

IBH 4BA3 Leadership Effectiveness Course Outline

Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The objective of this course is to provide a thorough familiarity with the literature on leadership (both theory and practice) as well as to take part in a transformative learning experience. Through developing knowledge of the established leadership literature, and applying the models and concepts from this literature within experiential exercises, skill development exercises and the transformative learning experience, students will become adept at analyzing, interpreting, and appropriately responding to situations that call for leadership interventions. In addition to becoming critical consumers of the popular press on leadership, students will gain insights into how their own leadership styles and approaches may either facilitate or impede their leadership effectiveness.

Course Objectives are to:

- Expose students to the key concepts, approaches, models and theories of leadership
 - Equip students with the basic knowledge and skills to be able to evaluate critically, in an informed way, the popular press on leadership.
 - Provide opportunities for self-assessment of leadership potential, and give direction on how the leadership literature can be used for developing this leadership potential.
 - Engage students in problem identification, critical-analytical thinking and problem solving.
 - Provide opportunities for students to improve their skills in emotional intelligence, positive thinking styles, time management, career management, stress management, communication management, conflict resolution, decision-making management, team management, CSR management, transition management, and performance management through on-going assessments and discussions within and across teams.
-

INSTRUCTOR AND CONTACT INFORMATION

Class Time: M, Thr 3:30-4:20pm
Class Time: Tues 4:30-5:20pm

<https://mcmaster.zoom.us/j/94202437367>

<https://mcmaster.zoom.us/j/93440074042>

Instructor: Dr. Teal McAteer
mcateer@mcmaster.ca

Teaching Assistant: Michalina Woznowski
woznowsm@mcmaster.ca

Office Hours M, Thr 4:30-5:30pm

<https://mcmaster.zoom.us/j/97669187519>

Course Website: <http://avenue.mcmaster.ca/>

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: 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): Yes

COURSE DESCRIPTION

The purpose of this capstone course is to help you become more effective, authentic individuals and leaders. This will involve engaging in a theoretically-supported, disciplined, meaningful conversation about who you are and the purpose of your leadership. This is a different kind of work. You cannot do it alone. This course requires that you be open to sharing personal insights, experiences, ambitions, and fears both in class and in your Leader Development Groups (LDGs).

This capstone requires an unusually high degree of curiosity, reflection, and interpersonal openness. You will be asked to think differently and explore new behaviors. You will be expected to be absolutely honest with yourself and others. While you may not be completely comfortable or sure about this type of work coming in, you must be at least open to experimenting with a different kind of learning. This is the bare minimum for being in this course. Those who are not fully committed to investing in this course will end up wasting their time. More importantly, you waste the valuable time and effort of others. You are invited to be “all in.”

LEARNING OUTCOMES

Upon completion of this course, students will:

- Gain a solid understanding of the leadership development literature from both the popular press as well as research-based publications.
- Learn how to analyze, interpret and respond effectively to a situation that calls for a leadership intervention.
- Recognize leadership styles (self and others’) and know how they are likely to either facilitate or impede leadership effectiveness.

- Identify effective leadership responses to suit varying situational circumstances.

COURSE MATERIALS AND READINGS

Professional Development Workbook Modules	Provided by Professor
HBR Articles	Provided by Professor
Book chosen from Book List	Student to purchase on own
Top 5 CliftonStrengths	Student to purchase on own
Life Styles Inventory (LSI) & Guidebook	
Stress Processing Report (SPR) & Guidebook	\$150.00
Character Foundations Assessment (CFA)	

COURSE OVERVIEW AND ASSESSMENT

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION
Leader to Date Report	15%	5-Page report.
Book Report Summary (10%) & Leading in-class Presentation (5%)	15%	1-Page report & 10-minute presentation (individual)
HBR Articles Summary (10%) & Leading in-class Facilitation (5%)	15%	1-Page report & 25-minute facilitation (Leadership Development Group))
CD Plan (20%) CD Report (20%)	40%	Completion of two Career Development submissions (CD Plan and CD Report).
Professional Development Workbook (PDW) Completion & Evaluation	15%	Completion and evaluation of one PDW Module.

