DeGroote
SCHOOL OF BUSINESS
EDUCATION WITH PURPOSE

McMaster University

BUSADMIN B715
Principles of leadership
Winter 2024 Course Outline
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course is designed to increase your effectiveness as a leader by introducing you to the major elements of leadership. This is part of improving your own career performance, and the performance of those you lead. This leadership course focuses on raising the student' conscious awareness of the successful leadership skills that need to be developed and utilized at every level of employment, but especially as the student seeks to progress within their managerial career. The course seeks to link an understanding of what we know to be essential ingredients of successful leadership with the practical demands and challenges, and skill development required to inspire, motivate and lead others.

During the course, the instructor will familiarize the students with:
➢ Self-reflective tools for leadership traits and behaviors, and how they form leadership styles and approaches
➢ The importance of assessing key qualities of their followership and their service duty
➢ The individual components that can enhance or erode leadership relationship building
➢ The process by which power is built and then transformed into influence in order to manage change

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Jingyuan Zhao   **E-mail**: zhaoj245@mcmaster.ca
Class Times: Wednesday 7:00-10:00pm
Class Location: see mosaic
Office Hours: By appointment
Student TA: Mingyao Song   **E-mail**: songm45@mcmaster.ca

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
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 speaker(s):	No

COURSE DESCRIPTION

This course reviews the key concepts, approaches, models and theories of leadership. It develops students' understanding of the major elements of leadership research and will equip students to critically evaluate the popular writing on leadership and consider their own leadership potential and how to develop it. Fundamental leadership skills will be introduced with opportunities for student self diagnosis.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to be more:

➢ Aware and confident with their own leadership style, and the additional capabilities they must develop in order to be a more well-balanced, adaptable leader
➢ In control of their reactions, and more consistent in applying their core values and character when interacting or making decisions
➢ Engaged with employees and more active in both their development and motivation
➢ Conscious of what they need to establish and develop relationships with a spectrum of diverse stakeholders
➢ Positive in the development of a 'safe' environment that encourages ideas, innovation and reduces resistance to needed change

REQUIRED COURSE MATERIALS AND READINGS

1. Suggested textbook and periodicals .
Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience.* 10th Edition. Publisher: McGraw Hill.
Periodicals including: *Harvard Business Review, Educational Leadership, Forbes Magazine, The Leadership Quarterly, The New Yorker*.

Textbook is available on Kindle; Periodicals are available from our library

2. Cases required for the class discussion and assignments as follows:
(1) Meta: A New Direction To Leadership. HBS W27712
(2) Elon Musk: In Need of Responsible Human Resource Management Practices At Twitter. HBS W32382
(3) EnactusOC: Motivating a Student Leadership Team During a Global Pandemic. HBS NA0758
(4) Susan Duffy: Leading Quietly. HBS NA0786
(5) Managing in Corporate Aviation: Averting a Hard Landing. HBS UV8569
Here is the link for the case pack through HBS:
https://hbsp.harvard.edu/coursepacks/1118489

Approx. $5 per case; relevant journal articles are available for free from our library or the Internet

3. Leadership Simulation: Patient Zero. HBS 7215
This simulation aims to apply knowledge of the adaptive leadership framework to solve complex problems with incomplete information and no historical solution.
Here is the link for the simulation through
https://hbsp.harvard.edu/coursepacks/1118489

$15 per student

4. Additional course contents, materials (e.g., readings, videos, and cases) are on our course site, Avenue to Learn. Requirements, guidelines, references related to the course tasks for each class will be posted via the weekly announcements.

Avenue to Learn

EVALUATION

All work will be evaluated on an individual basis or group basis, or both. Your final grade will be calculated as follows:

<u>Components and Weights</u>

Attendance and Participation	Individual/Group Contribution	10%
Case Studies and Case Competition	Group Assignment	20%
Leadership Simulation	Individual Assignment	15%
Learning and Developing Portfolio	Individual Assignment	30%
Challenge Team Project: Video Pitch & Presentation	Group Assignment	25%
Total		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

<u>Grade Conversion</u>

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9

B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

Case Studies and Case Competition

This group assignment includes two parts: (1) 5 Case Studies. Each team will prepare a case summary. The case should be analyzed from the viewpoint of the questions asked in the outline below. Every team will hand in a write-up and participate in class discussion on each of the cases. (2) 1 Challenge Case. It is an in-class case competition. Teams will be issued a new case at the beginning of class. Teams will prepare their solutions to this case within 90 minutes, and present them to the whole class and a Q&A section is followed.

