BUSINESS B715
PRINCIPLES OF LEADERSHIP
Winter 2023 Course Outline

John W. Medcof, PhD
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

Professor	Teaching Assistant
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Office Hours: By appointment	Office Hours: By appointment

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 submit a written book report to the professor and present a briefing on the book 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, career progression, and contribution to social well-being.
- 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 to develop 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 READINGS PROVIDED ON AVENUE TO LEARN

(Assigned readings average 25 pages per week)

Ancona, D., Bresman, H., & Kaeufer, K. 2002 **The Comparative Advantage of X-Teams**. MIT Sloan Management Review, 43(3), 33-39.

Ashford, S. J. & Detert, J. 2015 **Get the Boss to Buy In**. Harvard Business Review, 93(1/2), 72-79

Bazerman, M. H. 2020 **A New Model for Ethical Leadership.** Harvard Business Review, 98(5), 90-97.

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.

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

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/

Church, A. H. & Conger, J. A. 2018 **When You Start a New Job, Pay Attention to these 5 Aspects of Company Culture**. Harvard Business Review.
https://hbr.org/2018/03/when-you-start-a-new-job-pay-attention-to-these-5-aspects-of-company-culture

Daft, R. L. (2018) **The Leadership Experience** (7th Ed.) Chapter 1, pages 3-16, Cengage Learning: USA.

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

Douglas, T. 2007 **Reporting on the Triple Bottom Line at Cascade Engineering**. Global Business and Organizational Excellence, 26(3), 35-43.

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

DuBrin, A. 2013 **Leadership** (8th Ed.) Chapter 1, pages 17-20, Cengage Learning.

DuBrin, A. 2013 **Leadership** (8th Ed.) Chapter 4, pages 112-121, Cengage Learning.

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

Gabarro, J. J. & Kotter, J. P. 2005 **Managing Your Boss**. Harvard Business Review, 83(1), 92-99.

Gallo, A. 2016 **How to Manage Managers.** Harvard Business Review, August 29, 2016.

Goleman, D. 2011 **Emotional Mastery**. Leadership Excellence, 28(6), 12-13

Goleman, D. et al 2002 **The Emotional Reality of Teams**. Journal of Organizational Excellence, 21(2), 55-65.

Gratton, L. & Erickson, T. J. 2007 **Eight Ways to Build Collaborative Teams**. Harvard Business Review, 85(11), 100-109.

Ibarra, H & Hunter, M. 2007 **How Leaders Create and Use 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

Jagersma, P. K. 2007 **Aspiration and Leadership**. Journal of Business Strategy, 28(1), 45-52.

Katzenbach, J. R. & Smith, D. K. 2005 **The Discipline of Teams.** Harvard Business Review, 83(7/8), 162-171.

Keys, B. & Case, T. 1990 **How to Become an Influential Manager.** Academy of Management Executive, 4(4), 38-51.

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

 Lau, V. & Kleiner, B. 2012) **A Diverse Workforce for Diverse Markets.** Industrial Management, 54(4), 28-31.

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

Medcof, J., 2019 **The Social Context of Leadership.** No Journal. Posted, Jan 2022 B715 offering

Nicholson, N. 2022 **Managing Diverse Teams: 7 Steps to Unlocking the Power of Diversity.** Chief Learning Officer, November 21.
https://www.chieflearningofficer.com/2022/11/21/managing-diverse-teams-7-steps-to-unlocking-the-power-of-diversity/

Northouse, P. (2019) **Leadership** (8th Ed.) Chapter 8, pages 163-174, Sage.

Nutter, M. 2012 **Winning Culture**. Leadership Excellence, 9(12), 18.

Rigby, D. et al 2020 **The Agile C-Suite**. Harvard Business Review, 98(3), 64-73.

Seibert, S., Kraimer, M., & Heslin, P. 2016 **Developing Career Resilience and Adaptability**. Organizational Dynamics, 45(3), 217-227.

Shults, S. G., et al **Pursuing Your Leader Development**. Organizational Dynamics, 2022 51(3), 1-12.

Silverstein, S. 2012 **Sustainable Culture**. Leadership Excellence, 29(12), 17-18.

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.

Woolley, A. & Malone, T. 2011 **What Makes a Team Smarter More Women.** Harvard Business Review 89(6), 32-33.