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Course Content	Synch & Asynch	Weekly Leadership Competency Areas; to be elaborated upon and further explained in Monday classes	Materials posted weekly on Avenue Diagnostics (LSI; Top 5 CliftonStrengths; CFA, SPR)
Readings	Asynch	Tied to Weekly Leadership Competency Areas	Readings linked in Avenue, from course Book list and Harvard Business Review Articles list
Leading In-Class Presentations and Facilitations	Synch	Students will lead weekly in-class presentations on their relevant Book Report (individual) and HBR Articles Report facilitations (Leadership Development Groups)	Zoom
CD Plan & CD Report	Asynch	Students will work individually to prepare written reports	Submission through Avenue
“Leader to Date” Report	Asynch	Students will work individually to prepare written report	Submission through Avenue
Book Report Summary	Asynch	Students will work individually to prepare written reports	Submission through Avenue
Harvard Business Review Articles Summary	Asynch	Students will work in LDGs (Leadership Development Groups) to prepare written reports	Submission through Avenue
PDW Modules	Asynch	Students will work individually on their assigned PDW Module	Submission through Avenue

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	LETTER GRADE	PERCENT
A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
		F	00-49

COURSE DELIVERABLES

“Leader to Date” Report (15%)

The Leader to Date report component is intended to create a baseline for your state of leadership development at the present time and then for moving forward. This report should include, but is not limited to:

- Has your definition of leadership changed over the past few years? And, what is your current definition of the term?
- Do you think everyone can be a leader? Explain. And, do you see yourself as a leader? Are you a leader in some parts of your life and not others? If so, why do you think that is?
- How has the mini-TLE process to date impacted your life, personally, professionally and academically? Be sure to include examples to support your impact discussion.
- Describe your overall leadership style using LSI terminology and/or any relevant models discovered over the past years. Discuss the experiences that have most shaped this description and the associated behaviors. Feel free to include specific goals or action steps that have been particularly useful over the years in developing your overall style.
- Do you think others are receptive to your leadership style? Why or why not?
- Refer to page 11 of your 4BA3 course outline, and choose three competencies from the 10 Leadership Foundations that you believe have held you back from being your best self to date? Explain why.
- What do you hope to gain from this final capstone course?

The Leader to Date Report is **not** to exceed 5 pages of text, spacing of 1 or 1.5 with flexible margins. This will call for tight, disciplined writing. This report is due on January 22 by 11:59pm. This component is worth **15%** of your final grade.

Harvard Business Review Articles Summary (10%) & Leading In-Class Facilitation (5%)

Your professor will assign students to a Leadership Development Group (LDG). Each LDG is required to prepare a one-page HBR Articles learning summary on their assigned week’s required articles and upload it directly onto Avenue (under the Assignments Tab) by 12 noon on the Tuesday of their designated week as per the course schedule. This component challenges students to experience the statement --- “it is harder to write less than more”. Once graded, summaries will be posted on our A2L site for course colleagues to appreciate. During the afternoon class of the same Tuesday, each LDG will also be required to lead a 25-minute in-class facilitation on their HBR articles. This component is worth a total of **15%**.

Book Report Summary (10%) & Leading In-Class Presentation (5%)

Each student is required to prepare a one-page book report learning summary on their assigned book and upload it directly onto Avenue (under the Assignments Tab) by 12 noon on the

Thursday of their designated week as per the course schedule. This component challenges students to experience the statement --- “it is harder to write less than more”. Once graded, summaries will be posted on our A2L site for course colleagues to appreciate. During the afternoon class of the same Thursday class, students will also be required to lead a 10-minute in-class presentation on their book. This component is worth a total of **15%**.

Capstone Transformative Learning Experience: CD Plan & CD Report (20%x2=40%)

The purpose of this capstone Transformative Learning Experience (TLE) is to identify individual leadership areas requiring further development and to be given the opportunity to make changes in those areas, all with a focus on career planning and development. This component requires the completion of two Career Development submissions (CD Plan and CD Report). In your first submission (CD Plan), you are required to describe three potential career directions upon graduation. You are also required to identify three areas of development as diagnosed through completion of your second Life Styles Inventory (LSI), other supporting diagnostic results (eg. CFA, SPR, Top 5 CliftonStrengths) and past performance appraisals (from your Leadership Coach and/or any other mentors). Your focus will be on areas requiring attention so that you can move successfully into your potential chosen career paths. This initial submission also includes your action plan for how you are going to attempt change in your chosen three areas over the next six weeks. On February 28th by 11:59pm, your CD Plan worth 20% (6-page maximum excluding appendices) is due. On April 18th by 11:59pm your second submission (CD Report), in the form of a reflection journal/progress summary worth 20% (6-page maximum excluding appendices) is due. The total value of these combined components making up the Capstone Transformative Learning Experience is **40%** of your final grade.