Challenge Team Project: Video Pitch & Presentation

This assignment is modeled after the 2024 Hult Prize Challenge (http://www.hultprize.org/challenge/) and calls on UNLIMITED! That means that you can pitch any idea you have for a social enterprise, as long as it is world-changing and aligned with at least one of the United Nations Sustainable Development Goals (SDGs). You get to decide what problem you want to solve, as well as the business idea to solve it. Throughout this team project, students in a team will apply the fundamental leadership skills and develop their own leadership potential, and practice focusing on the leader, the followers and the situation in the leadership process.

There are two deliverables for this project: (1) A 7-minute Video Pitch; (2) A 25-slide Deck Report. The deliverables should be targeted at a panel consisting of funders, social entrepreneurs and other experts such as Under-Secretary-General for Economic and Social Affairs, United Nations; Bill Clinton, 42 President of the United States; and Ahmad Ashkar, CEO and Founder of The Hult Prize.

To approach this challenge effectively, you will need to follow 5 steps:

Step 1. Choose an area of impact that you feel passionate about, and which is aligned with one or more of the SDGs. 17 SDGs will be provided in the project briefing.

Step 2. Identify current and future challenges and opportunities regarding the topic of your choice. What are the greatest challenges? Where are possible opportunities for breakthrough change? In other words, obtain a good understanding of the context for this challenge.

Step 3. Reframe and redefine the problem by applying the reframing and analytic techniques. What are the assumptions regarding this topic you chose? How might these assumptions create barriers? How can the assumptions be challenged? Who are the stakeholders and what are their perspectives on this topic? How may adopting different perspectives challenge existing assumptions? What provocative questions can be asked that unearth unique insights? What are the possible root causes of existing problems? What unique opportunities may be hidden in this challenge?

Step 4. Explore possible high-leverage or breakthrough ("15%") solutions that take advantage of the identified opportunities and address the challenge once you have unearthed promising opportunities. Identify possible barriers to execution and design "safe-to-fail" experiments that can provide insights into the viability, feasibility, and scalability of the proposed "15% solution(s)". Explain how the solutions can be scaled to reach the goal.

Step 5. Pitch your venture proposal to the panel through a 7-minute video pitch and a deck report – up to 25 slides – that details your work on the project. The final pitch should leave the panel (and your team) with a sense of "delight in the possible". In other words, there is no right or best solution to this challenge. This also means that you will have to deal with ambiguity and make important judgment calls.

The Video Pitch: Your team will submit a video pitch for your proposed venture. The purpose is to get buy-in from the target audience for the project, an expert panel judging the promise of your proposal. Team should structure your pitch as a compelling "story". Successful pitches generally adopt a simple approach that "hooks" the audience members with a logical and compelling story; offers an innovative breakthrough initiative backed by sound justification; clearly identifies key barriers to building positive net-impact businesses and key opportunities for overcoming them; provides a solid proposal for how to scale the initiative to solve the issue, and loops back to the desired outcomes (i.e., the goals of the challenge). The team - or at least some of its members - should be featured in the video pitch. You're not selling an idea; you're also selling your team to the decision-makers.

The Deck Report: Your team will submit a deck report of no more than 25 slides. The purpose of the deck report is to provide detailed data, information, analysis, and findings that supplement and strengthen your presentation to the panel. It is your opportunity to show, in some detail, substantial evidence of the reframing work, research, and analysis done by your team for this project. The deck report should communicate a clear and compelling story through a set of slides. The deck report includes: (1) Glossary of key terms and abbreviations; (2) Executive summary; (3) Body of report; (4) Bibliography. This work should entail rigorous analysis and use of the reframing and analytic thinking techniques for breakthrough insights. In conducting this work, you may consult any secondary resources you wish, including reliable web and library-based sources.

