

**MBA 2025-2026**

**BUSADMIN B717  
Management Development  
Summer 2026 Course Outline**

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

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*COURSE OBJECTIVE*

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The objective of this course is to move students beyond the theories of contemporary management principles to the practice of management skills in a highly participatory classroom environment

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*INSTRUCTOR AND CONTACT INFORMATION*

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**Section 1: Wednesdays 7:00 – 10:00pm**

**Dr. Baniyelme Zoogah**

Instructor

[Zoogahb@mcmaster.ca](mailto:Zoogahb@mcmaster.ca)

Office: RJC 218

Office Hours: after class

Tel: (905) 525-9140 x23831

Class Location: See Mosaic

**Jashan Choong**

Teaching Assistant

[choonj3@mcmaster.ca](mailto:choonj3@mcmaster.ca)

Office: *Virtual*

Office Hours: *By Email*

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Course website: <https://avenue.cilmcmaster.ca/d2l/home/709532>

**Course prerequisites:** BUSINESS B650 and enrollment in the MBA program OR enrollment in the graduate Biomedical Discovery and Commercialization Program.

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*COURSE ELEMENTS*

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

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*COURSE DESCRIPTION*

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This highly participative and interactive course highlights the importance of management skills in the contemporary workplace. Using a combination of readings, lectures, classroom discussions and exercises, individual and group assignments, and self-assessments, the course will emphasize skills acquisition as well as a thorough understanding of the theory behind management principles.

The course will follow a skills-based educational approach, which emphasizes not only helping students to think differently by helping them to understand the theory behind management skills, but to act differently by practicing those skills in the classroom environment. Classroom exercises are designed to help students apply management skills in a way that reinforces learning, changes behaviour, and is transferable to the workplace.

The early part of the course will focus on defining management skills and clarifying their importance in the workplace. Early work will also address self-awareness and the assessment of core management skills such as communication and providing effective feedback. As the course progresses students will explore more advanced management skills such as conflict resolution, empowerment, and working with teams.

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*LEARNING OUTCOMES*

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

- Differentiate where appropriate between management and leadership skills, and the critical interrelationships between these two sets of skills.
- Understand how the effective practice of management skills enhances not only their personal effectiveness as a manager but contributes to the overall effectiveness of the organizations of which they are a part.
- Demonstrate improvement in the management skills that are part of the curriculum. Appreciate the relationship between self-management and the management of other individuals and groups.

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*REQUIRED COURSE MATERIALS AND READINGS*

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- Avenue registration for course content
  
- Case Coursepack available at: <https://hbsp.harvard.edu/import/1407348>
  - FREE
  
- Whetton, D.A. and Cameron, K.S., *Developing Management Skills*, 11th Edition (eTextbook only):  
<https://www.pearson.com/en-ca/subject-catalog/p/developing-management-skills/P200000012815/9780135349533>
  - COST: \$67.99

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*EVALUATION*

**Components and Weights**

Item	Week	Date (According to Outline)	Requirement	%
Quiz #1 (In class)	6	June 10, 2026	Chapters 1-5	15
Quiz #2 (In class)	12	July 22, 2026	Chapters 6-10 and “The Competing Values Framework”	20
Individual <u>Project</u>	6	June 10, 2026 at 11:59pm	Weekly reflections and a reflective report based on core management skills	20
Group <u>Report</u>	12	July 22, 2026 at 11:59pm	Weekly reflections and a reflective report based on a managerial challenge	20
Group <u>Presentation</u> (Recorded)	13	July 29, 2026 at 11:59pm	Recorded presentation based on group report	10
Case Exercises	5,11	June 3; July 15 at 11:59pm	Answer required questions based on 2 Harvard cases	10
Participation and Attendance	1-13	Each Class	Based on attendance and weekly engagement throughout term	5
<b>Total</b>				<b>100</b>

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](http://www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf)

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**Grade Conversion**

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**

**Quizzes**

The first in-class quiz will cover material from the assigned readings, lectures and class discussion (all chapters one through five and lectures prior to this exam are fair game). The second in class quiz will cover chapters six through ten and the comprehensive topic of “The Competing Values Framework”.

**Individual Project**

The individual project will take place over the first 6 weeks to help you practice, apply, and improve core management skills rather than merely analyze them. You will write 5 weekly reflections (2-3 pages each) and a final integrated report (6-8 pages). This will be submitted as a complete collection on avenue in Week 6 (Due June 10, 2026 at 11:59pm). Each week will have prompts relating the lecture content (see instructions and checklist documents). The purpose of this project is to develop in a manager position, increase your self-awareness, apply skills intentionally, reflect on values, and show evidence of behavioral change.

**Group Report**

This project will consist of 4-5 students each and last 6 weeks. The group will need to select one organizational or managerial challenge (please email [choonj3@mcmaster.ca](mailto:choonj3@mcmaster.ca) to have this approved before week 2). This challenge will be explored through difference management skill lenses each week. In weeks 1-5, groups will submit 2-3 page

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submissions that answer prompts found in the instructions document. Week 6 will have a formal reflective report (8-10 pages).