Professional Development Workbook (PDW) Completion (10%) and Evaluation (5%)

Each student will be assigned to one module from a Professional Development Workbook designed to enhance leadership competencies. Each module provides students with background information about the chosen competency and includes exercises and reflection questions designed to bridge the gap between their current state and desired state. Once the exercises are completed (10%), students will be asked to assess the effectiveness (5%) of the workbook in facilitating their development. This component is worth a total of **15%**, and is due on either February 12th by 11:59pm or April 2nd by 11:59pm depending on which module is assigned.

COMMUNICATION AND FEEDBACK

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 Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of final grade.
- For Level 3 courses and above, this feedback must equal a minimum of 10% of final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- 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.

ONLINE 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.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

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

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

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Comm 4BN3 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.

DATE	LEADERSHIP COMPETENCY AREA	MONDAY	TUESDAY & THURSDAY	ASSESSMENT & SUBMISSION DEADLINES
Jan.11-15 (Week 1)	Course Overview "Who are you as a Leader?"	INTRODUCTORY COURSE FOUNDATIONS	INTRODUCTORY COURSE FOUNDATIONS	
Jan.18-22 (Week 2)	"Leading through Mindset Shifting"	LSI FOUNDATIONS	LSI FOUNDATIONS	THINKING STYLES (LIFESTYLES INVENTORY; LSI) "Leader to Date" Cumulative Report (15%) Due Jan 22nd by 11:59pm
Jan 25-29 (Week 3)	"Leading through Vision, Direction and Purpose"	STRENGTHSFINDER FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	TALENTS/STRENGTHS (TOP 5 CLIFTONSTRENGTHS) HBR Report due (LDG 1) Book Report due (1,2)
Feb.1-5 (Week 4)	"Leading through Values & Integrity"	CFA FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	VALUES (CHARACTER FOUNDATIONS ASSESSMENT; CFA) HBR Report due (LDG 2) Book Report due (3,4)
Feb.8-12 (Week 5)	"Leading through Resiliency Building" (Stress Management; Time Management; Work/Non-Work Life Balance)	SPR FOUNDATIONS TMI FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	STRESS MANAGEMENT (STRESS PROCESSING REPORT; SPR) TIME MANAGEMENT (TIME MANAGEMENT INVENTORY; TMI) HBR Report due (LDG 3) Book Report due (5,6) PDW Module due Feb 12th by 11:59pm
Feb.15-19	Reading Week (No Classes)			
Feb. 22-26 (Week 6)	"Leading through Responsibility & Accountability"	CSR FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	HBR Report due (LDG 7) Book Report due (7,8) CD Plan (20%) Due Feb 28
Mar.1-5 (Week 7)	"Leading through Coaching"	COACHING FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	HBR Report due (LDG 6) Book Report due (9,10)
Mar.8-12 (Week 8)	"Leading through Synergistic Decision-Making &Team Building"	GSI FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	GROUP STYLES INVENTORY (GSI) HBR Report due (LDG 5) Book Report due (11,12)
Mar.15-19 (Week 9)	"Leading through Communication & Negotiation"	COMMUNICATION & NEGOTIATION FOUNDATIONS	FACILITATIONS & PRESENTATIONS (LEAD BY STUDENTS)	HBR Report due (LDG 4) Book Report due (13,14)
Mar.22-26 (Week 10)	"Leading through Organizational Change"	ORGANIZATIONAL CHANGE MANAGEMENT FOUNDATIONS	CCI (CHANGE CHECK IN) MEETINGS	
Mar.29-Apr.2 (Week 11)	"Leading through Individual Change"	INDIVIDUAL CHANGE MANAGEMENT FOUNDATIONS	CCI (CHANGE CHECK IN) MEETINGS	PDW Module due April 2nd by 11:59pm
		www.degroote.mcmaster.ca		CD REPORT (20%) due April 18th by 11:59pm

WEEKLY JOURNAL ARTICLE READING LIST

Week 1 (Introduction & Course Foundations):

Friedman, S. D. (2008). Be a better leader, have a richer life. *Harvard Business Review*, April, 112-118.

McAteer, T., Early, M. & Assaf, R. (Accepted in *Journal of Transformative Learning*, following revisions. Expected publication 2021). Should we start coaching young leaders through transformative learning experiences before they enter the workforce?