Leadership Simulation

Students will compete in Leadership Simulation: Patient Zero. It provides a learning by doing experience that replicates real-world leadership conditions and factors. That will take place during the late stage of this course, so that students can apply all theoretical models and frameworks to this simulation. The simulation will be graded associated with two parts: (1) performance in the simulation; (2) a response write-up after the simulation, commenting on how well their strategy actually worked, what they would do differently, and what they learned as a result.

Learning and Developing Portfolio

Each student will establish Learning and Developing Portfolio (LDP). The LDP consists of a number of deliverables over the course of the semester and represents your development journey through the course and beyond. Detailed requirements will be provided in the LDP briefing during the class and posted on Avenue to Learn.

Describing a Personal Case

For this deliverable, think of a significant and unresolved issue or problem that you are experiencing or have experienced directly (as a central player) at work or in another organizational setting. It could be a conflict with a colleague, a rough negotiation with a client, a significant project that was side-tracked, or an ethical dilemma, among other possibilities. This assignment calls on you to write about the experience as a case.

A written case generally identifies a problem, presents relevant contextual information, and puts the problem forward for solution or decision. In the context of this course, we are most interested in situations related to leadership and making a difference.

You should view your write-up for this assignment as an initial draft - a working version - of a personal case to be used throughout the course and for an assignment at the end of it. During the course, you will be able to use your case as one personally relevant context to test and assimilate what you learn in class. At the end of the course, you will need this case (or one like it) as the basis for an extended case analysis.

Making a Positive Difference

For this deliverable, revisit the personal case you submitted earlier in the semester and apply the ideas, techniques, perspectives, and concepts you have learned through the course to generate new insights and responses that would be more effective than what actually occurred (or is likely to occur). (Note: You may replace the case you initially submitted if you have since identified a different complex personal case that works better for this assignment.)

In a deck report, you are asked to:

- Briefly describe the problem or issue that you have selected. Ideally, you will articulate an initial problem statement (before reframing; can be taken from the initial case description).
- Reframe the problem or issue you selected using techniques and concepts developed in the course. Make sure you demonstrate the process of reframing and, ideally, arrive at a new problem statement.
- Develop and present innovative solutions to the problem/issue. These must show that you have successfully reframed the issue or problem to find creative "15% solutions" that allow you can have an impact and make a positive leadership difference.
- Briefly describe the actual or anticipated results.

Reflecting on what I will need to…

"Reflection" is a deliberate and rigorous way of thinking about one's experiences and interactions with others. It is purposeful: It enables a person to make sense of his or her experiences and to surface causes and consequences that are essential for learning and personal development. Reflection is not mere stream of consciousness. Moreover, it can—and should—be challenging. Effective reflection calls for curiosity, open-mindedness, honesty, responsibility, directness, and even optimism.
In general, such reflection explores answers to four key questions:
(1) What? What happened? What is the topic of the reflection? What did you do, feel and/or see?
(2) Why? Why did it happen? What are the reasons for what you experienced or observed?

(3) So what? Why is this experience worth reflection? Why does it matter? What are the consequences and meanings of your experience or observation?

(4) Now what? What are you going to do as a result of the experience or observation? What concrete actions can you take to make a positive difference in the future?

Telling a Backward-Looking Story

This is a chance to tell the story of your own success. A very important part of the class is the opportunity to apply ideas, tools and feedback in the pursuit of your own professional aspirations. In this assignment, you begin by imagining yourself at a point in the future, where you have obtained your dream job, and then consider what got you there and allowed you to thrive in that role. The next step is to explain what you did after your Leadership course at DeGroote School of Business, way back in 2024, to "close the gaps" between where you were then and what you saw as necessary to achieve your dreams. In particular, think about:

- Your values;
- Your motivation style (promotion / prevention);
- What you learned about your leadership behaviors;
- Your social capital (network).

You can pick the items of the above inputs that you see as key to your future success, and to your plan for improving your leadership in pursuit of your dreams. In other words, focus on what is important to you.

The specific parts of your story should be these.

(1) A rich description of "where you are at the time of writing" (which is actually in the future!), a professional position that you aspire to in the long-term. In other words, your dream job.

(2) A description of how your values/motivation/network/leadership behaviors helped you get where you are, or to maintain your dream job.

