



GBUS 870: LEADERSHIP: THEORY AND PRACTICE
FALL 2026

INSTRUCTOR DETAILS:

Name: [REDACTED]

Office Location: [REDACTED]

Email: [REDACTED]

Office Hours: [REDACTED]

CLASS DETAILS:

Class Schedule: [REDACTED]

Class Time: [REDACTED]

Class Dates: [REDACTED]

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

Leadership attracts considerable attention in both academic and popular business literature. This course aims to integrate this diverse body of information, helping you understand leadership in practical ways and, most importantly, become a more effective leader.

LEARNING OBJECTIVES / OUTCOMES

In this course, students will explore several popular leadership theories through readings, self-reflection, and the analysis of contemporary leaders and events. The class will cover research on the application of these theories and include practical insights from case studies, guest speakers, and simulations. Students will work in small groups to assess leadership using case studies. Please note that the course will involve a significant amount of reading.

COURSE EXPECTATIONS

Students should come to class prepared by reading the assigned chapter(s)/article(s), watching any assigned videos, and staying informed on current business issues.

STUDENT ACCESSIBILITY

If any student in this course requires accommodations due to a disability, please contact UR Accommodated at 306-337-2200 or email accessibility@uregina.ca. Additionally, discuss your accommodation needs with me as soon as possible.

REQUIRED COURSE MATERIALS

- **Textbook:** Kouzes, J. M., & Posner, B. Z. (2023). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (7th ed.). Jossey-Bass.
- **Harvard Business Publishing Course Pack:** Additional articles and cases are in an online Course Pack.
- **Simulation:**
 - You will have to create an account or login after following the link.

**COURSE ASSESSMENT SUMMARY**

Assignment	Due Date	Weight
Quizzes (2)	See schedule	20%
Group Case Analyses (5)	See schedule	25%
Individual Case Analysis (1)		5%
Final Case		20%
Personal Reflection		15%
Participation	Ongoing	15%
Total		100%

For a description of the grading system, consult the [Faculty of Graduate Studies and Research](#).

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.

Quizzes (10% x 2 = 20%)

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Group Case Analyses (5% x 5 = 25%)

There will be **five** group case analyses throughout the semester, as outlined in the course schedule.

Assigned groups will be posted on UR Courses before the first case is due. Each group will submit a brief analysis of the case (2 pages, single-spaced, in point form or paragraphs). Please ensure you read the case prior to class. Case questions will be posted on the morning of the submission day. You will have class time to complete the case analyses and should only work on this assignment during class. Assignments 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.

Individual Case Analysis (5%)

In addition to the group case analyses, you will complete one individual case analysis. This assignment is similar in format to the group cases, but you must complete it independently. Your analysis should be slightly longer than the group submissions — approximately 2–3 pages, single spaced (compared to 2 pages for group cases). You will receive the case questions on Friday, Oct 31 at 12 pm, and you will have time at the end of class on Monday, Nov 1 to finish your submission. To prepare for the final case, this assignment should only take you 1-1.5 hours. This assignment is due on Monday, Nov 1 at 5:00 p.m.

Overview of Cases



Assignment	Case Name	Submission Due Date	Debrief Date
Group Case 1	Rebecca S. Halstead: Steadfast Leadership		
Group Case 2	Deion Sanders: The Prime Effect		
Group Case 3	Leading the Marriott Way		
Group Case 4	The Perils and Pitfalls of Leading Change		
Group Case 5	Bad Blood on the Senior Team		
Individual Case	Cirque du Soleil		

We will debrief each case in class to foster deeper understanding and engagement with the cases, and to further connect theory to practice. In each debrief, one case group will be asked to provide a brief summary of the case, highlighting its connection to course material and broader significance. Then, students will be asked one question, and the floor will be open for an unstructured, 30-minute class discussion. Students may draw on the original case questions or pose new ones. Active participation and thoughtfulness in these conversations will account for the majority of your participation grade.

Final Case (20%)

The final case will be an individual written case analysis completed on Monday, Dec 7 during class time. It will be an open-book assignment covering all course content, including readings, lectures, videos, and class discussions. The case is included in the Harvard Course Pack. Please read the case beforehand. You will have 3 hours to complete the final case. *To pass the class, you must achieve a minimum score of 70%.*

Personal Reflection (15%)

Throughout the course, you will be given questions to help you identify and reflect on leadership characteristics that resonate with your personality, values, and life experiences. Based on your responses, you will submit an 8-10-page, double-spaced document answering at least 5 questions. Please adhere to the page limit. Ensure your submission is insightful, well-organized, and grounded in the course content. Cite course material using APA. This assignment is due Friday, Dec 4 @ 11:59 pm.

