

COMMERCE 4BP3

PRINCIPLES OF LEADERSHIP

Fall 2019 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
John W. Medcof, PhD
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Office:
Office Hours: By appointment

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	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:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

This course reviews the key concepts, approaches, models and theories of leadership. It develops students' understanding of 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. The objective of the course is to prepare students to take on increasingly higher levels of leadership in their organizations, creating careers for personal and organizational success. Leadership progression is presented in a number of ways, including: student teams interview practicing managers about leadership progression then present their findings to the class and a written report to the professor. Students teams read and review a practitioner targeted book then present the review to the class and a written report to the professor. Content is delivered through text readings, lectures and guest lectures. There are two tests, no exam, and class participation is marked.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

- Understand the role of effective leadership in organizational effectiveness and career progression.
 - Understand the changing nature of leadership over ascending levels of leadership
 - Have considered their own leadership strengths and weaknesses and how they can further develop themselves for leadership roles.
 - Have started developing a strategy for their own leadership careers which appreciates organizational context as well as their own leadership capabilities.
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REQUIRED COURSE MATERIALS AND READINGS

REQUIRED TEXTBOOK:

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

Also required: Avenue to Learn registration for course content and other materials

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.degroot.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages from their official McMaster University email account. This protects 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 normally conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors normally provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

EVALUATION

Components and Weights

Book Report Class Briefing (Team)	10%	Sept 30 or Oct 7
Book Report, Written (Team)	10%	Oct 7 or Oct 21
Test 1 (Individual)	20%	Oct 28
Test 2 (Individual)	20%	Dec 2
Executive Interview Class Briefing (Team)	10%	Nov 11 or 18
Executive Interview Written Report (Team)	10%	Nov 18 or 25
Class Participation (Individual)	<u>20%</u>	All classes
Total	100%	

Grade Conversion

The letter grade, percentage and grade point conversion scales for this course are as stated in the University's undergraduate calendar, as shown below

LETTER GRADE	PERCENT	GRADE POINTS	LETTER GRADE	PERCENT	GRADE POINTS
A+	90-100	12	C+	67-69	6
A	85-89	11	C	63-66	5
A-	80-84	10	C-	60-62	4
B+	77-79	9	D+	57-59	3
B	73-76	8	D	53-56	2
B-	70-72	7	D-	50-52	1
			F	00-49	0

COURSE DELIVERABLES

Team Assignments

The purpose of the team assignments is to familiarize students with practitioner perspectives on the importance of leadership, the changing skills necessary to transition up the levels of leadership, and career tactics for navigating the transitions. Students will form teams and each team will make a class briefing and submit a written report on a practitioner-oriented book about leadership; and make a class briefing and submit a written report about an interview they will arrange with a practicing manager/leader. Students will form teams of 5 during the first class. Each team will email Dr Medcof (medcofj@mcmaster.ca) a list of team members' names (first and last) with their email addresses and the book they propose to do a report on (details below), the date on which they wish to give their book report briefing **and** the date on which they wish to give their interview briefing. The email will

be copied to all team members. In the event that more than one team proposes a particular book, the team with the earliest complete email transmission time will be given precedence. Dates will also be assigned to teams on a first-come-first-served basis. 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 not including that person's name on the team's submitted work.

Book Report Class Briefing (Team)

10%

Sept 30 or Oct 7

Each team will choose a book from the following list and confirm it, and their preferred date as theirs, through the process described above.

Bradt, G., et al (2011) **The New Leader's 100 Day Action Plan**. Wiley & Sons.

George, W. & Sims, P. (2015) **Discover Your True North**. Jossey-Bass.

Goldsmith, M. & Reiter, M. (2007) **What Got You Here Won't Get You There**. Hyperion

Goleman, D., Boyatzis, R., & McKee, A. (2005) **Primal Leadership: Realizing the Power of Emotional Intelligence**. HBR Press.

Guttman, H. (2008) **Great Business Teams**. John Wiley & Sons.

