



Course Outline 2019

Women and Leadership

School of Leadership & Social Change

General Information

Course #: Leadership Studies 2233A
Section #: 530
Term: Fall
Year: 2019
Course Day and Time: Thursdays 2:30 – 5:30
Course Location: BR-2013

Instructor Information

Name: Kathy Burns
E-mail: kburns47@uwo.ca
Office hours for students: By appointment only

Course Description

This course considers the traits, styles and effectiveness of women leaders, as well as significant differences which may separate male and female leaders. Obstacles women face in securing leadership positions and actions which might be taken to close this leadership gap are also examined. The prerequisite for this course is Leadership Studies 1031 or permission by the Department Chair.

Required Course Materials

Required Textbooks:

- Eagly, A. H. & Carli, L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
- Williams, J. C., & Dempsey, R. (2014). *What works for women at work: Four patterns working women need to know*. New York, NY: NYU Press.

Additional required readings: posted on OWL course site.

Supplemental Textbooks:

- Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. Toronto, ON: Random House.
- Slaughter, A. (2015). *Unfinished business: Women men work family*. New York, NY: Random House.

Brescia Competencies

Brescia's overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion. As a university college we value academic excellence and the mastery of the scholarly knowledge in students' chosen areas of study.

1. **Communication:** The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.
2. **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
4. **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
5. **Self-Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
6. **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
7. **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Learning Outcomes

Module	Weeks	Knowledge Objectives	Skills Objectives	Brescia Competency
1. The Leadership Gap	1 - 2	Identify the leadership gap between men and women.	Critique an argument or reading	1, 2
2. The Gap: Evidence	3 - 6	Evaluate and communicate (written and orally) the differences in traits, styles and leadership effectiveness between men and women.	Demonstrate professionalism Read a scholarly journal article Evaluate quality of evidence Identify underlying assumptions	1, 2, 3, 7
3. The Gap: Causes	7 – 11	Recognize and explain the role that individuals, organizations and cultures play as causes of the leadership gap.	Develop recommendations Write a persuasive report Contribute to discussion	1, 2, 3, 4, 5, 6, 7
4. Closing the Gap	12 - 14	Identify and justify in writing a plan to close one aspect of the leadership gap.	Summarize and synthesize information Form conclusions Give & receive feedback	1, 2, 3, 4, 6, 7

Teaching Methodology and Expectations of Students

This course will be taught primarily through in-class discussions and activities. In the classroom, the instructor will act as discussion leader, with emphasis on students' active participation. The very nature of this discussion approach demands a high level of attendance, preparation and contribution in class.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Participation in Learning	20%	Weeks 1 - 13	1,2,3,4	1 - 7
Exam Question Assignments			1,2,3	1,3,4,7
• Module 1	5%	Week 3		
• Module 2	5%	Week 6		
• Module 3	5%	Week 11		
Closing the Gap Report			1,2,3,4	1-7
• Topic Outline	5%	Week 5		
• Draft	N/A	Week 9		
• Final	30%	Week 14		
Peer Feedback	Included above			
Final Exam	30%	TBD	1,2,3,4	1 - 7

Students must complete **all elements of evaluation** (including items that are not graded in of itself, i.e. draft gap report and peer feedback) in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that **grades cannot be adjusted on the basis of need**. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and tests and exams cannot be rewritten to obtain a higher mark. Once a student has written a test or examination she is committed to the mark earned. Late assignments will not be accepted without an academic accommodation.

Evaluation Component Descriptions

Students will be provided with detailed assignment descriptions and grading rubrics on the course site on OWL under “Assignments” as well as in class discussion of the assignments.

Participation in Learning – 20%

Contribution by each and every student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. The expectation is that you contribute not only for your own learning but to the learning of your classmates. The participation mark reflects attendance, evidence of preparation and participation in weekly readings and/or assignments. We will also be using the discussion board on the course site on OWL as a way to augment our discussions held during class but not as a substitution. If you have difficulties with participating in class, please make an appointment with me to discuss – sooner rather than later.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others. High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others’ ideas, substantiating one’s views persuasively and logically, responding to others’ critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out action plans, volunteering for special role-playing or presentations, recalling and sharing relevant experiences, being respectful and non-judgmental towards your classmates’ opinions. Respect for the course and each other are essential.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis or action plans, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to negative contribution grades. While attendance at all sessions in this course is expected, circumstances may arise which make it impossible for you to attend, e.g. illness. As a professional courtesy you are expected to advise me in advance of your absence and provide an explanation via messaging on OWL. Under University regulations, your professor can determine at what point absenteeism has become excessive (generally 25% of scheduled class time) and approach the Dean who may prevent you from writing the final exam, making it very difficult to pass the course. After missing three classes, you and I will meet to discuss how to ensure attendance at the remaining classes.