(3) A reflection of challenges you saw when you analyzed your values/motivation/network/leadership behaviors during your Leadership class. What was missing from your repertoire then which was necessary to achieve your professional dreams?

(4) An explanation about what you did to establish or leverage your ideal values /motivation /network /leadership behaviors, starting from the time of your MBA and going through the present (again, that will be in the future!). Also note challenges you encountered in your effort to improve yourself, and explain how you overcame them. Be concrete describing your actions.

Participation and Contribution

Individual: Each student is expected to attend every class and be prepared to make a worthwhile contribution regarding the assignments or related questions/issues. Your own contribution to the class discussion based on your own knowledge and your experiences is a critical part of the success of the course for everyone. This is often enough to make a difference in final grades.

Group: It is expected that every member of a group will participate fully and equally in the discussion, presentation and completion of group assignments including case studies, case competition, challenge team project. Participation in group projects will be evaluated by means of a peer rating. Please note that we do not view these peer evaluations as punitive but, rather, a way to ensure that everyone is fully contributing to the group projects.

In-class Activities - Your Leadership Point of View Speech: Though different, these two scenarios share a common ingredient; key constituents seeking to gain and understanding of, and confidence in, how you will self-actualize and frame your leadership role. Successful leadership is all about effective, compelling communication and it starts with your articulation of that role. In these in-class activities, you are required to prepare a leadership point-of-view speech (we will review the theme and recommended approach in more detail during the class). Designed to be effectively delivered verbally in about 2 minutes, it must not be longer than 500 words. It must clearly communicate (Activity #1) why an organization should hire /promote you to a new leadership role OR (Activity #2) why employees should feel confidence in the leadership approach you will take with their team. You will want to take clear aim on whichever leadership behaviors you feel best represent your authentic style. In short, what can you say that would make you stand out against any other candidate or as someone people will want to follow?

In-class Activity #1

You're sitting through an intensive promotion or hiring interview which has already thoroughly reviewed your resume skills and experiences. As the interview nears its conclusion, the interviewer says: "Just before we conclude this interview, is there anything that you want us to remember about you when we deliberate on your candidacy for this leadership role?" At this point, most candidates say little, and are just happy to have the interview end. What a missed opportunity! What would you say in those *last 2 minutes* so that they remember you above all other candidates? What will make you stand out in their minds as to the type of leader you will be? In other words, what will make you special?

In-class Activity #2

This week you've just learned that you have been newly hired - or promoted from within - into a management role where you will need to lead an established team that you've never met before. From their perspective, this team doesn't know anything about you as a leader (other than basic resume background info from your introductory bio that has already been shared with them). On Monday, it has been scheduled that you will introduce yourself to your new subordinate team for the first time. There may be operational issues you will need to cover in the first hour with them, but what will you say in the *first 2 minutes*, as a new leader, that will capture their attention and excite them to listen to you for the next 58 minutes?

*Requirements of all assignments will be posted on Avenue to Learn. Instructions and a briefing on each of assignments will be provided during class. All assignments must be submitted through Avenue to Learn on each due date.

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Live Lectures	Synch	Lecture on theoretical models and frameworks in Leadership, guide and prepare students for project, teamwork and case analysis, etc.	On campus; At class times
Self-Study and Readings	Asynch	Library and other sources tied to weekly task prompts in assigned book, coursepack, posts on A2L, linked webpages.	At your own time during the week
Projects	Synch and Asynch	Case assignments, project report and presentations, simulation activity	Synch: On campus; At class times Asynch: At your own time and discretion during the week

COMMUNICATION AND FEEDBACK

Students that 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, 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.

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.

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

Students who are leveraging accommodation for tests and exams are supported by the SEAO. These exams are written at the Ron Joyce Centre and do not take place in the Tim Nolan Testing Centre. Correspondence for accommodations is managed via the DSBSAS@mcmaster.ca email address. Students must communicate their intent to leverage accommodations on a test or exam a minimum of 10 business days prior to the assessment.

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 the SEAO *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation. 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 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 XXXX 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.

