

**Commerce 4BP3**  
**PRINCIPLES OF LEADERSHIP**  
Fall 2021 Course Outline

**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  
**Dr. Adam Stoehr, PhD**  
[stoehra@mcmaster.ca](mailto:stoehra@mcmaster.ca)  
Office Hours: By appointment

Teaching Assistant  
**TBA**

***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 speakers:	Yes

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## ***COURSE DESCRIPTION***

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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. Student 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, videos, and guest lectures. There are two tests, no exam, and class participation is marked.

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## ***LEARNING OUTCOMES***

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**Upon successful completion of this course, students will:**

- Be familiar with leadership research and theories
  - Understand the role of 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***

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### **REQUIRED TEXTBOOK:**

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

### **REQUIRED READINGS PROVIDED ON AVENUE TO LEARN:**

Agnihortri, A., Bhattacharya, S., (2019) **Elon Musk: Saving the Fate of Tesla**. Ivey Publishing.

Benjamin, B., & O'Reilly, C. (2011) **Becoming a Leader: Early Career Challenges Faced by MBA Graduates**. Academy of Management Learning & Education, 10(3), 452-472.

- Casciaro, T. (2016) **Learn to Love Networking**. Harvard Business Review, 94(5), 104-7
- Cengage Blog, (2020) **Success Strategies for Teamwork in the Online Setting**. : <https://blog.cengage.com/success-strategies-for-teamwork-in-the-online-setting/>
- Crews, J. (2013) **Harry Potter and the Intentional Change**. Organization Development Journal, 31(3), 17-22.
- Drotter, S., & Charan, R. (2001) **Building Leaders at Every Level: A Leadership pipeline**. Ivy Business Journal, May/June 2001, 21-27.
- Ferrazzi, K. (2014) **Getting Virtual Teams Right**. Harvard Business Review, 92(12), 1-5.
- Galer, J., Vriesendorp, S., & Ellis, A. (2005) **Moving Up the Leadership Ladder**. Chapter 4 in Managers Who Lead. Management Sciences for Health: Cambridge.
- Gratton, L., & Erickson, T. (2007) **Eight Ways to Build Collaborative Teams**. Harvard Business Review, 85(11), 100-109
- Ibarra, H & Hunter, M. (2007) **How Leaders Create Networks**. Harvard Business Review, 85(1), 40-47
- Ibarra, H., et al (2018) **Satya Nadella at Microsoft: Instilling a Growth Mindset**. London Business School. LBS128-PDF-ENG.
- Kotter, J. (1995) **Leading Change: Why Transformation Efforts Fail**. Harvard Business Review, 73(2), 59-67
- Maccoby, M., (2004) **Narcissistic leaders: The incredible pros, the inevitable cons**. Harvard Business Review 82.1:
- Rangarajan, D., Gelb, B., & Vandaver, A. (2017) **Strategic Personal Branding – and How it Pays Off**. Business Horizons, 60, 657-666.
- Rowe, W.G., Riaz, S., (2008) **Strategic Leadership at Coca-Cola: The Real Thing**. Ivey Publishing. 908M40-PDF-ENG.
- Stoehr, A., (2016) **Made in Canada Leadership Excellence** , Excellence Canada
- Stoehr, A., (2016) **Strategic Quality is the Happiness Attitude Equalizer**, Excellence Canada
- Stoehr, A., (2015) **Happy Employees Lead to Better Organizational Results**, Excellence Canada
- Thomas, D., Creary, S., (2009) **Meeting the Diversity Challenge at PepsiCo: The Steve Reinemund Era** Ivey Publishing
- Watkins, M. (2012) **How Managers Become Leaders**. Harvard Business Review, 90(6), 64-72.

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## **COMMUNICATION AND FEEDBACK**

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Students who are uncomfortable 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 confidentiality and 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)	20%	Oct 4 – Nov 22
Executive Interview Written Report (Team)	20%	Nov 29
Test 1 (Individual)	20%	Oct 25
Test 2 (Individual)	20%	Dec 6
Class Participation (Individual)	<u>20%</u>	All classes
Total	100%	

### **Grade Conversion**

The DeGroote School’s standard MBA letter/percentage conversion scale is used in this course, as follows.

<b>Letter Grade</b>	<b>Percent</b>	<b>Letter Grade</b>	<b>Percent</b>
A+	90-100	B+	75-79
A	85-89	B	70-74
A-	80-84	B-	65-69
		F	00-64

## ***COURSE DELIVERABLES***

### **Team Formation and 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 present a briefing to the class on a practitioner-oriented book about leadership; and will interview a practicing leader/manager and submit a written report summarizing and analysing the interview.

Students will form teams of 6 during the first class and will be assigned a team number.

One member of each team will email Dr. Stoehr ([stoehra@mcmaster.ca](mailto:stoehra@mcmaster.ca)), by Friday Sept 17 11:59pm (at the latest)

- (1) a list of team members' names (first and last) with their email addresses
- (2) a list, in order of preference starting with the most preferred, of the three **books** they prefer to review. The list of book options is shown below.
- (3) a list, in order of preference starting with the most preferred, of the three **dates** they would prefer to present on.

The class dates for book reviews run from Oct 4 – Nov 22, as shown in the Course Schedule below. The email must be **copied to all team members** and its subject line must be: **4BP3 f21 Team X Books**, where X is the group number.

In the event that more than one group proposes a particular book or date, the team with the earliest complete email transmission will be given precedence. If no submission is received, a book and presentation date will be assigned. If a team member does not make a fair contribution to the work of the team, the other team members may remove that person from the team by informing the Professor and by not including that person's name on the team's submitted work.