Hill, L. (2003) **Becoming a Manager** (2nd ed.). Harvard Business Press.

Hurwitz, M. & Hurwitz, S. (2015) **Leadership Is Half the Story**. U of T Press.

Kouzes, J. M. & Posner, B. Z. (2012) **The Leadership Challenge**. Wiley.

Krames, J. A. (2005) **Jack Welch and the 4 Es of Leadership**. McGraw-Hill.

Lencioni, P. (2002) **The Five Dysfunctions of a Team**. Wiley.

Maxwell, J. C. (2007) **The 21 Irrefutable Laws of Leadership**. Thomas Nelson, Inc.

O'Keeffe, N. (2016) **Your Next Role**. Pearson.

Rath, T. (2008) **Strengths Based Leadership**. Gallup Press.

Sandberg, S. (2013) **Women, Work, and the Will to Lead**. Alfred A. Knopf.

Each team will do a 30-minute briefing on the book for the class on one of the dates indicated above. During the first third of the presentation the team will summarize the most important ideas from the book. In the second third they will provide their practical advice about the implications of the book for their fellow students. In the final third they will engage the class in a discussion of the book and its implications for them. All members of the team must participate substantially in the presentation. The mark for the briefing will be based 50% upon the ratings given by the class and 50% upon the rating of the professor. The class evaluation will focus on the value to themselves of the presentation and discussion and the presentation skills of the team (interesting, stimulating, appropriate level, clarity, poise, etc.). The professor's rating will include these criteria plus the accuracy and depth of the content of the presentation, the degree to which it includes original analysis, the degree of participation of all members of the team, the degree to which the class was engaged, and whether the presentation ended within the time limit. The briefing will be formal, resembling those that are made to executives in work settings, making effective use of audiovisual aids and computer technology. It is the team's responsibility to control the timing of the briefing including bringing it to a conclusion at the end of 30 minutes with an appropriate wrap-up statement. An electronic copy of the slides for the briefing is to be emailed to the Professor on the day before the briefing, for distribution to the class. The file naming protocol for the slide set is to be:

4BP3 f19 book xxxxx, in which xxxxx is the first five letters of the surname of the book's first author.

Book Report Written (Team)**10%****Oct 7 or 21**

Each team will prepare a six-page book report to be submitted electronically and in hard copy to the professor by one of the two dates above, as assigned. The report will include the following sections:

Cover Page: Includes the title, author(s), publisher and date of the book as well as the names of all students who are to receive credit for the report, the name of the professor, the name and number of the course and the submission date.

Book Summary (2 pages): Summarizes the main points of the book.

Implications (3 pages): Explains at least five practical implications of the book for 4BP3 students in planning their leadership careers.

The **hard copy** of the written report will be on 8.5" X 11" white paper, with 1" margins, single-spaced, 12-point font, printed back-to-back, and bound with a staple. There will be a footer for the document which includes page numbers and the filename, with the file naming protocol: **4BP3 f19 book xxxxx**, as with the slide set.

The hard copy is given to the professor in class on the date indicated and an electronic copy emailed on the same day. There is a 5% (of the mark for the report) penalty for each day it is late.

Test 1 (Individual)**20%****Oct 28**

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

Test 2 (Individual)**20%****Dec 2**

This two-hour, in-class test will cover weeks 6 and 8 – 11, only. It will consist of a short case and questions about the material covered in the readings and classes.

Executive Interview Class Briefing (Team)**10%****Nov 11 or 18**

Each team will identify a middle manager or higher to interview about career leadership progression and provide a class briefing and a written report to the professor. The interviewee must be a middle manager who can explain his or her own personal experience in transitioning from first level management to a higher level, or from one higher level position to another. The team must identify their interviewee to the professor by email **no later than October 21**. The identification must include the name and formal position title of the interviewee, a contact email address for the interviewee, the name of the firm and its industry, as well as the current leadership position of the interviewee stated using the terminology of the Pipeline Model of leadership transitions. This is the only place in which the team is to identify the interviewee.

