



 SAGE business & management

Lesson Plan

for a Gender and Leadership class session

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Gender and Leadership

This class will focus on the topic of gender and leadership. The following materials can be used in a variety of teaching modalities.

Course delivery modalities

Synchronous: Delivery of course material that occurs in real time. This is also known as face-to-face (F2F) and can be in person or remotely via video-conferencing. This requires regular contact times with students and the instructor.

Asynchronous: Delivery without real-time interaction. Students have access to the same materials and can pace their learning at their own time. This requires that the course content can be delivered using methods that do not rely on structured meeting times.

Hybrid or Blended Course: This is a combination of synchronous and asynchronous modalities in which part of the contact time of a synchronous delivery modality is replaced with a required asynchronous component. Typically, it is half synchronous and half asynchronous.

Learning outcomes

On completion of this class session, students will be able to:

1. Recognize applications of the research on gender in leadership
2. Define and recognize gender-based barriers and challenges impacting leadership
3. Define and understand supports and solutions for gender equity in leadership

SAGE materials

This lesson plan utilizes a chapter on “Gender and Leadership” from the Peter G. Northouse text, *Leadership: Theory and Practice*, a SAGE Business Case study on Ursula Burns, and a SAGE Video case of HackNY.

Together, the materials, along with discussion and activities, complement one another by connecting research and scholarship with real-world examples to develop an understanding of women’s leadership and the diversity of women’s leadership styles. The materials meet the learning outcomes in the following ways:

- The chapter provides a research basis on the study of gender and leadership to address learning outcomes 1 and 2.
- The selected SAGE business case on Ursula Burns provides a real-world case of a female leader and connects with the second learning outcome.
- The video case on HackNY will support and reinforce the understanding of the impact of barriers and challenges that women face in leadership (learning outcome 2).
- Finally, through activities and discussions, students will be asked to think critically and develop solutions to support gender equity which meets learning outcome 3.

Each piece will appeal to a variety of learning and teaching methods and works together to enhance students understanding, thinking, and learning.

Learning styles may be different for each student in a class. By using content that varies in length, style, and delivery method, students’ distinctive ways of learning can be addressed. Combining delivery methods so students can have options including pre-reading texts, listening to lectures in person or online, watching videos, and working through a case study provide a myriad of opportunities for students to learn.

Read

Chapter 15 “Gender and Leadership” from Northouse, P. G. (2021). *Leadership: Theory and Practice*. (9th Ed). Thousand Oaks, CA: SAGE.

This chapter is different from other chapters in the book. It is not focused on a theory, but rather it is a thematic chapter that looks at the research on a specific demographic of the population. The chapter presents a framework in which to view the research on gender and leadership and discusses the research based on societal, organizational, interpersonal, and individual factors that impact gender and leadership.

Chapter discussion & activity

Synchronous Delivery Modality:

Chapter discussions can take place in a face-to-face or remote video-conferencing class session.

Part 1: Ask students to brainstorm ways that barriers still exist to full gender equality for leadership in the workplace.

Part 2: After a list has been generated by the class, organize and group the inequities into related categories. Assign each category to small breakout groups for discussion. In each group they will discuss:

- What can be done to remove the barriers?
- What are the obstacles to change?

Part 3: Reconvene into the larger group and share group findings.

Asynchronous Delivery Modality:

Chapter discussions can be submitted in an online forum (e.g., Discussion Board) available through a Learning Management System (e.g., Canvas, Sakai, Blackboard, etc.). Alternatively, this can be converted to a writing assignment.

Discussion Prompt 1: Brainstorm ways that barriers still exist to prevent full gender equality for leadership in the workplace.

Discussion Prompt 2: Categorize the previously mentioned barriers. Group students with a peer leader to facilitate a forum discussion on suggestions to remove the barriers. Be sure to have students consider the obstacles to change.

Discussion Prompt 3: What are recommended steps to make the workplace and its leadership more equitable along the lines of gender?

Read

SAGE Business Case “Female Leadership: The Case of Ursula Burns”

Read the case

This case discusses women’s leadership traits, personalities, leadership styles, and the challenges that women face in their role as leaders. To illustrate some of these challenges, this case explores the experience of Ursula Burns, the former Chief Executive Officer of Xerox. Evidence shows that she is honest, straightforward, communicates her thoughts and ideas to others, and leads by example. However, like many women, she faced diverse challenges, including discrimination and stereotypes.

Chapter discussion & activity

Synchronous Delivery Modality:

Case discussions can take place in a face-to-face or synchronous online class session.

Asynchronous Delivery Modality:

Case discussions can be submitted in an online forum (e.g., Discussion Board) available through a Learning Management System (e.g., Canvas, Sakai, Blackboard, etc.). Alternatively, this can be converted to a writing assignment.

Discussion Prompt 1: What gender stereotypes did Ursula Burns have to combat in her leadership journey?

Discussion Prompt 2: What are some strategies that Ursula Burns could have used to combat these stereotypes?

Discussion Prompt 3: What are some long-term solutions to gender discrimination in leadership?

For further resources related to this SAGE Business Case, see the accompanying Teaching Notes for additional information and support.

Watch

SAGE Video “Women & Leadership: The Case of HackNY”

Watch the video

Synchronous Delivery Modality: Video can be watched during a regular class session with discussion following.

Asynchronous Delivery Modality: In an asynchronous or hybrid learning environment, students can watch the video on their own time.

This video focuses on issues of women in leadership seen mainly from the perspective of Diana Navarro, HackNY fellow, discussing her experience and challenges as a woman in a STEM field. The video is fronted with a short introduction by Dr. Sherylle Tan (Claremont McKenna College, USA) who is an academic expert on the topic of women and leadership and sets the scene for the video.

Video Discussion

Synchronous Delivery Modality: Video discussions can take place in a face-to-face or synchronous online class session.

Asynchronous Delivery Modality: Video discussions can be submitted in an online forum (e.g., Discussion Board) available through a Learning Management System (e.g., Canvas, Sakai, Blackboard, etc.). Alternatively, this can be converted to a writing assignment.

Discussion Prompt 1: What are the qualities and characteristics of women leaders?

Discussion Prompt 2: Does the research on women and leadership show any differences in the leadership styles that women and men adopt?

Discussion Prompt 3: What gender-based barriers were evident in this video?

Assignment: Woman Leader Interview

Contact a woman leader to schedule an interview.

Devise a series of interview questions connected to what has been discussed on gender and leadership in the text. Questions should be open-ended and related to the topics outlined in the chapter.

Conduct the interview and take notes. Write a reflection on what you learned from the woman leader. Discuss the woman leader’s experiences related to the research described in the chapter text, case study, and video.

