are to develop a 2-4 page leadership case (~2000 words) plus brief teaching note (~500 words) (two questions with answers applying theory / concepts discussed in class). Write up the situation as a case where readers will be expected to apply concepts in order to come to a decision and / or set of recommendations to address the leadership issue. The situation must be a real situation that can be verified by the instructor if necessary.

Note: The woman leader must agree in advance to be willing for the case study to be shared publicly.

Details on writing a case and assessment criteria will be posted to URCourses and discussed further in class.

NOTE: If you choose option 1 please consult with the instructor before you conduct the interview. You will need to provide the woman leader a consent form so that she is aware how her material will be used.

You cannot interview any of the guest speakers in the course for this assignment.

Option 2. Book Review, Linking Theory & Practice and Critique.

For this option students can choose one of the books noted below to complete a book review & critique (10%), link the book content to course concepts / discussion (10%), and reflect on the implications for their own practice / leadership (10%).

Possible Books (to be posted April 15)

For Option 2 you **will be assessed upon the following:**

- Writing style, conciseness, clarity in expression. **It is expected that the writing style demonstrate a strong grasp of English writing standards (e.g., sentence structure, grammar, coherent arguments, clear meaning, well organized) – assignments that do not meet these standards will result in a failing grade.**
- Organization of material and ideas (e.g., includes a short introduction with a clearly stated purpose, includes a short conclusion, organization of material is coherent and each section flows seamlessly into the next)
- Appropriate referencing when necessary (e.g. it should be clear whose ideas you are expressing and / or from where you are drawing your conclusions)
- Depth in analysis (e.g., more than superficial level thinking on how the material links or not to course related research / discussions and the implications for your own practice)
- Appropriate use of space / word count for each component (e.g., just under 1/3 of the word count should be spent on each of the three components you are asked to consider). Include the word count on the submission and essays over 2500 words will lose marks.
- Demonstrated understanding of research that was discussed in class and how it supports (or not) the book content and your own reflections. Note: you do not need to cover all material discussed in class but there should be discussion / links to at least two different topics covered.

Participation. 15%

Students are expected to be present and engaged in class. High levels of participation would include active participation in class discussions, drawing others into the discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and personal experiences / observations.

Note: If you are absent from class then you will lose participation points for that day. However, just being present in class will not be enough to ensure a high grade.

The following guide will be used in assessing participation grades

Exceeds Expectations 13-15. Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the in-class sessions and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets Expectations 12-12.5. For showing an active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course material; for being a positive group members, etc.

Does not Meet Expectations 0 -11.5.

11 – 11.5 For attending class on a regular basis but only occasionally contributing to classroom experience.

Less than 11 For failing on all of the previously identified ways of contributing.

Topics & Readings. *Readings to be posted April 15*