BUSINESS B715
PRINCIPLES OF LEADERSHIP
Winter 2022 Course Outline

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Human Resources and Management Area
DeGroote School of Business, McMaster University

COURSE OBJECTIVE

The objective of this course is to prepare students to take on increasingly higher levels of leadership in their organizations, creating career paths for personal success, organizational effectiveness, and contribution to society at large.
Education with Purpose

CONTACT INFORMATION

<table>
<tr><td>Professor</td><td>Teaching Assistant</td></tr>
<tr><td>John W. Medcof, PhD</td><td>TBA</td></tr>
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COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	No
Avenue:	Yes	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speakers:	Yes

COURSE DESCRIPTION

The objective of the course is to prepare students to take on increasingly higher levels of leadership in their organizations, creating leadership careers for personal and organizational success, and contribution to society at large. Leadership progression is presented in several ways. Students read and discuss research and theories on leadership. Student teams interview practicing managers about leadership progression then provide a written report to the professor. Student teams read a practitioner targeted book about leadership then present a review to the class. Content is delivered through text readings, lectures, and videos. There are two tests, no final exam, and class participation is marked.

LEARNING OUTCOMES

Upon successful completion of this course, students will:
- Be familiar with leadership research and theories
- Understand the role of leadership in organizational effectiveness and career progression
- Understand the changing nature of leadership over ascending levels of leadership
- Have considered their own leadership strengths and weaknesses and how they can further develop themselves for leadership roles.
- Have started developing a strategy for their own leadership careers, which appreciates organizational context as well as their own leadership capabilities.
- Appreciate the ethical responsibilities of leaders to foster the well-being of individuals and society at large, through their individual actions and those of their organizations.

REQUIRED COURSE MATERIALS AND READINGS

REQUIRED TEXTBOOK:

Daft, R. L. (2018) **The Leadership Experience** (7th Ed.) Cengage Learning: USA.

REQUIRED READINGS PROVIDED ON AVENUE TO LEARN:

Ancona, D., Bresman, H., & Kaeufer, K. 2002 **The Comparative Advantage of X-Teams**. MIT Sloan Management Review, 43(3), 33-39.
Benjamin, B., & O'Reilly, C. 2011 **Becoming a Leader: Early Career Challenges Faced by MBA Graduates.** Academy of Management Learning & Education, 10(3), 452-472.

Brousseau, K. R., Driver,M. J., Hourihan, G., & Larsson, R. 2006 **The Seasoned Executive's Decision Making Style**, Harvard Business Review, 84(2), 111-121.

Casciaro, T. 2016 Learn to Love Networking. Harvard Business Review, 94(5), 104-7

Cengage Blog, 2020 **Success Strategies for Teamwork in the Online Setting**. : https://blog.cengage.com/success-strategies-for-teamwork-in-the-online-setting/

Center for Creative Leadership: **The Six Essential Principles of Leadership Coaching.** https://www.ccl.org/articles/leading-effectively-articles/the-six-principles-of-leadership-coaching/

Center for Creative Leadership: **What it takes to Coach Your People.** https://www.ccl.org/articles/leading-effectively-articles/what-it-takes-to-coach-your-people/

Dale Carnegie & Associates 2019 **Leadership Guide for First-Time Managers**. Dale Carnegie & Associates, accessed on-line 2019 12 20.

Drotter, S., & Charan, R. 2001 **Building Leaders at Every Level: A Leadership pipeline**. Ivy Business Journal, May/June 2001, 21-27.

Drucker, P. F. 2005 **Managing Oneself**. Harvard Business Review, 83(1) 1-12.

Forbes Coaches Council, 2019 **15 Top Tips to Become a Better Team Player at Work**. https://www.forbes.com/sites/forbescoachescouncil/2018/12/18/15-top-tips-to-become-a-better-team-player-at-work/?sh=419d40ad3f6e

Galer, J., Vriesendorp, S., & Ellis, A. 2005 **Moving Up the Leadership Ladder**. Chapter 4 in Managers Who Lead. Management Sciences for Health: Cambridge.