COURSE SCHEDULE

BUSADMIN B715
Principles of leadership
Winter 2024 Course Schedule

DATE	TITLE	CLASS CONTENTS AND REQUIRED READING
WEEK 1 Jan.10	**PART ONE: Leadership Is a Process, Not a Position**	**Lecture** 1. Introductions and Course Overview 2. What Do We Mean by Leadership? **Lab/seminar** 1. Team planning 2. Case Studies: Case study methods and toolbox 3. In-class Exercise: Leadership styles test **Required reading:** 1. Tropman, J, & Wooten, L.P. (2010). Executive leadership: A 7C approach. *Problems and Perspectives in Management*, 8(4), 47-57. 2. Watch John Maxwell's YouTube video on the 5 levels of leadership: https://youtu.be/jsjlJCOzmhk
WEEK 2 Jan.17	**PART ONE: Leadership Is a Process, Not a Position**	**Lecture** 1. Leader Development 2. Skills for Developing Yourself as a Leader **Lab/seminar** 1. Case Study #1: Elon Musk: In Need of Responsible Human Resource Management Practices At Twitter Questions: (1) Did Musk demonstrate responsible leadership after acquiring Twitter? What alternatives consider to right -size Twitter and demonstrate responsible leadership? (2) Evaluate why Musk opted for massive layoffs. What were the consequences of Musk's actions as a leader after acquiring Twitter? (3) Describe the organization culture at Twitter before after Musk's takeover. How can Musk bring about cultural change at Twitter? How would you recommend that Musk further change Twitter's culture to improve performance? (4) How can Musk increase Twitter's employer brand value to attract, motivate, and retain a strong workforce? 2. In-Class Activity #1: Your leadership point of view speech **Required reading:**

		1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022) *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 2: Leader Development & Chapter 3: Skills for Developing Yourself as a Leader. 2. Gilbert, J. & Balik, B. (2017). Values-Driven Leadership: A Pathway to Sustained Organizational Success. *NEJM Catalyst*. https://catalyst.nejm.org/values-driven-leadership-pathway-success/ 3. Sharma, P. N., & Sturm, R. E. (2021). Becoming powerful at work. Organizational Dynamics. Available at: http://works.bepress.com/rachel-sturm/31/ 4. Recommended Resources and Websites (1) The Servant Leadership Institute - https://www.servantleadershipinstitute.com/ (2) Daniel Goleman and Bill George: Authenticity and Empathy - https://www.youtube.com/watch?v=9oQxFUo9zfM
WEEK 3 Jan.24	**PART TWO: Focus on the Leader**	**Lecture** 1. Power and Influence 2. Values, Ethics, and Character **Lab/seminar** 1. Learning and Developing Portfolio: A briefing 2. Case Study #2: Meta: A New Direction To Leadership Questions: (1) Explain the paradox of Zuckerberg being an introvert and yet creating social interaction as Facebook and Meta. (2) Explain the narcissistic traits Zuckerberg possessed as a CEO. (3) What are the sources of power that Zuckerberg possesses in Meta? How has he been able to maintain power for so long? What is Zuckerberg unwilling to give away power? (4) What can stakeholders do to keep Zuckerberg's power in check? (5) Did Zuckerberg abuse his power as founder CEO? In the new era of Meta, what can Zuckerberg do to make stakeholders perceive him as a visionary technologist and not as a villain? **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 4: Power and Influence & Chapter 5: Values, Ethics, and Character. 2. Bennis, W. & Thomas, R. (2002). Crucibles of leadership. Harvard Business Review. https://hbr.org/2002/09/crucibles-of-leadership.

