



GBUS 875-001 WOMEN IN LEADERSHIP

FALL 2021

INSTRUCTOR DETAILS:

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Office Location: Education Building, Rm 524.5
Office Hours: By Appointment

CLASS DETAILS:

Class Dates: Tuesday

August 31; September 7, 14, 21, 28; October 5, 12, 19, 26; November 2, 9, 16, 23, 30; December 7

Class Times: 7:00 PM – 9:45 PM

Class Location: Remote

COURSE DESCRIPTION

GBUS 875 is an exploration of women in leadership. Women live multiple identities simultaneously, the intersections of gender, race, sexual identity, ability and class are interwoven in organizations and shape dynamics. The manner in which women lead organizations will be examined through an intersectional lens and in conjunction with theories of leadership.

LEARNING OBJECTIVES / OUTCOMES

Upon completion of this course students will:

1. Understand leadership theories
2. Recognize how women lead in relation/contrast to the leadership theories
3. Comprehend the importance of the intersectionalities that influence how women lead
4. Relate theory to lived experiences of women in leadership roles
5. Acquire knowledge and skills of an effective leader
6. Contribute and have fun learning.

COURSE EXPECTATIONS

This course is a combination of lectures, class discussions, readings, videos and guest speakers. The class will be delivered remotely during the scheduled times. The course will be offered through Zoom technology. Regular attendance in class and active participation in classroom activities are required. Every **Student is expected to prepare in advance for class and participate in class discussions on assigned readings, etc.** It is also expected that students will read and prepare appropriately for every class. Please be familiar with the course outline and its requirements.

COURSE MATERIALS

1. Excerpts from articles posted on UR Courses
2. Yukl, Gary. (2020). Leadership in Organizations. Pearson - Prentice Hall.
Student may use the 8th edition or an online version.
3. Ely, Foldy, Scully. (2003). Reader in Gender, Work, and Organization. Blackwell Publishing



COURSE ASSESSMENT SUMMARY

A+	95 – 100%	Exceptional performance
A+	90 – 94%	Outstanding performance
A	85 – 89%	Excellent performance
A-	80 – 84%	Very good performance
B+	75 – 79%	Good or satisfactory performance
B	70 – 74%	Minimally accepted performance
F	0-69%	Unacceptable or failing performance

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

Component	Due Date	Percentage of final grade
Assignment 1 – Article Review I	September 14, 2021	10%
Assignment 2 – Article Review II	October 19, 2021	10%
Individual Research Paper	November 16, 2021	20%
Group Project	November 23, 2021 November 30, 2021	30%
Class Participation	Evaluated all term	10%
Final Exam	December 14, 2021	20%

Assignment 1 –Article Review I

Review a journal article about women in leadership. Identify the key theme of the article. Explain the challenges, the opportunities and the recommended solutions identified by the author(s). The article reviewed is to be a minimum of ten (10) pages long. The written review of the article is to be a maximum of 5 pages long. All written submissions are to be double-spaced, 12 point font. Seventy percent of the grad will be related to the quality of the review and 30% to referencing and the quality of writing including structure, grammar, and logical flow.

Assignment 2 –Article Review II

Review an article on women and leadership traits and skills. The article can be from a journal or from a reputable business magazine. Explain the challenges, the opportunities and the recommended solutions identified by the author(s). Supplement the recommended solutions by drawing on course material or other sources. The article reviewed is to be a minimum of five (5) pages long. The review of the article is to be a maximum of 5 pages long. All written submissions are to be double-spaced, 12 point font. Seventy percent of the grad will be related to the quality of the review and 30% to referencing and the quality of writing including structure, grammar, and logical flow.

Individual Research Paper

Interview a woman who occupies a leadership position. The woman can be a leader in a corporate setting or not for profit or community based organization. Assess the commonly used leadership style and behaviours of the leaders. Identify what makes the leader effective and areas where alternate approaches may better influence outcomes. Please substantiate the recommended approaches by drawing on course material, scholarly articles and other sources such as books, journal articles, etc. The research paper is to



be a maximum of 12 pages long. All written submissions are to be double-spaced, 12 point font. Seventy percent of the grad will be related to the quality of the review and 30% to referencing and the quality of writing including structure, grammar, and logical flow.