Ibarra, H & Hunter, M. 2007 **How Leaders Create Networks**. Harvard Business Review, 85(1), 40-47

Indeed Career Guide, 2020 **How to Be Successful in Middle Management**. How to Be Successful in Middle Management | Indeed.com

Kruze, K. 2018 **Secrets to Delegating Effectively: 4 Leaders Weigh In.** https://www.forbes.com/sites/kevinkruse/2018/12/02/secrets-to-delegating-effectively-4-leaders-weigh-in/?sh=1d4737cb63fc

Lombardo, M., & Eichinger, R. 2000 **High Potentials as High Learners.** Human Resources Management, 39(4), 321-329.

Lumen Learning: **Management Levels and Types.**

Medcof, J., 2007 **CTO Power**. Research-Technology Management, 50(4), 23-31.

Medcof, J., 2019 **The Social Context of Leadership**

Parker, S., & Liao, J. 2016 **Wise Proactivity: How to be Proactive and Wise in Building Your Career.** Organizational Dynamics, 45, 217-227

Seibert, S., Kraimer, M., & Heslin, P. 2016 **Developing Career Resilience and Adaptability**. Organizational Dynamics, 45, 245-257

Tanner, R., 2020 **Conquering the Difficult Job of Middle Manager.** https://managementisajourney.com/conquering-the-difficult-job-of-being-a-middle-manager/

Walker, C. A. 2002 **Saving Your Rookie Managers from Themselves**. Harvard Business Review, 80(4), 97-102.

Watkins, M. 2012 **How Managers Become Leaders**. Harvard Business Review, 90(6), 64-72.

Zhang, Y., Leslie, J., & Hannum, K. 2013 **Trouble Ahead: Derailment Is Alive and Well.** Thunderbird International Business Review, 55(1), 95-102

Students who are uncomfortable directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

http://mbastudent.degroote.mcmaster.ca/contact/anonymous/

Students who wish to correspond with instructors or TAs directly via email must send messages from their official McMaster University email account. This protects confidentiality and confirms the identity of the student. Emails regarding course issues should **NOT** be sent to the Administrative Assistant. Instructors normally conduct an 1the final grade to students prior to Week #8 in the term.

EVALUATION

Components and Weights

Book Report Class Briefing (Team)	15%	February 1 – March 22
Executive Interview Written Report (Team)	15%	April 5
Test 1 (Individual)	25%	February 15
Test 2 (Individual)	25%	April 12
Class Participation (Individual)	20%	All classes
Total	100%	

Grade Conversion

The DeGroote School's standard MBA letter/percentage conversion scale is used in this course, as follows.

Letter Grade	Percent		Letter Grade	Percent
A+	90-100		B+	75-79
A	85-89		B	70-74
A-	80-84		B-	65-69
			F	00-64

Team Formation and Assignments

The purpose of the team assignments is to familiarize students with practitioner perspectives on the importance of leadership, the changing skills necessary to transition up the levels of leadership, and career tactics for navigating the transitions. Students will form teams and, as described in detail below, each team will present a briefing to the class on a practitioner-oriented book about leadership; and will interview a practicing leader/manager and submit a written report summarizing and analysing the interview.

Students will form teams of 5 and enrol into groups on Avenue to Learn. Once you have finalized your group members, all group members must register in the same group number on Avenue to Learn. Each member of the team will self-enrol on Avenue by visiting "Communication" > "Groups" and then selecting "Join Group" for their group number. Once the group is finalized on Avenue to Learn, you may proceed to emailing to the TA your book and date preferences via the process described below.

One member of each team will email the Teaching Assistant by Friday Jan 21, 11:59pm
    (1) team members' names (first & last) with email addresses and student IDs
    (2) a list, in order of preference starting with the most preferred, of the three **books** they prefer to review. The list of book options is shown below.
    (3) a list, in order of preference starting with the most preferred, of the three **dates** they would prefer to present on.
The class dates for book reviews run from February 1 to March 22, as shown in the Course Schedule below. The email must be **copied to all team members** and its subject line must be: **B715 w22 Team X Books**, where X is the group number.

In the event that more than one group proposes a particular book or date, the team with the earliest complete email transmission will be given precedence. If no submission is received, a book and presentation date will be assigned. If a team member does not make a fair contribution to the work of the team, the other team members may remove that person from the team by informing the Professor and the errant team member, and by not including that person's name on the team's submitted work.