Please note, each class will count equally toward a student’s contribution grade, with each missed class receiving a grade of “0” unless academic accommodation has been granted (e. g. for family medical issues, personal medical issues, family bereavement, participation in University sports teams). See the detailed contribution assessment guide provided on OWL for information about the grading process and expectations of your contribution.

Exam Question Assignment – 3 assignments worth 5% each

At the end of each of the first three modules, each student will independently submit a short assignment identifying and justifying a possible examination essay question, explaining why their recommended question is a good test of the course content and what the appropriate answer would be. Guidance as to the nature of a good examination question will be provided. The assignment **MUST** be submitted on the course site on OWL under “Assignments.”

Closing the Gap Report – Topic Outline (5%), Draft Report, Final Report

This is an individual assignment where you will identify a specific cause of women’s limited progress in leadership roles. The report should consist of: published evidence, researched best practices to address identified barriers, recommendations to overcome the barriers and an action plan to implement the recommendations. The paper will be between 2,500 and 3,000 words, excluding any references. The topic outline is worth 5% and due in week 5. All elements of the report **MUST** be submitted on OWL Assignments.

Students will submit a first draft of their report to be reviewed by a peer. Each person will review two of their peer’s papers and be responsible for providing feedback in class. Students will then have an opportunity to make revisions before submitting a final paper. The feedback that students provide will be considered part of their contribution grade for that class. The draft report, while not graded, is mandatory. **Your final paper will not be graded unless a draft report is submitted.** Both the draft and final papers **MUST** be submitted on the course site on OWL under “Assignments.”

Final Exam – 30%

The final exam covers all four course modules. In the last class, the professor will provide a list of potential exam questions, drawn from the exam question assignment for the first three modules. The final exam will require students to summarize, synthesize and apply course material. The professor will provide an examination question for the fourth module and reserves the right to modify exam questions to ensure that they are a comprehensive evaluation of the course material.

Academic Accommodation

Documentation Required

Course components worth more than 10% of the total course grade will require documentation. Medical or other supporting documentation should be submitted to your Academic Advisor. Please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar for more details.

Documentation Not Required

For course components worth less than 10% of the total course grade, documentation is not required. Students should provide email notification and explanation in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days following the absence or missed deadline.

Course Content

The following chart is a tentative weekly class plan meant to be a guide. As such, it may be subject to change.

Class	Date	Module	Topic	Advance Readings/Assignments Due
1	Sept. 5	The Leadership Gap	Introduction	Bring course outline to class
2	Sept. 12	The Leadership Gap	Is there a glass ceiling? Pre-Assessment Writing	Ch. 1 & 2: Eagly & Carli OWL: Smith & Caputi
3	Sept. 19	The Evidence	Are men natural leaders?	Ch 3 Eagly & Carli OWL: Catalyst. 2012. The pipeline's broken promise. Exam Question #1 Due
4	Sept. 26	The Evidence	Do we do it to ourselves?	Ch 1 & 2 Williams & Dempsey OWL: Slaughter 2012. Why women still can't have it all. OWL: Catalyst. 2011. The myth of the ideal worker.
5	Oct. 3	The Evidence	Do women lead differently?	Ch 8 Eagly & Carli OWL: Catalyst. 2012. Women get fewer of the HOT JOBS needed to advance Topic Outline due
6	Oct. 10	The Evidence	Networking Research Methods	OWL: Forret & Dougherty. Networking Introduction (p. 419-424) Discussion (p. 430-434) Exam Question #2 Due
7	Oct. 17	The Causes	Family Responsibilities	Ch 4 Eagly & Carli Ch 7 & 8 Williams & Dempsey
8	Oct. 24	The Causes	Biases, Stereotypes, Self-Promotion, anger	Ch 5 Eagly & Carli OWL: Rudman Self Promotion OWL: Brescoll Angry Women
9	Oct. 31	The Causes	Biases, Stereotypes, Volubility	Ch 6 Eagly & Carli Ch 9 & 10 Williams & Dempsey OWL Brescoll Who takes the floor Draft report due and peer feedback
10	Nov. 7	READING WEEK – NO CLASS		
11	Nov. 14	The Causes	Resistance, Risk Taking?	Ch 7 Eagly & Carli Ch 4, 5 & 6 Williams & Dempsey OWL: Booth & Nolan Exam Question #3 due
12	Nov. 21	Closing the Gap	Organizational Cultures	Ch 9 Eagly & Carli Ch 12 & 13 Williams & Dempsey OWL: Ryan & Haslam. The Glass Cliff
13	Nov. 28	Closing the Gap	The Judy Project	TBA
14	Dec. 5	Closing the Gap	How do some women make it work?	Ch 10 & 11 Eagly & Carli Final Report due

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide

acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:
http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