McAteer, T. (2015). Within the realm of TL, what are the motivators for doing it and the barriers to innovation? *Journal of Transformative Learning*, 3(1), 42-45.

Week 2 (Leading through Mindset Shifting):

McAteer, T. (2016). Top three tips for understanding how thinking affects behavior. <http://www.degroote.mcmaster.ca/articles>

McAteer, T. (2014). How a voluntary change can help ward off trouble later, <http://www.degroote.mcmaster.ca/articles>

Week 3 (Leading through Vision, Direction & Purpose):

Casa, B., Ramarajan, L., Reid, E., & Creary, S. (2018). How to make room in your work life for the rest of your self. *Harvard Business Review*, May, 1-8.

Christensen, C. (2010). How will you measure your life? *Harvard Business Review*, July-August, 46-51.

Zenger, J., Folkman, J., & Edinger, S. (2011). Making yourself indispensable. *Harvard Business Review*. October, 85-92.

Week 4 (Leading through Values & Integrity):

George, B., Sims, P., McLean, A., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, February, 129-138.

Goffee, R., & Jones, G. (2005). Managing Authenticity: The paradox of great leadership. *Harvard Business Review*. December, 87-94

Nash, J. (2020). What are your personal values? *Harvard Business Review*. November, 21-28.

Week 5 (Leading through Resiliency Building: Stress Management; Time Management; Work/Non-Work Life Balance):

Crum, A., & Crum, T. (2015). Stress can be a good thing if you know how to use it. *Harvard Business Review*, September 1-5.

Schwartz, T., & McCarthy, C. (2007), Manage your energy, not your time. *Harvard Business Review*. October 1-10.

Valcour, M. (2020). How to refuel when you're feeling emotionally drained. *Harvard Business Review*. April 1-5.

Wiens, K. (2017). Break the cycle of stress and distraction by using your emotional intelligence. *Harvard Business Review*. December 1-5.

Week 6 (Leading through Responsibility & Accountability):

Jones, G.(2008). How the best of the best get better and better. *Harvard Business Review*, June,123-127

Kaplan, R. (2008). Reaching your Potential. *Harvard Business Review*, July-August, 45-49.

Loehr, J., & Schwartz, T. (2001). The making of a corporate athlete. *Harvard Business Review*. January, 120-128.

Week 7 (Leading through Coaching):

Boyatzis, R., Smith, M., & Van Oosten, E. (2019). Coaching for change. *Harvard Business Review*, October,1-6.

Heen, S., & Stone, D. (2014). Find the coaching in criticism. *Harvard Business Review*. January-February 1-5.

Ibarra, H. & Scoular, A. (2019). The Leader as Coach. *Harvard Business Review*, November-December 1-11.

Week 8 (Leading through Synergistic Decision-Making & Team Building):

Goleman, D. & Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership. *Harvard Business Review*, September, 74-81.

Vickberg, S. & Chrisfort, K. (2017). The New Science of Team Chemistry. *Harvard Business Review*, March-April, 95 (2), 1-15.

Week 9 (Leading through Communication & Negotiation):

Groysberg, B. & Slind, M. (2012). Leadership is a conversation. *Harvard Business Review*, June 1-10.

Wood Brooks, A. (2015). Emotion and the art of negotiation. *Harvard Business Review*, December 1-10

Week 10 (Leading through Organizational Change):

Kanter, R. (2005). Leadership for Change: Enduring Skills for Change Masters. Harvard Business School Publishing, November 1-16.

Week 11 (Leading through Individual Change):

Chima, A., & Gutman, R. (2020). What it takes to lead through an era of exponential change. *Harvard Business Review*. October 1-8.

Ford, J., & Ford, L. (2009). Decoding resistance to change. *Harvard Business Review*, April, 99-103.

Sanchez, P. (2018). The secret to leading organizational change is empathy. *Harvard Business Review*. December 1-4

WEEKLY BOOK LIST

Week 1 (Introduction & Course Foundations)

Week 2 (Leading through Mindset Shifting):

Flow – The Psychology of Optimal Experience – Mihaly Csikszentmihalyi

Week 3 (Leading through Vision, Direction & Purpose):

Leading from Purpose – Clarity and Confidence to Act When It Matters Most --- Nick Craig (1)

Designing Your Life – How to Build a Well-lived, Joyful Life – Bill Burnett & Dave Evans (2)

Emotional Intelligence: 10th Anniversary Edition: Why it Matters More than IQ – Daniel Goleman