Test 1 (Individual)   **25%**   **February 15**

This two-hour take home test will cover weeks 1 through 5. It will consist of a short case and questions about the material covered in the readings and classes.

Book Review Class Briefing (Team)   **15%**   **February 1 – March 22**

Each team will choose a book from the following list and a presentation date. The choices must be confirmed with the teaching assistant through the email process described above.

Books for Team Reviews

Bradt, G., et al (2011) **The New Leader's 100 Day Action Plan.** Wiley & Sons.
George, W. & Sims, P. (2015)   **Discover Your True North.** Jossey-Bass.
Goldsmith, M. & Reiter, M. (2007) **What Got You Here Won't Get You There.**
     Hyperion
Goleman, D., Boyatzis, R., & McKee, A. (2005) **Primal Leadership: Realizing the**
     Power of Emotional Intelligence. HBR Press.
Guttman, H. (2008) **Great Business Teams.** John Wiley & Sons.
Hill, L. (2003) **Becoming a Manager** (2nd ed.). Harvard Business Press.
Hurwitz, M. & Hurwitz, S. (2015) **Leadership Is Half the Story.** U of T Press.
Kouzes, J. M. & Posner, B. Z. (2012) **The Leadership Challenge**. Wiley.
Krames, J. A. (2005) **Jack Welch and the 4 Es of Leadership**. McGraw-Hill.
Lencioni, P. (2002) **The Five Dysfunctions of a Team**. Wiley.
Maxwell, J. C. (2007) **The 21 Irrefutable Laws of Leadership**. Thomas Nelson, Inc.
O'Keeffe, N. (2016) **Your Next Role**. Pearson.
Rath, T. (2008) **Strengths Based Leadership.** Gallup Press.
Sandberg, S. (2013) **Women, Work, and the Will to Lead.** Alfred A. Knopf.

Each team will do a 30-minute briefing on the book in class. During the first third of the presentation, the team will state the central theme of the book, summarize its most important ideas, and assess its strengths and weaknesses. In the second third, they will advise the class on the value of the book in pursuing their leadership careers and provide practical advice from the book. In the final third, they will engage the class in a discussion of the book, and the advice they have presented.

All members of the team must participate substantially in the presentation. The mark for the briefing will be based 50% on the ratings given by the class, and 50% on the rating by the professor and teaching assistant. The class evaluation will focus on the value to themselves of the presentation and discussion, and the presentation skills of the team (interesting, stimulating, appropriate level, clarity, poise, etc.). The professor's and teaching assistant's ratings will include these criteria plus the accuracy and depth of the content of the presentation, the degree to which it includes original analysis, the degree of participation of all members of the team, the degree to which the class was engaged in the discussion, and whether the presentation ended within the time limit. The briefing will be formal, resembling those that are made to executives at work, making effective use of audiovisual aids and computer technology. Team dress will be as for a job interview. It is the team's responsibility to control the briefing time, including bringing it to a conclusion at the end of 30 minutes with an appropriate wrap-up statement.

An electronic copy of the slides for the briefing is to be submitted to the appropriate drop box on Avenue to Learn on the day before the briefing. The file naming protocol for the slide set is to be: **B715 w22 Team X book xxx xxx**, in which **X** is the team's number, and **xxx xxx** is one or two key words from their book's title.

Executive Interview Written Report (Team)   15%   April 5

Each team will identify a middle manager or higher to interview about leadership career progression and provide a written report to the professor. The interviewee must be a "leader of leaders" or above, who can explain their own personal experience in transitioning from being a "leader of others" to being a "leader of leaders", or a transition at a higher level. The team must identify their interviewee to the teaching assistant by email **no later than March 1.** The subject line of the email must be:
B715 w22 Team X Interviewee Selection, where X is the team number

The identification of the manager must include:
- Name and formal position title of the interviewee
- Contact email address for the interviewee
- Name of the firm and its industry
- Interviewee's current leadership role, stated in the terminology of the Pipeline Model (Week 7 reference: Drotter & Charan, Building Leaders at Every Level).

This is the only place where the team is to identify the interviewee.