		3. David, S. & Congleton, C. (2013). Emotional Agility. *Harvard Business Review.* https://hbr.org/2013/11/emotional-agility 4. Hougaard, R., Carter, J. & Afton, M. (2018). Self-Awareness Can Help Leaders More Than an MBA Can, *Harvard Business Review.* https://hbr.org/2018/01/self-awareness-can-help-leaders-more-than-an-mba-can 5. Martin, R.L. & Golsby-Smith, T. (2017). Management Is Much More Than A Science, *Harvard Business Review,* 95(5), 128-135.
WEEK 4 **Jan.31**	**PART TWO:** **Focus on the** **Leader**	**Lecture** 1. Leadership Attributes 2. Leadership Behavior **Lab/seminar** 1. Leadership Project: Challenge team project: Video pitch & presentation 2. Case Study #3: Susan Duffy: Leading Quietly Questions: (1) What strengths did Duffy have that facilitated her success along her career path? (2) What strategies did Duffy employ that enabled her to be successful as a leader? (3) Should Duffy apply the Head of Inclusion Learning and Development? Why or Why not? **Required Reading** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022) *Leadership: Enhancing the Lessons of Experience.* 10th Edition, McGraw Hill. Chapter 6: Leadership Attributes & Chapter 7: Leadership Behavior. 2. Heath, R. G. (2007). Rethinking community collaboration through a dialogic lens: Creativity, democracy, and diversity in community organizing. *Management Communication Quarterly, 21*(2), 145-171. 3. Federer, D. 10 signs you company may be toxic https://federerperformance.com/2018/03/20/10-signs-company-culture-toxic/ 4. Questions to ask a CEO to ensure a healthy company culture https://getlighthouse.com/blog/questions-to-ask-a-ceo-healthy-culture/
WEEK 5 **Feb. 7**	**PART TWO:** **Focus on the** **Leader**	**Lecture** Skills for Building Personal Credibility and Influencing Others **Lab/seminar**

		Case Study #4: Managing in Corporate Aviation: Averting a Hard Landing Questions: (1) What is your assessment of Stalling's leadership style and her actions to date? (2) What are the challenges she faces in bringing Dispatch, Meeting Planning, Travel Services together? (3) How would you approach this change? **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 8: Skills for Building Personal Credibility and Influencing Others. 2. Bal, V., Campbell, M., & McDowell-Larsen, S. (2008). Managing leadership stress. *Center for Creative Leadership*. 3. Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "Both/And" Leadership. *Harvard Business Review*, 94(5), 62-70. 4. Benjamin, Beth, and Charles O'Reilly (2011). Becoming a leader: Early career challenges faced by MBA graduates. *Academy of Management Learning & Education*,10.3: 452-472. 5. 5. Yukl, G. (2009). Use power effectively to influence people. *Handbook of principles of organizational behavior*, 349-365. 6. Recommended Resources and Websites (1) Powerful Time Budget Management Strategy https://sidsavara.com/time-management-strategy-time-budget/ (2) Simon Sinek TEDTalk on How Leaders Inspire Action https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire _action
WEEK 6 **Feb. 14**	**PART THREE:** **Focus on the** **Followers**	**Lecture** 1. Follower Motivation 2. Follower Satisfaction and Engagement 3. Follower Performance, Effectiveness, and Potential **Lab/seminar** 1. Learning and Developing Portfolio: Instructor check in with Individual. 2. Case Study #5: EnactusOC: Motivating a Student Leadership Team During a Global Pandemic Questions: (1) Has Covid affected team development at EnactusOC? If so, how? If not, defend your position. (2) Using Tuckman's model of team development, evaluate the EnactusOC team at the decision point in the case (December,

		2020). Provide evidence to support the stage they have progressed through and identify where are currently situated. (3) Has team motivation decreased during the pandemic? If so, how? If not, defend your position. Apply expectancy theory to justify your answer. (4) Apply expectancy theory to demonstrate how Sapieha could improve motivation in the term. (5) Using Kotter's Eight-step model for implementing change, create a turnaround plan for Sapieha that will encourage EnactusOc members to commit to and purse team goals this now online environment. **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022) *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 9: Follower Motivation & Chapter 10: Follower Satisfaction and Engagement & Chapter 11: Follower Performance, Effectiveness, and Potential 2. Google Project Aristotle: Five Keys to Team Success https://searchitoperations.techtarget.com/blog/Modern-Operations-Apps-Stacks/Google-Project-Aristotle-5-Keys-to-Team-Success * Learning and Developing Portfolio- Describing a Personal Case to be handed in on A2L.
BREAK Feb 20-24	**Mid-Term Break**	No class
WEEK 7 Feb.28	**PART THREE: Focus on the Followers**	**Lab/seminar** Case Competition *This week is designed to complete a case competition in class. Teams will be given 90 minutes to work on a case and present their solutions to the whole class and will be questioned by the class, and instructor and TA.*
WEEK 8 Mar. 6	**PART THREE: Focus on the Followers**	**Lecture** 1. Groups, Teams, and Their Leadership 2. Skills for Developing Others **Lab/seminar** 1. Leadership Simulation: A briefing 2. In-Class Activity #2: Your leadership point of view speech **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience*. 10th Edition,