Zenger, J. & Folkman, J. 2018 **7 Traits of Super-Productive People**. Harvard Business Review, Available at https://hbr.org/2018/04/7-traits-of-super-productive-people

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EVALUATION

Components and Weights

Book Report & Class Briefing (Team)	20%	February 28 – March 28
Executive Interview Written Report (Team)	15%	April 14
Test 1 (Individual)	20%	February 14
Test 2 (Individual)	20%	April 11
Class Participation (Individual)	20%	All classes
Personal Reflection Report (Individual)	5%	April 14
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-	60-69
			F	00-59

COURSE DELIVERABLES

Team Formation and Assignments   **January 20**

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 prepare a written book report and present a briefing to the class on a practitioner-oriented book about leadership. They will interview a practicing leader/manager and submit a written report summarizing and analysing the interview.

Students will form teams of 5-7 and register their teams in "Groups" on Avenue to Learn. Each member of the team will self-enrol in A2L by visiting "Communication" > "Groups" > "Join Group". Students on the same team must register in the same Group number. Once the team has finalized its members on Groups, one member of the team will email the team's book and date preferences to the TA by Friday January 20, 11:59 pm, as follows:
> (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 briefs run from February 28 to March 28, as shown in the Course Schedule below. The email must be **copied to all team members** and its subject line must be: **B715 w23 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 from a team by the deadline, 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)   **20%**   **February 14**

This in-class, in-person, test will cover all the material in the readings and classes in weeks 1 through 5. It will include multiple choice and short answer questions, as well as a short case.

Book Report & Class Briefing (Team)   **20%**   **February 28 – March 28**

Each team will choose a book from the following list and a presentation date. The choices must be confirmed with the TA through the email process described above. The written book report and the slides for the class briefing will be submitted to the A2L drop box on the day of the class briefing. The written report and the briefing will each be worth 10% of the mark for the course, totaling 20%.

Books for Team Reviews

Gentry, W. A. (2016) **Be the Boss Everyone Wants.** Barrett-Koehler Publishers.
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.
Kouzes, J. M. & Posner, B. Z. (2012) **The Leadership Challenge**. Wiley.
Lencioni, P. (2002) **The Five Dysfunctions of a Team**. Wiley.
Maxwell, J. C. (2007) **The 21 Irrefutable Laws of Leadership**. Thomas Nelson, Inc.
McCormick, J. (2021) **The First Time Manager.** Harper Collins Leadership.
O'Keeffe, N. (2016) **Your Next Role**. Pearson.
Pacheco, R. (2021) **Bringing Up the Boss.** Matt Holt.
Rath, T. (2008) **Strengths Based Leadership.** Gallup Press.
Sandberg, S. (2013) **Women, Work, and the Will to Lead.** Alfred A. Knopf.
Stanier, M. B. (2019) **The Coaching Habit.** Page Two Books.
Zhao, J. (2019) **The Making of a Manager.** Portfolio/Penguin.

Content of the Book Report and Class Briefing

The written book report and the class briefing will cover essentially the same material. The first half of both will state the central theme of the book and summarize its most important ideas. The second half will assess the book's strengths and weaknesses, provide at least three points of practical advice for **graduating MBA students**, and suggest the value of the book in developing a **leadership career strategy**.

The Written Book Report

The report will have a cover page plus five pages of content, with no table of contents. It 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 w23 Team X Book Report xxx. X** is the team's number, and **xxx** is one or two key

words from their book's title. The title page includes the title, "**Book Report on XXX,** with **XXX** being the title of the book. The cover will also show the names of all students who are to receive credit for the report, with their email addresses and student IDs, the professor's name, course name and number, and the submission date. At the bottom of the cover page will be the full citation of the book. The report is to be submitted to the A2L drop box by the due date.

The Class Briefing

The class briefing will take 15 minutes. Not all team members will participate in the briefing. The team should choose their best two or three presenters to give the briefing. The mark for the briefing will be based 50% on ratings given by the class, and 50% on ratings by the professor and TA. The class evaluation will focus on the value to themselves of the presentation and the presentation skills of the team (interesting, stimulating, appropriate level, clarity, poise, etc.). The professor's and TA's ratings will include these criteria plus the accuracy and depth of the content of the presentation, including the quality and accuracy of the analysis, 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, as appropriate. Presenters' 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 15 minutes with an appropriate **wrap-up statement.**

The title slide for the briefing will include the title and author of the book, presentation date, course number and title, and the names of all the team members, not just those doing the presentation. At the start, the presenters will introduce themselves with a brief statement about their undergraduate background and specialization in the MBA, followed by an introduction of the non-presenting team members, identifying them in the classroom. The presentation will then start with a clear, succinct introduction and a slide showing the main message of the briefing.