Each team will prepare an eight-page report on the interview, submitted electronically to the TA on Avenue to Learn by April 5. The report will have the following sections:

Cover Page: Includes the title, "**Report on Leadership Transition from Level X to Level Y,** with levels X and Y stated in Leadership Pipeline terminology. It should **NOT** identify the interviewee or their organization. The cover should show the names of all students who are to receive credit for the report, with their email addresses, student IDs, the professor's name, course name and number, and the submission date.

Pages 2 through 8: The report will include material under the following headings, but other material may also be introduced.
- Introduction
- The Context
  The current title of the interviewee's position as designated by their organization, and the Pipeline Model. The leadership transition which is the focus of the interview, from position X to position Y, in company titles and Pipeline Model terminology. If the interviewee's position does not fit the pipeline model readily explain why. The interviewee's name and firm are **not** to be included. Industry of the firm can be.
- Leadership Changes
  Three ways in which the interviewee had to change their leadership approach with the transition to the new position.
- The Primary Teams' Positions
  The change in the positions of the primary team with the transition, stated in terms of the Pipeline Model. For example, formerly leaders of others, now leader of leaders.
- The Primary Teams' Differences
  The leader's perception of at least three important differences between the former primary team and the new, which impacted their leadership approach.

- Challenges
  The three most important challenges the leader experienced in the transition.
- Advice
  Three points of advice which the leader recommends for making the transition.
- Conclusions

The report is to be submitted to the Avenue to Learn drop box by the due date. The report will be in Microsoft Word on 8.5" X 11" white "paper", with 1" margins on all sides, single-spaced, and 12-point font. The footer for the document will include page numbers and the filename, with the file-naming protocol: **B715 w22 Team X Interview,** where X is the group number. There is a 5% penalty for each day it is late.

Class Participation (Individual)   **20%**   **All classes**

Participating in, and listening to, class discussions of course material are an important component of the learning experience in this course. Therefore, 20% of students' marks for the course will be based upon their class attendance and substantive participation in the discussions. Students are expected to attend all classes in person unless other arrangements are made on a contingency basis.

Test 2 (Individual)   **25%**   **April 12**

This two-hour take home test will cover weeks 7 through 12 only. It will consist of a short case and questions about the material covered in the readings and classes.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and practice ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at:
<div align="center">

www.mcmaster.ca/academicintegrity
</div>

The following illustrate only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been given academic credit already.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

ONLINE COURSE COMPONENTS

In this course we will be using Avenue to Learn (A2L). Students should be aware that when they access the electronic components of this course, private information such as first and last names, usernames for their McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed to be consent to this disclosure. If you have any questions or concerns about disclosure, please discuss them with your instructor.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

When students miss a regularly scheduled requirement or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) Office (SEAO), compensatory course work may be required at the discretion of the instructor, or the marks weight for that requirement may be redistributed across other evaluative components of the course. Documentation explaining such an absence must be provided to the SEAO within five working days of returning to school. To document absences for **health related reasons**, please provide SEAO with a *Petition for Relief for MBA Missed Term Work* and the *McMaster University Student Health Certificate* which can be found on the DeGroote website at:

http://mbastudent.degroote.mcmaster.ca/forms-and-applications/

Please **do not use** the online *McMaster Student Absence* Form as this is for undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for **reasons other than health,** please provide SEAO with a *Petition for Relief for MBA Missed Term Work* and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to SEAO at least ten (10) working days before the scheduled exam along with acceptable documentation. Adjudication of the request must be handled by SEAO. Instructors cannot themselves allow students to unofficially write make-up tests/exams.   If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail at sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:
http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS, SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to SEAO, normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.
https://multifaith.mcmaster.ca/riso

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term to note changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Business B715 will be deemed to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on Avenue to Learn. **It is your responsibility to read this course outline, to familiarize yourself with the course policies, and to act accordingly.** Lack of awareness of the course policies cannot be invoked for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