Each team will do a 30-minute briefing on the interview for the class on one of the dates indicated, as assigned. The presentation will include, but is not necessarily restricted to, slides which clearly specify:

- The current position of the interviewee and the leadership transition (from position X to position Y) which is the focus of the interview, using the terminology of the Pipeline Model. The interviewee's name and firm are **not** to be included, but the industry of the firm should be.
- The change in the positions of followers with the transition. For example, formerly individual contributors and now first-line supervisors are being led.

- The leader’s perception of at least three important differences between the former followers and the new followers which impacted their leadership approach.
- The three least) most important challenges the leader experienced in the transition.
- Three points of advice which the leader would recommend for others making the transition.
- Three or more points from the team on a strategy for successful career leadership progression.

The briefing will include a ten-minute period at its end to discuss the advice of the interviewee.

All members of the team must participate substantially in the presentation. The mark for the briefing will be based 50% upon class ratings and 50% upon the professor’s. The class rating will focus on the value of the discussion for them and the presentation skills of the team. The professor’s rating will include these criteria as well as the accuracy and depth of the content of the presentation, the degree to which it includes original analysis, the degree of participation by all members of the team, the degree to which the class was engaged and whether the presentation ended within the time limit. The briefing will be formal, resembling those that are made to executives in work settings, making use of audiovisual aids and computer technology. It is the team’s responsibility to control the timing of the briefing including bringing it to a conclusion at the end of 30 minutes with an appropriate wrap-up statement. An electronic copy of the slides for the briefing is to be emailed to the Professor (medcofj@mcmaster.ca) on the day before the briefing, for distribution to the class. The file naming protocol for the slide set is to be as follows: **4BP3 f19 interview xxxxx**, where xxxxx is the first five letters in the surname of the team member who sends the email to the professor.

Executive Interview Written Report (Team) 10% Nov 18 or 25

After the interview, each team will prepare an eight-page report to be submitted electronically and in hard copy to the professor by the date assigned. The written report will have the following sections. **Cover Page:** Includes the title, “**Report on Leadership Transition from Level X to Level Y**, with levels X and Y being stated in the terminology of the Leadership Pipeline. No information on the cover page or in the report should identify the interviewee. The cover page should show the names of all students who are to receive credit for the report, the name of the professor, the name and number of the course and the submission date.

Pages 2 through 8: These will cover the same points as were specified for the class briefing, above, in greater detail than is possible in a 30-minute presentation.

The **hard copy** of the written report will be on 8.5" X 11" white paper, with 1" margins on all sides, single-spaced, 12-point font, back-to-back, and bound with a staple. The hard copy is to be given to the professor in class on the date assigned and an electronic copy emailed on the same day. The footer for the document will include page numbers and the filename, with the file naming protocol: **4BP3 f19 interview xxxxx**, where xxxxx is the first five letters in the surname of the student sending the email to the professor. There is a 5% (of the mark for the report) penalty for each day it is late.

Class Participation (Individual) 20% All classes

Class discussions of student, professor and industry speaker presentations are an important component of the learning experience in this course. Therefore, 20% of students’ marks for the course will be based upon their class attendance and substantive participation in the discussions.

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 given academic credit already.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to; www.mcmaster.ca/academicintegrity.

ONLINE COURSE COMPONENTS

In this course we will be using Avenue to Learn (A2L). Students should be aware that when they access the electronic components of this course, private information such as first and last names, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about disclosure, please discuss them with your instructor.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or another course component. Please refer to the policy and procedure on the DeGroot website at the link below: <http://ug.degroot.mcmaster.ca/forms-and-resources/misled-course-work-policy/>

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS 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 requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

<https://multifaith.mcmaster.ca/riso>

POTENTIAL MODIFICATION TO THE COURSE

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

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4BP3 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