Group Project

Student will be assigned to groups and tasked with selecting an opportunity or challenge experienced by women in leadership roles. The group will explore the opportunity/challenge and create a guide/model to enhance the manner in which women lead. The project will be presented in class. The group will submit a 5 page summary of the findings and the presentation. The summary is to identify the opportunity/challenge in the form of a statement, a concise review of leadership literature and insights on how the guide/model will enhance leader effectiveness.

Class Participation will be evaluated based on the student:

- Engaging in class discussions
- Making observations that integrate concepts and discussions.
- Citing relevant personal examples.
- Working with others to come to a common understanding of the topics – in and out of the classroom.
- Participating enthusiastically in classroom group activities and group discussions.
- Listening open-mindedly and responding to what others say.

ACADEMIC REGULATIONS *e.g. student support resources, student accessibility services, exam rescheduling policy, unclaimed assignment policy, copyright regulations, etc.*

Late Assignments

All late in-semester assignments will be deducted 10% per day after the submission date. For the final essay, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and receive final approval from the Faculty of Graduate Studies and Research.

Request for Deferred Submission of Work.

Extensions or requests for changes by students to **final** exams and assignments due dates require the student to complete a formal request for deferral. The student completes the formal request then consults the instructor to ask the instructor sign the form then submit it and any supporting documentation provided by the student to Faculty of Graduate Studies and Research (FGSR). The decision (approve or deny deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The student will receive the decision by mail. 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 three days 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/gradstudies/forms.html>

Academic Integrity:

Assignments, tests, and examinations are designed for students to demonstrate how well they comprehend 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 and what ideas are from other sources such as journals, books, and the spoken word. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, 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.”

STUDENT RESOURCES

Accessibility Services

If you are a student who, because of a disability or other consideration, may require an accommodation(s), please contact the Centre for Student Accessibility 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 you are experiencing personal problems which may be affecting their studies, please consider consulting UofR 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 on-line resources and in- person tutoring on writing skills.

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

Please Note: the schedule is subject to change and additional readings may be posted to UR Courses.

Date	Assigned Reading
August 30, 2021	Yukl, Chapter 1 The Nature of Leadership Ely, Chapter 13, Leadership Overview Ely, Chapter 13, The Difference Difference Makers
September 7, 2021	Yukl, Chapter 2, Leadership Behavior Ely, Chapter 4, Men and Women of the Corporation
September 14, 2021	Yukl, Chapter 3, The Leadership Situation and Adaptive Ely, Chapter 5, Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations
September 21, 2021	Yukl, Chapter 4, Decision Making and Empowerment by Leaders Ely, Chapter 7, Breaking the Silence On Men, Masculinities, and Management Ely, Chapter 22, Meritocracy
September 28, 2021	Yukl, Chapter 5, Leading Change and Innovation Ely, Chapter 20, Tempered Radicalism: Changing the Workplace From Within Ely, Chapter 21, Transformation of Silence into Language and Action
October 5, 2021	Yukl, Chapter 6, Power and Influence



	Ely, Chapters 9 – 12, pp 108 - 149
October 12, 2021	Yukl, Chapter 7, Leaders Traits and Skills Ely, Chapter 2 The Managerial Woman Ely, Chapter 3, The Female Advantage
October 19, 2021	Yukl, Chapter 8, Charismatic and Transformational Leadership Ely, Chapter 15, The Greatly Exaggerated Demise of Heroic Leadership Ely, Chapter 16, When Women Lead: The Visibility-Vulnerability Spiral
October 26, 2021	Yukl, Chapter 9, Values Based and Ethical Leadership Ely, Chapter 8, Complicating Gender: The Simultaneity of Race, Gender and Class Ely, Chapter 14, Gender, Culture and Leadership: A Culturally Distinct Model Ely, Chapter 15, Greatly Exaggerated Demise of Heroic Leadership
November 2, 2021	Yukl, Chapter 10, Dyadic Relations and Followers Yukl, Chapter 11, Leadership in Teams and Decision Groups
November 9, 2021	READING WEEK
November 16, 2021	Yukl, Chapter 13, Cross Cultural Leadership and Diversity Ely, Chapter 23, Mentoring Relationships through the Lens of Race and Gender Ely, Chapter 27, Our Separate Ways: Barriers to Advancement
November 23, 2021	Group Presentations
November 30, 2021	Group Presentations
December 7, 2021	Last class – review
December 14, 2021	Final Exam