B715 COURSE OUTLINE W22 2021 12 08.docx

B715 Course Schedule Winter 2022

Week 1 Jan 11	**Introduction: Leadership & Career Opportunities** **Books & Presentation Dates due Jan 21**	**Leadership definitions and career opportunities** Daft: **Chapt 1, What Does It Mean to Be a Leader** pp 3-16, 21-23 Parker & Liao: **Wise Proactivity in Building Your Career** Brousseau et al: **Seasoned Executives Decision-Making**
Week 2 Jan 18	**Approaches to Leadership** **Books & Presentation Dates due Jan 21**	**Approaches: Trait, Behaviour, Contingency, Substitutes** Daft: **Chapt 2, Traits and Behavior Approaches** pp 35-46, 49-52 Daft: **Chapt 3, Contingency Approaches** pp 65-73, 77-81, 88-91 Kruze: **Secrets to Delegating Effectively: 4 Leaders Weigh in**
Week 3 Jan 25	**The Promotable Individual Contributor (Self-Leadership)**	**Making yourself promotable** Daft: **Chapter 5, Leadership Mind and Emotion** Daft: **Chapter 7, Followership** Forbes: **15 Top Tips to Become a Better Team Player at Work** The Cengage Blog: **Success Strategies for Teamwork Online**
Week 4 Feb 1	**Transition 1: To Supervisor (Leader of Others)** **Book Report # 1**	**Challenges expected with your first promotion** Galer et al: **Moving Up the Leadership Ladder** pp 81- 90 Benjamin & O'Reilly: **Becoming a Leader: Early Career Challenges** Dale Carnegie: **Leadership Guide for First-Time Managers**
Week 5 Feb 8	**Leading a Primary Team (Leader of Others)** **Book Report # 2**	**"Face-to-face" leadership and influence of individuals and teams** Daft: **Chapter 10, Leading Teams** Daft: **Chapter 12, Leadership Power and Influence**
Week 6 Feb 15	**TEST 1**	
Feb 21-25	**Mid -Term Break**	
Week 7 Mar 1	**The Task/Social Context of Leadership** **Book Report # 3** **Interviewee Names Submitted**	**The ecosystem of the higher-level leadership to which you aspire** Lumen Learning: **Management Levels and Types** Medcof: **The Social Context of Leadership** Casciaro: **Learn to Love Networking** Ibarra & Hunter: **How Leaders Create Networks** Drotter & Charan: **Building Leaders at Every Level** Ancona et al: **The Comparative Advantage of X-Teams**

Week 8 Mar 8	**Transition 2: To Middle Management (Leader of Leaders)** **Book Report # 4**	**New challenges encountered when leading leaders/managers** Galer et al: **Moving Up the Leadership Ladder** pp 91-96 Tanner: **Conquering the Difficult Job of Middle Manager** Indeed Career Guide: **How to Be Successful, Middle Management** Walker: **Saving Your Rookie Managers from Themselves** CCL: **The Six Essential Principles of Leadership Coaching** CCL: **What It Takes to Coach Your People** Daft: **Chapter 15, Leading Change**, pp 463-469, 481- 485
Week 9 Mar 15	**Transition 3: To Top Management (Leader of a Function)** **Book Report # 5**	**New challenges encountered when leading a function and being on the Top Management Team** Galer et al: **Moving Up the Leadership Ladder** pp 97-103 Daft: **Chapter 14: Shaping Culture and Values** Medcof, **CTO Power**
Week 10 Mar 22	**Transition 4: To CEO (Leader of a Business)** **Book Report # 6**	**New challenges encountered when leading a business** Galer et al: **Moving Up the Leadership Ladder** pp 104-113 Watkins: **How Managers Become Leaders** Daft: **Chapter 13, Creating Vision and Strategic Direction** pp 395-410, 413-19
Week 11 Mar 29	**Managing Your Leadership Career**	**Managing your challenges to sustain ascending leadership** Drucker: **Managing Oneself** Zhang et al: **Trouble Ahead: Derailment Is Alive and Well** Seibert et al: **Developing Career Resilience and Adaptability** Lombardo & Eichinger: **High Potentials as High Learners**
Week 12 April 5	**Leading for the Well-Being of Individuals and Society** **Interview Reports Due**	**The leader's responsibility to multiple stakeholders** Daft: **Chapter 6, Courage and Moral Leadership** Daft: **Chapter 11, Developing Leadership Diversity**
Week 13 April 12	**TEST 2**	