### **Group Presentation**

The group presentation will be recorded and submitted on Avenue. It should answer the week 6 prompts and be 15-20 minutes in length. This recorded presentation will be worth 10% of your final course grade. All students in the team must participate in the recorded to receive the same grade.

### **Case Exercises**

Two Harvard cases have been selected, and access is provided through <https://hbsp.harvard.edu/import/1407348>. Read the cases and answer the questions concisely in approximately two pages. They are each worth 5% and will be submitted on Avenue. The cases are Beamery: Using Skills and AI to Modernize HR, and CEWD: Closing the Skills Gap.

### **Class Participation**

This course will not be fully lecture based. Instead, you are expected to complete the readings and individual assessments (where assigned) prior to class and come prepared to discuss and apply the learning from the readings. Our discussions will be deeper and more insightful if we have all come to class prepared to discuss the material. Class discussions between students, instructor and industry speakers (where possible) are an important component of the learning experience for this course. Therefore, 5% of your final course grade will be based upon your class attendance and participation (an occasional absence for legitimate reasons is permitted—please communicate with the instructor).

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## *COMMUNICATION AND FEEDBACK*

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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.

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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.

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### *ACADEMIC INTEGRITY*

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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](http://www.mcmaster.ca/academicintegrity)

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

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### *AUTHENTICITY/PLAGIARISM DETECTION*

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*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.

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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](http://www.mcmaster.ca/academicintegrity).

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### *COURSES WITH AN ONLINE ELEMENT*

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*All courses* use some online 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.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online 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.

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### *ONLINE PROCTORING*

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**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.

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### *CONDUCT EXPECTATIONS*

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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**

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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, Teams, 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.

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### *ATTENDANCE*

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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

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### *MISSED ACADEMIC WORK*

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#### *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 DSB Student Services – Academic Office (DSSAO (DSB Student Services Academic Office)), 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 DSSAO (DSB Student Services Academic Office) 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](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

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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 DSSAO (DSB Student Services Academic Office) 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](http://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 DSSAO (DSB Student Services Academic Office) (DSB Student Services Academic Office) and agreed to by the course instructor.

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

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### ***ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES***

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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>

### ***Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre***

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

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### **Process for Students**

- SAS will now be using our online system, MySAS Portal, for graduate students to share accommodation letters with their Instructors and their Faculty/Program. Students will be responsible to activate their accommodations on a term-by-term basis and the approved accommodation letter will be directly sent to the Instructor.
- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing DeGroote MBA SAS scheduling office at [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca). If a student cannot meet this deadline, they should contact [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca) to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to implement the accommodation(s), [dsbsas@mcmaster.ca](mailto:dsbsas@mcmaster.ca) will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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### *ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)*

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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 DSSAO (DSB Student

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Services Academic Office) *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.

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### *COPYRIGHT AND RECORDING*

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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.

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### *POTENTIAL MODIFICATION TO THE COURSE*

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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.

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### *RESEARCH USING HUMAN SUBJECTS*

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#### *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

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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.

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### *ACKNOWLEDGEMENT OF COURSE POLICIES*

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Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of **MBA B712** 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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### *ARTIFICIAL INTELLIGENCE*

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I encourage AI only for practice. I strongly encourage you not to rely on the use of AI and its variants (e.g., chat GPT) for three major reasons. It has potential to diminish your reasoning and logical capacities. In addition, it is prone to errors. As a result, your submissions will be inaccurate, and you will perform poorly in the assignment. Lastly, it is not social. Management is a social activity. As a result, the social skills you get from managing will not be gained if you rely on AI. AI should NOT be used for any REPORT assignments. You may refer to this page for additional information and guidelines: [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](#)

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<b>COURSE SCHEDULE</b>			
<b>WEEK</b>	<b>DATE</b>	<b>SKILL DEVELOPMENT TOPIC</b>	<b>READING ASSIGNMENT AND</b>
1	May 6	Course Overview Critical Role of Management Skills	Read: Text Introduction
2	May 13	Developing Self Awareness	Read: Text chapter 1
3	May 20	Managing Stress & Well-Being	Read: Text chapter 2
4	May 27	A). Solving Problems Analytically & Creatively B). Building Relationships by Communicating Supportively	Read: Text chapter 3 Read: Text chapter 4
5	June 3	Gaining Power and Influence	Read: Text Chapter 5 <b>Case Exercise 1 Due</b>
6	June 10	<b>Quiz #1</b>	<b>Individual Assignment Due</b>
7	June 17	Motivating Performance	Read: Text chapter 6
8	June 24	A). Negotiating and Resolving Conflict B). Empowering and Engaging Others	Read: Text chapter 7 & 8
9	July 1	<b>Holiday</b>	<b>Holiday</b>
10	July 8	A). Building Effective Teams and Teamwork B). Leading Positive Change	Read: Text chapter 9 Read: Text chapter 10
11	July 15	Skills for the 21 <sup>st</sup> century: 3 Readings (HBP)	<b>Case Exercise 2 Due</b>
12	July 22	<b>Quiz #2</b>	<b>Group Report Due</b>
13	July 29	Final Preparation for Group Presentations	<b>Group Presentations (Recorded)</b>