



**GBUS 875:  
Women in Leadership**

**SUMMER 2024**

**\*SUBJECT TO REVISION\***

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**INSTRUCTOR DETAILS:**

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

Office Location: [REDACTED]  
Office Hours: By appointment

**CLASS DETAILS:**

Class Dates: June 24-28  
Class Times: 9- 4:30  
Class Location: [REDACTED]

***Land Acknowledgment***

*The University of Regina is situated on the territories of the nêhiyawak, Anihšīnāpēk, 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.?

**Special Needs:**

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631, as well as discussing the accommodation with me.

**COURSE MATERIALS**

**Required Textbook and Materials**

- **Textbook:** Eagly, A.H. & Carli, L.L. (2007). *Through the Labyrinth: The Truth about how Women become Leaders*. Harvard Business Review Press.
- **Materials:**
  - **Harvard Business Publishing Course Pack:** Additional articles and cases are in an online course pack. Access: <https://hbsp.harvard.edu/import/1073629>
    - You will have to create an account or login after following the link.

**COURSE ASSESSMENT SUMMARY**

<b>Deliverable</b>	<b>Due date</b>	
Group Case Analyses	See schedule below	20%
Individual Article Summary	Will be assigned	10%
Participation	All throughout class	5%
Individual Essay	Submission period	20%
Group Consulting Plan	Submission period	15%
Final Exam	In-class June 28	30%
<b>Total</b>		<b>100%</b>

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 should be uploaded via UR Courses on or before the assignment due date.

**Group Case Analyses**

There will be **four** group case analyses throughout the semester (one each day). Your group will submit a brief (1-2 page), point-form or paragraphs form summary of your small group case analysis for each case. You will be provided case questions that you will answer using course material. 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 the group put in some effort but did not analyze the case properly or make relevant recommendations
- 3-indicates that the group put in appropriate effort and analyzed the case content and made relevant recommendations

- 4-indicates that the group put in a good effort and 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. Each group member should take turns leading the case.

### **Individual Article Summary**

Each student will be required to summarize **one** article throughout the class and be prepared with discussion questions to lead the class. This portion of your grade will be based on a 1) **half page summary** review of one of the assigned readings and 2) **prepared questions** for class discussion (five questions). The dates and readings will be assigned. Your summary should explain what the purpose of the reading was and how it is related to what we are currently learning about leadership. You should not simply reiterate the points made in the reading but should elaborate on the reading content with your own insight and use theory learned in class to enhance the understanding of the reading. Your questions should guide and enhance the group discussion of that article. You will submit your summary the day before the article is used in class and you will use your discussion questions to lead the class discussion of the article. More information will be provided in class.

### **Participation**

Students are expected to attend every class in-person or online. If you are an online student, you are expected to have your camera on. All students are expected to participate in the group discussions and especially individuals on the day they are leading the individual article summary discussions.

### **Individual Essay**

You will analyze a real-life current event that is related to women in leadership. The goal of this paper is to enable you apply the women in leadership concepts and theories you have learned in class to a real-world issue (i.e. current event) and explain what happened using theory (i.e., why this happened, what social, structural or/and interpersonal variables matter). You will conclude by explain potential solutions to this issue based on theory and course material. Further guidelines will be posted on UR Courses and discussed in class. The assignment is due during the submission period (June 29-July 26) and must be submitted via Course Tools.

### **Group Consulting Plan**

You will be required to create a group consulting plan to help an organization that is struggling with getting and maintaining women in leadership roles. Using theories and information from the course and specifically the reading provided to you for Day 5. In your groups, you will come up with a consulting proposal for this organization. It will detail why you believe this is happening and what are the best solutions, timelines ect. to execute a plan. You will be provided 3 hours on Friday June 28 to work with your assigned course groups on this plan. The assignment is due during the submission period (June 29-July 26) and must be submitted via Course Tools.

### **Final Exam**

The final exam will be an individual written case analysis completed on the last day of class. It is an open book exam that will cover all course content. Readings, lectures, videos, and class discussions are eligible materials for the exam. Once you begin the exam, you will have 3 hours to complete it. The final exam case will be announced later in the semester.