An electronic copy of the slides for the briefing is to be submitted to the appropriate drop box on A2L on the day of the briefing. The file naming protocol for the slides is to be: **B715 w23 Team X book brief xxx**, in which **X** is the team's number, and **xxx** is one or two key words from their book's title (the same as used for the written report).

Executive Interview Written Report (Team)   15%   April 14

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 organizational levels. The team must identify their interviewee to the TA by email **no later than February 28.** The subject line of the email must be: **B715 w23 Team X Interviewee**, where X is the team number

The identification of the leader must include:
- Name and formal position title of the interviewee, and level in pipeline terminology
- Contact email address for the interviewee
- Name of the firm and its industry

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 to the A2L drop box by April 14, 11:59 pm. The report will have the following sections:

Page 1 - 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 and 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 by 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 their leadership context changed in the transition to the new position. Probe for changes in self and social context as well as task changes.
- Challenges
  The three most important leadership challenges experienced in the transition.
- Career Strategy
  The interviewee's reflections on their leadership career strategy
- Advice
  Three points of advice which the leader recommends for graduating MBA students.
- Conclusions

The report should not include a table of contents but can include an extra ninth page with references, if needed. Headings should be clear and follow the system outlined above. 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 w2**3 **Team X Interview**, where X is the Group number. The report is to be submitted to the A2L drop box by the due date. There is a 5% penalty for each calendar day it is late.

Class Participation (Individual)   20%   All classes

Participating in, and listening to, class discussions of course material are important components of the learning experience in this course. Therefore, 20% of students' marks for the course will be based on 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)   **20%**   **April 11**

This in-class, in-person, test will cover all the material in the readings and classes for weeks 7 - 12. It will include multiple choice and short answer questions, as well as a short case.

Personal Reflection Report   **5%**   **April 14**

Each student will prepare a personal reflection report which will consist of two parts. The first part will explain the three most important leadership lessons the student learned in this course, drawing on any of the material encountered throughout the entire course, including lectures, readings, book report and executive interview. The explanation for each lesson should provide: (1) a clear description of what the lesson is, (2) a clear description of at least one past experience which shows that the student had a leadership shortcoming, and (3) an explanation of what the student can do differently in the future, given what has been learned in this course. The complete answer for each lesson should not exceed 400 words and will be worth 20% of the value for this report. The second part of the personal reflection report will address students' thinking about their strategies for their leadership careers. Drawing upon their past experiences, what they have been learning in the MBA program, and what they have learned in B715, they will analyze their prospects for leadership careers, what they might look like, and their strategies for achieving them. This second part of the personal reflection report is not to exceed 800 words and is worth 40% of the mark for this report.

COMMUNICATION AND FEEDBACK

Students who are uncomfortable in 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 that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.
 Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use 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,

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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:

www.mcmaster.ca/academicintegrity

The following illustrates 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 obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation
Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The MBA program will not accept an MSAF.
When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.
Acceptable reasons for missed work, along with the Petition for Missed Term Work and the MBA Student McMaster University Student Health Certificate, can be found on the DeGroote

MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an Application for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam date or the application may be denied.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Failure to write an approved deferred examination at the pre-scheduled time will result in a zero (0) mark for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor.   If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

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ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR 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 should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation 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.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change 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 and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The

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fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