		McGraw Hill. Chapter 12: Groups, Teams, and Their Leadership & Chapter 13: Skills for Developing Others. 2. Bazerman, M. H. (2020). A New Model for Ethical Leadership. *Harvard Business Review*, 98(5), 90-97. 3. Watkins, Michael D.(2012). How managers become leaders. The seven seismic shifts of perspective and responsibility. *Harvard Business Review*, 90.6: 64-72. 4. Recommended resource and website: Leadership and effective collaboration https://www.youtube.com/watch?v=ZnjJpa1LBOY * Learning and Developing Portfolio- Marking a Positive Difference to be handed in on A2L.
WEEK 9 **Mar. 13**	**PART FOUR:** **Focus on the** **Situation**	**Lecture** 1. The Situation 2. Contingency Theories of Leadership **Lab/seminar** Leadership Project: Challenge team project: Video pitch & presentation: Instructor check in with Team. **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 14: The Situation & Chapter 15: Contingency Theories of Leadership. 2. Oreg, S., & Berson, Y. (2018). The impact of top leaders' personalities: The processes through which organizations become reflections of their leaders. *Current Directions in Psychological Science*, 27(4), 241-248. 3. Real Leaders Negotiate to Meet their Organization's Goals - https://www.pon.harvard.edu/daily/leadership-skills-daily/real-leaders-negotiate-meet-organizations-goals/ * Learning and Developing Portfolio –Reflecting on What I will need to…to be handed in on A2L
WEEK 10 **Mar. 20**	**PART FOUR:** **Focus on the** **Situation**	**Lab/seminar** Leadership Simulation: Participate in the simulation activity. *This week is designed to complete the simulation. There will be mentoring during this class where you meet with the instructor and TA to guide your simulation.*

WEEK 11 Mar. 27	PART FOUR: Focus on the Situation	**Lecture** 1. Leadership and Change 2. The Dark Side of Leadership **Lab/seminar** Learning and Developing Portfolio: Instructor check in with Individual. **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 16: Leadership and Change & Chapter 17: The Dark Side of Leadership. 2. Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. *Journal of applied psychology*, *88*(2), 246. 3. Tichy, N. M. (1982). Managing change strategically: The technical, political, and cultural keys. *Organizational dynamics*, *11*(2), 59-80. * Entrepreneurship Simulation: Simulation reports to be handed in on A2L
WEEK 12 Apr. 3	PART FOUR: Focus on the Situation	**Lecture** Skills for Optimizing Leadership as Situations Change **Lab/seminar** Challenge Team Project: Meetings for the project *This week is designed for teams to finalize their preparations for the final project. There will be formal team meetings during this class where you meet with the instructor to develop your consulting report and presentation.* **Required Reading:** 1. Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2022). *Leadership: Enhancing the Lessons of Experience*. 10th Edition, McGraw Hill. Chapter 18: Skills for Optimizing Leadership as Situations Change . 2. Watt, W. Facilitating social change leadership theory: 10 recommendations toward effective leadership http://www.journalofleadershiped.org/attachments/article/184/Watt.pdf 3. Monarth, H. Executive presence http://bml.s3.amazonaws.com/pdf/executivepresence.pdf 4. Shirey, M. R. (2013). Executive presence for strategic influence. *Journal of Nursing Administration*, *43*(7/8), 373-376.

		5. Ten Tips for a Good Presentation https://www.presentationmagazine.com/ten-tips-for-a-good-presentation-9292.htm
WEEK 13 Apr. 10	**Final Presentations**	**Challenge Team Project Presentations** 1. Each group will present their Challenge team project results. All group members must participate in the presentation. 2. Groups will provide a video pitch and presentation according to final presentation requirements. * Challenge Team Project: Project video pitch and deck reports to be handed in on A2L * Learning and Developing Portfolio – Telling a Backward-Looking Story to be handed in on A2L