## **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 practices:

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 what plagiarism is should discuss their methodology with their instructors.

Source: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>. Retrieved February 20, 2018

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, is considered a breach of this expectation.

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

**Request for Deferred Submission of Work.** *Eg 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 can be found on the FGSR website at: <https://www.uregina.ca/gradstudies/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 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 any learner is 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](http://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.)

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

### **Day 1: Monday June 24, 2024- Setting the Stage**

#### **Morning: Where are women now?**

- **Readings:**
  - Is there still a glass ceiling (Eagly Textbook Chapter 1)
  - Where are the women leaders? (Eagly Textbook Chapter 2)
  - Why Women aren't CEOs, Susan Chira (UR Courses)

#### **Afternoon: Women and the media**

- **Readings:**
  - Why do we still distrust women leaders?  
<https://www.bbc.com/worklife/article/20210108-why-do-we-still-distrust-women-leaders#:~:text=%E2%80%9CThe%20stereotype%20is%20that%20women,up%20with%20perceptions%20of%20masculinity.>

**Case 1:** Madison, Jones and Conklin Yukl (UR Courses)

### **Day 2: Tuesday June 25, 2024- Women in Leadership: Theory**

#### **Morning: Prejudice against women leaders**

- **Readings:**
  - Is discrimination still a problem (Eagly Textbook Chapter 5)
  - What is the psychology of prejudice toward female leaders (Eagly Textbook Chapter 6)
  - Women rising: The unseen barriers (Harvard Course pack)

#### **Afternoon: Intersectionality and women in leadership**

- **Readings:**
  - Women Leadership and Intersectionality  
<https://www.brap.org.uk/post/women-leadership-and-intersectionality>

**Case 2:** Nike: Ethics Versus Reputation in the #MeToo Era (Harvard Course pack)

### **Day 3: Wednesday June 26, 2024- Women in Leadership: Practice**

#### **Morning: Women as leaders**

- **Readings:**
  - Do people resist women in leadership (Eagly Textbook Chapter 7)
  - Do Women lead differently than men? (Eagly Textbook Chapter 8)
  - Why Women stay out of the spotlight at work (Harvard Course pack)

#### **Afternoon: Women, emotions and leadership**

- **Readings:**
  - Are women too emotional to be effective leaders  
<https://3quarksdaily.com/3quarksdaily/2014/03/are-women-too-emotional-to-be-effective-leaders.html>

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

### **Day 4: Thursday June 27, 2024- Gender-based Leadership Challenges**

#### **Morning: Challenges for women in leadership roles**

- **Readings:**
  - Do family responsibilities still hold women back (Eagly Textbook Chapter 4)
  - Do organizations compromise women's leadership (Eagly Textbook Chapter 9)
  - Rethink what you know about high achieving women (Harvard Course pack)
  - Why struggling companies promote women: The Glass Cliff explained  
<https://www.vox.com/2018/10/31/17960156/what-is-the-glass-cliff-women-ceos>

#### **Afternoon: Women's negative relationships to one another**

- **Readings:**
  - Women Experience More Incivility at Work - Especially from Other Women (Harvard Coursepack)

**Case 4-** Juhi Warriar: Driving the Diversity Agenda at Revital Pharma Inc. (Harvard Course pack)

### **Day 5: Friday June 28, 2024- Developing Women Leaders**

- **Morning:**
  - Time for Group Consulting Plan
- **Afternoon:**
  - Final Exam
- **Readings:**
  - How do some women find their way through the labyrinth (Eagly Textbook Chapter 10)
  - How good are women leaders and what does their future hold (Eagly Textbook Chapter 11)
  - Women in the workplace: Lean in report  
<https://leanin.org/women-in-the-workplace>

- Management interventions that work (UR Courses)
- Developing women leaders (UR Courses)
- Why men still get more promotions than women (Harvard Course pack)

**Due during submission period (June 29 to July 26)**

- **Individual Leader Essay**
- **Group Consulting Plan**