Week 4 (Leading through Values & Integrity):

Good to Great – Why Some Companies Make the Leap-- And Other's Don't - Jim Collins

Zero to One: Notes on Start-ups, or How to Build the Future – Peter Thiel & Blake Masters (3)

Principles: Life and Work – Ray Dalio (4)

Week 5 (Leading through Resiliency Building: Stress Management; Time Management; Work/Non-Work Life Balance; Uncertainty Management):

The 5am Club: Own Your Morning, Elevate Your Life. – Robin Sharma

Atomic Habits – An Easy and Proven Way to Build Good Habits and Break Bad Ones – James Clear (5)

The Checklist Manifesto – How to Get Things Right – Atul Gawande (6)

Week 6 (Leading through Responsibility & Accountability):

Extreme Ownership – How U.S. Navy SEALs Lead and Win ---- Jocko Willink & Leif Babin (7)

Scrum – The Art of Doing Twice the Work in Half the Time – Jeff Sutherland & J.J. Sutherland (8)

Lean In – Women, Work and the Will to Lead – Sheryl Sandberg

Week 7 (Leading through Coaching):

Drive – The Surprising Truth About What Motivates Us – Daniel H. Pink

The Rise of Superman – Decoding the Science of Ultimate Human Performance – Steven Kotler (9)

What Got You Here Won't Get You There – How Successful People Become Even More Successful – Marshall Goldsmith & Mark Reiter (10)

Week 8 (Leading through Synergistic Decision-Making & Team Building):

Thinking Fast and Slow – Daniel Kahneman (11)

The Power of Positive Deviance – How Unlikely Innovators Solve the World's Toughest Problems – Richard Pascale, Jerry Sternin & Monique Sternin (12)

Measure What Matters – How Google, Bono, and the Gates Foundation Rock the World with OKR's – John Doerr

Week 9 (Leading through Communication & Negotiation):

Getting to Yes --- Negotiating Agreement Without Giving In – Roger Fisher, William Ury and Bruce Patton

Start with No – America’s Number One Negotiation Coach Explains Why Win-Win is an Ineffective, Often Disastrous Strategy, and how You can Beat It – Jim Camp (13)

Never Split the Difference – Negotiating as if Your Life Depended on it – Chris Voss (14)

Week 10 & 11 (Leading through Change):

The Fifth Discipline – The Art & Practice of the Learning Organization – Peter Senge

Made to Stick – Why Some Ideas Survive and Others Die – Chip Heath & Dan Heath

Range – Why Generalists Triumph in a Specialized World – David Epstein

The Opposable Mind – How Successful Leaders Win Through Integrative Thinking -- Roger Martin

ABOUT YOUR INSTRUCTOR

Dr. Teal McAteer is a business consultant who specializes in the areas of management, leadership, strategic human resource management, motivation, career planning and development, change, stress and time management, as well as health and wellness. She counsels on an individual basis and consults to a variety of organizations. As a Professor at the DeGroote School of Business at McMaster University in Hamilton, Ontario, Dr. McAteer teaches undergraduate (B.Com.), graduate (MBA), and executive (EMBA) level courses in organizational behaviour, human resource management, leadership, organizational & individual level change, and business ethics. Dr. McAteer has taught within the Director’s College, a joint program of McMaster University and the Conference Board of Canada.

Dr. McAteer received her Bachelor of Commerce from Queen’s University in Ontario, Canada, and a Masters in Industrial Relations and Ph.D. in Business from the University of Toronto in Ontario, Canada. Her work experience includes human resource management functions with Shell Canada Limited and Domtar Incorporated, employee benefits consulting with Johnson & Higgins Willis Faber Limited, and relocation counselling with Peat Marwick Thorne. Currently, Dr. McAteer maintains her own consulting practice offering a wide variety of services in the HRM field with a particular focus on Leadership Coaching. Dr. McAteer helps her clients articulate their goals for change in their personal and professional lives, establish specific action steps with time lines, anticipate barriers to change, initiate measures to ensure accountability for actions, and embed progress measures to reach change success.

Given her continued research interests in transformative learning experiences, the relationship between stress and health, the importance of maintaining strong self-efficacy, the power of productive/healthy versus unproductive/unhealthy thinking styles, and stress management strategies - Dr. McAteer is familiar with both the theory and practice of creating a healthy and motivated company team.

Dr. McAteer comes to you as a true practicing professional. Her experience and approach to simplifying training concepts generates a productive learning environment.