Week 1 Sept 9	<u>Introduction: Career Opportunities</u>	Daft, R., Chapter 1: What Does It Mean to Be a Leader? Drotter, S., & Charan, R. 2001 Building Leaders at Every Level: A Leadership pipeline. <i>Ivy Business Journal</i> , May/June 2001, 21-27. Lombardo, M., & Eichinger, R. 2000 High Potentials as High Learners. <i>Human Resources Management</i> , 39(4), 321-329.
Week 2 Sept 16	<u>Transition 1: To First Line Leader</u>	Medcof, J., 2019 Characteristics of Promotable Individual Contributors Daft, R., Chapter 10: Leading Teams , 293-308 Benjamin, B., & O'Reilly, C. 2011 Becoming a Leader: Early Career Challenges Faced by MBA Graduates. <i>Academy of Management Learning & Education</i> , 10(3), 452-472.
Week 3 Sept 23	<u>Leadership of the Primary Team (1)</u>	Daft, R., Chapter 2: Traits, Behavior, and Relationships , pp 35-46, 55-57. Daft, R., Chapter 3: Contingency Approaches to Leadership , pp 65-69, 77-88 Daft, R., Chapter 10: Leading Teams , 308-317
Week 4 Sept 30	<u>Leadership of the Primary Team (2)</u> Some briefings on book reports	Daft, R., Chapter 12: Leadership Power and Influence Kotter, J. 1995 Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i> , 73(2), 59-67 Crews, J. 2013 Harry Potter and the Intentional Change. <i>Organization Development Journal</i> , 31(3), 17-22.
Week 5 Oct 7	<u>The Social Context of Leadership</u> Some briefings on book reports Some book reports due	Medcof, J., (2019) The Social Context of Leadership Daft, R., Chapter 7: Followership Neilsen, E., & Gypen, J. 1979 The Subordinate's Predicaments. <i>Harvard Business Review</i> , 57(5), 133-143 Casciaro, T. 2016 Learn to Love Networking. <i>Harvard Business Review</i> , 94(5), 104-107 Ibarra, H & Hunter, M. 2007 How Leaders Create Networks. <i>Harvard Business Review</i> , 85(1), 40-47
OCTOBER 14 – 18 FALL RECESS		
Week 6	<u>The Leadership Pipeline (1)</u>	Galer, J., Vriesendorp, S., & Ellis, A. 2005 Moving

Oct 21	Some book reports due	Up the Leadership Ladder. Chapter 4, pp 81-113, in <i>Managers Who Lead</i> . Management Sciences for Health: Cambridge MA
Week 7 Oct 28	<u>Test 1: Covering weeks 1 - 5</u>	
Week 8 Nov 4	<u>The Leadership Pipeline (2)</u>	Watkins, M. 2012 How Managers Become Leaders. <i>Harvard Business Review</i> , 90(6), 64-72. Gratton, L., & Erickson, T. 2007 Eight Ways to Build Collaborative Teams. <i>Harvard Business Review</i> , 85(11), 100-109
Week 9 Nov 11	<u>Top leadership</u> Some briefings on interviews	Daft, R., Chapter 13: Creating Vision and Strategic Direction Daft, R., Chapter 14: Shaping Culture and Values
Week 10 Nov 18	<u>You and Leadership</u> Some briefings on interviews Some interview reports due	Daft, R., Chapter 4: The Leader as an Individual Daft, R., Chapter 5: Leadership Mind and Emotion Rangarajan, D. et al 2017 Strategic Personal Branding – and How it Pays Off. <i>Business Horizons</i> , 60, 657-666.
Week 11 Nov 25	<u>Self-Leadership and Management</u> Some interview reports due	Parker, S., & Liao, J. 2016 Wise Proactivity: How to be Proactive and Wise in Building Your Career. <i>Organizational Dynamics</i> , 45, 217-227 Zhang, Y. et al 2013 Trouble Ahead: Derailment Is Alive and Well. <i>Thunderbird International Business Review</i> , 55(1), 95-102 Seibert, S. et al, 2016 Developing Career Resilience and Adaptability. <i>Organizational Dynamics</i> , 45, 245-257
Week 12 Dec 2	<u>Test 2: Covering weeks 6, 8 - 11</u>	

Research Using Human Subjects

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>