Participation (15%)

Students are expected to attend every class, either in person or online. Online students must keep their cameras on during class. Active participation and meaningful contributions to group discussions and assignments are required from all students. The majority of the participation grade will come from in-class discussions, case debriefs, and the simulation. Attendance on the day of the simulation is mandatory. In addition, students must complete a peer and self-evaluation for the group cases at the end of the semester, which will be factored 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-conduct/index.html>



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 summaries 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 chapter(s)/article(s), watching any assigned videos, and staying informed on current business issues.

Class 1: Monday, Sept 14: *The Nature of Leadership, What Leaders Do and What Followers Expect*

- **Lecture**
 - Ch. 1 – When Leaders are at Their Best (Textbook)
 - **Read:** *What is Leadership? A New Definition for 2024 (UR Courses); The Best Managers are Leaders – and Vice Versa* (Course Pack)
- **Homework:** Personality Assessment

Class 2: Monday, Sept 21: *What Leaders Do and What Followers Expect (Continued)*

- **Lecture**
 - **Read:** *The Authenticity Paradox* (Course Pack)
 - **Watch:** TedTalk: The Power of Introverts (UR Courses)
- **Group Case 1:** *Rebecca S. Halstead: Steadfast Leadership* (Course Pack)

Class 3: Monday, Sept 28: *Practice 1- Model the Way*

- **Debrief Group Case 1**
- **Lecture**
 - Ch. 2 – Clarify Values (Textbook)
 - Ch. 3 – Set the Example (Textbook)
 - **Read:** *What Sets Inspirational Leaders Apart* (Course Pack)
 - **Watch:** TedTalk: How to build (and rebuild) trust (UR Courses)
- **Group Case 2:** *Deion Sanders: The Prime Effect* (Course Pack)

Class 4: Monday, Oct 5: *Practice 2- Inspire Shared Vision*

- **Debrief Group Case 2**
- **Lecture**
 - Ch. 4 – Envision the Future (Textbook)
 - Ch. 5 – Enlist Others (Textbook)
 - **Read:** *If Humble People Make the Best Leaders, Why Do We Fall for Charismatic Narcissists?* (Course Pack)
 - **Watch:** Meaningful Work: What Leaders Can Learn from NASA and the Space Race (can also read transcript instead); TedTalk: Charisma; YouTube: Charisma Clips (UR Courses)
- **Group Case 3:** *Leading the Marriott Way* (Course Pack)

Quiz 1 – open from Monday, Oct 5 – Wednesday, Oct 7 @ 11:59 pm

Class 5: Monday, Oct 19: *Practice 3- Challenge the Process*

- **Debrief Group Case 3**
- **Lecture**
 - Ch. 6 – Search for Opportunity (Textbook)
 - Ch. 7 – Experiment and Take Risks (Textbook)



- **Read:** *The Harder They Fall* (Course Pack)
- **Watch:** TedTalk: Grit (UR Courses)
- **Group Case 4:** *The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey* (Course Pack)

Class 6: Monday, Oct 26: Practice 4: Enable Others to Act

- **Debrief Group Case 4**
- **Lecture**
 - Ch. 8 – Foster Collaboration (Textbook)
 - Ch. 9 – Strengthen Others (Textbook)
 - Leadership and well-being
 - **Read:** *Leading Is Emotionally Draining. Here's How to Recover* (Course Pack)
- **Group Case 5:** *Bad Blood on the Senior Team* (Course Pack)

Class 7: Monday, Nov 2: Practice 5- Encourage the Heart

- **Debrief Group Case 5**
- **Lecture**
 - Ch. 10 – Recognize Contribution (Textbook)
 - Ch. 11 – Celebrate Values and Victories (Textbook)
 - **Read:** *Great Storytelling Connects Employees to Their Work* (Course Pack)
- **Group Case 5:** *Bad Blood on the Senior Team* (Course Pack)

Class 8: Monday, Nov 16: Guest Lecture

- **Quiz 1 – open from Monday, Nov 2 until Wednesday, Nov 4 @ 11:59 pm**
- **Individual Case Analysis:** *Cirque du Soleil* (Course Pack)
 - Due Monday, Nov 16 @ 11:59 pm

Class 9: Monday, Nov 23: Simulation

- **Debrief Individual Case**
- **Harvard Everest Simulation & Debrief**

Class 10: Monday, Nov 30: Course Wrap Up & Guest Lecture

- **Course Wrap-Up**
 - Ch. 12 – Treat Challenge as an Opportunity (Textbook)
 - **Read:** *Small Actions Make Great Leaders* (Course Pack)
 - **Watch:** TedTalk: Everyday leadership (UR Courses)
- **Guest Lecture**

Class 11: Monday, Dec 7: Final Case

- **Final Case:** *Unleashing Human Magic at Best Buy* (Course Pack)

Due Monday, Dec 7 @ 11:59 pm

- **Personal Reflection**
- **Peer & Self Evaluation**