http://www.pre.ethics.gc.ca

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

http://reo.mcmaster.ca/

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA B715 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **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** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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Week 1 Jan 10	**Introduction: Leadership & Career Opportunities**	**Leadership Definitions and Career Opportunities** Daft, R. 2018 **The Leadership Experience (7ᵗʰ Ed.) Chapter 1, pages 3-16** Shults, S. et al **Pursuing Your Leader Development**. ***Three Questionnaires**
Week 2 Jan 17 Jan 20	**Theories of Leadership** **Book and Presentation dates due**	**Theories of Leadership** DuBrin, A. 2013 **Leadership (8ᵗʰ Ed.) Chapter 4, pages 112-121.** Northouse, P. (2019) **Leadership (8th Ed.) Chapter 8, pages 163-174** ***Leadership Grid Exercise**
Week 3 Jan 24	**The Promotable Individual Contributor (Self-Leadership)**	**Making Yourself Promotable** Forbes Coaches Council, 2019 **15 Top Tips to Become a Better Team Player at Work**. Gabarro, J. J. & Kotter, J. P. 2005 **Managing Your Boss**. Goleman, D. 2011 **Emotional Mastery**. Goleman, D. et al 2002 **The Emotional Reality of Teams**. Zenger, J. & Folkman, J. 2018 **7 Traits of Super-Productive People**. *** Subordinates' Dilemmas Analysis**
Week 4 Jan 31	**Transition 1: To Supervisor (Leader of Others)**	**Challenges Expected with Your First Promotion** Benjamin, B., & O'Reilly, C. 2011 **Becoming a Leader: Early Career Challenges Faced by MBA Graduates.** Dale Carnegie & Associates 2019 **Leadership Guide for First-Time Managers**. DuBrin, A. 2013 **Leadership (8ᵗʰ Ed.) Chapter 1, pages 17-20.** Kruze, K. 2018 **Secrets to Delegating Effectively.** ***Delegation Exercise**
Week 5 Feb 7	**Leading Teams Exercising Influence**	**Teams, Influence and Leadership** Keys, B. & Case, T. 1990 **How to Become an Influential Manager.** Katzenbach, J. & Smith, D. 2005 **The Discipline of Teams.** ***Sterling Steel Case**

Week 6 Feb 14	**Test 1**	
BREAK Feb 20-24	**Mid-Term Break**	

| Week 7
Feb 28 | **The Task/Social Context of Leadership**

Book Briefs, Reports 1 & 2

Interviewee Names Submitted | **The Ecosystem of Leadership**
Medcof, J., 2019 **The Social Context of Leadership.**
Casciaro, T. 2016 **Learn to Love Networking**.
Ibarra, H & Hunter, M. 2007 **How Leaders Create and Use Networks**.
Ancona, D., et al 2002 **The Comparative Advantage of X-Teams**.
Ashford, S. & Detert, J. 2015 **Get the Boss to Buy In**.

* Social Context Helping or Hindering Analysis |
| Week 8
Mar 7 | **Transition 2: To Middle Management (Leading Leaders)**

Book Briefs, Reports 3 & 4 | **New Challenges Encountered When Leading Leaders**
Tanner, R., 2020 **Conquering the Difficult Job of Middle Manager.**
Indeed Career Guide 2020 **How to Be Successful in Middle Management**.
Walker, C. 2002 **Saving Your Rookie Managers from Themselves**.
Gallo, A. 2016 **How to Manage Managers**.
CCL: **The Six Essential Principles of Leadership Coaching.**
CCL: **What It Takes to Coach Your People.**

* Coaching Exercise |

| Week 9
Mar 14 | **Transition 3: To Top Management (Leader of a Function)**

Book Briefs, Reports 5 & 6 | **New Challenges When Leading a Function and Being on the Top Management Team**
Medcof, J., 2007 **CTO Power**.
Silverstein, S. 2012 **Sustainable Culture**.
Nutter, M. 2012 **Winning Culture.**
Church, A. H. & Conger, J. A. 2018 **When You Start a New Job, Pay Attention to these 5 Aspects of Company Culture**.

* **Navigating the Three Cs** |
| Week 10
Mar 21 | **Transition 4: To CEO (Leader of a Business)**

Book Briefs, Reports 7 & 8 | **New Challenges Encountered When Leading a Business**
Gratton, L. & Erickson, T. 2007 **Eight Ways to Build Collaborative Teams**.
Jagersma, P. 2007 **Aspiration and Leadership**.
Rigby, D. et al 2020 **The Agile C-Suite**.

* Mindset Transitions Analysis |

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Week 11 Mar 28	**Managing Your Leadership Career** **Book Brief, Report 9**	**Managing the Challenges of Sustained Ascending Leadership** Drucker, P. 2005 **Managing Oneself**. Seibert, S., et al 2016 **Developing Career Resilience and Adaptability**. *** Stress & Coping Questionnaire**

Week 12 April 4	**Leading for the Well Being of Individuals and Society**	**The Leaders Ethical Responsibilities** Bazerman, M. 2020 **A New Model for Ethical Leadership.** Douglas, T. 2007 **Reporting on the Triple Bottom Line at Cascade Engineering**. Lau, V. & Kleiner, B. 2012) **A Diverse Workforce for Diverse Markets.** Nicholson, N. 2022 **Managing Diverse Teams: 7 Steps to Unlocking the Power of Diversity.** Woolley, A. & Malone, T. 2011 **What Makes a Team Smarter? More Women.** *** Planning Community Engagement Initiatives**
Week 13 April 11 **April 14**	**Test 2** **Interview Reports Due Personal Reflection Reports Due**	