<b><u>Test 1 (Individual)</u></b>	<b>20%</b>	<b>Oct 25</b>
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This two-hour take-home 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. Upload completed test by October 25 11:59pm.

<b><u>Book Review Class Briefing (Team)</u></b>	<b>20%</b>	<b>Oct 4 – Nov 22</b>
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Each team will choose a book from the following list and a presentation date. The choices must be confirmed through the email 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** (2<sup>nd</sup> 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 in class. During the first third of the presentation, the team will state the central theme of the book, summarize its most important ideas, and assess its strengths and weaknesses. In the second third, they will advise the class on the value of the book in pursuing their leadership careers and provide practical advice from the book. In the final third, they will engage the class in a discussion of the book, and the advice they have presented.

All members of the team must participate substantially in the presentation. The mark for the briefing will be based 40% on the ratings given by the class and 60% on the rating by the professor and teaching assistant. 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 and teaching assistant's ratings 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 in the discussion 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. Team dress will be as for a job interview. 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 submitted to the appropriate drop box on Avenue to Learn on the day before the briefing. The file naming protocol for the slide set is to be: **4BP3 f21Team X book xxxxx**, in which x is the team's number, and xxxxx is up to three key words from their book's title.

**Executive Interview Written Report (Team) 20% Nov 29**

Each team will identify a middle manager or higher to interview about their leadership style, their leadership journey or career progression, and their advice for fourth year students beginning their own leadership journey. The team will provide a written report to the professor.

Potential Interview themes:

- Leadership style and how it contributed to promoting the strategic goals of the unit he or she leads
- Leadership journey or career progression. How they transitioned through the leadership pipeline
- Advice for students as they begin their own leadership careers.  
Recommendations for a successful career as a leader
- Lived experience (leadership lessons) with any topic we address in class. For example:
  - o Leading Teams
  - o Collaborative Leadership
  - o Virtual Leadership - Leading teams while working from home

- Leading change (successes and challenges)
- Leadership mindset
- Leading Happiness
- Leadership Diversity
- Any relevant concept from the Leadership Book Review Class Briefings
- Any relevant concept brought up by our guest speakers

The team must identify their interviewee by email **no later than Nov 1**. The subject of the email must be **4BP3 f21 Team X Interviewee Selection**.

The identification must include:

- Name and formal position title of the interviewee
- Contact email address for the interviewee
- Name of the firm and its industry
- Current leadership position of the interviewee.

After the interview, each team will prepare an eight-page report to be submitted electronically on Avenue to Learn by Nov 29. The report will have the following sections:

**Cover Page:** No information on the cover page or in the report should identify the interviewee. Cover page should include:

- title
- 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,
- the submission date.

**Pages 2 through 8:** The report will include material under the following headings, but other material may also be introduced.

- Introduction and Context  
set the context for the interview and the report. Brief description of the organization in which the leader is employee. Some detail about the unit headed by the interviewee.
- Leadership Style  
Your assessment of the interviewees leadership style and how it contributed to promoting the strategic goals of the unit he or she leads
- Leadership Journey  
Career progression. How they transitioned through the leadership pipeline
- Leadership Lessons  
Report on leadership lessons from the interviewee about class topics outlined in the “potential interview themes” above
- Challenges  
The three most important challenges the leader experienced in their leadership careers so far.
- Advice  
Three points of advice which the leader recommends for others starting their

leadership journey. Propose how this advice may change your thinking on your own leadership career.

- Conclusions  
Summary of report.

The report is to be submitted to the Avenue to Learn drop box by the due date. The report will be in Microsoft Word on 8.5" X 11" white "paper", with 1" margins on all sides, single-spaced, and 12-point font. The footer for the document will include page numbers and the filename, with the file-naming protocol: **4BP3 f21 Team X Interview**, where X is the group number. There is a 5% penalty for each day it is late.

<b><u>Class Participation (Individual)</u></b>	<b>20%</b>	<b>All classes</b>
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Class discussions of course material 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. Students are expected to come to classes and to have their videos on during the class.

<b><u>Test 2 (Individual)</u></b>	<b>20%</b>	<b>Dec 6</b>
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This two-hour take home test will cover weeks 7 through 12 only. It will consist of a short case and questions about the material covered in the readings and classes. Upload completed test by December 6. 11:59pm.

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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)

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.



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## **ONLINE COURSE COMPONENTS**

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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.

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## **MISSED ACADEMIC WORK**

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### ***Missed Mid-Term Examinations / Tests / Class Participation***

When students miss a regularly scheduled requirement or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) Office (SEAMBA), compensatory course work may be required at the discretion of the instructor, or the marks weight for that requirement may be redistributed across other evaluative components of the course. Documentation explaining such an absence must be provided to the SEAMBA within five working days of returning to school.

To document absences for **health related reasons**, please provide SEAMBA with a Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroot website at:

<http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>

Please **do not use** the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for **reasons other than health**, please provide SEAMBA with a Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to SEAMBA at least ten (10) working days before the scheduled exam along with acceptable documentation. Adjudication of the request must be handled by SEAMBA. Instructors cannot themselves allow students to unofficially write make-up tests/exams. If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

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## **STUDENT ACCESSIBILITY SERVICES**

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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](mailto: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>

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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 requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to SEAMBA 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>

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## **POTENTIAL MODIFICATION TO THE COURSE**

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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.

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## **ACKNOWLEDGEMENT OF COURSE POLICIES**

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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 Avenue to Learn.

**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.

### 4BP3 Course Schedule Fall 2021

Week 1 Sept 13	<u>Introduction: Leadership &amp; Making a difference as a leader</u>  <u>Being Mario</u>  <u><b>Book and Presentation Date Preferences Due Sept 17</b></u>	Daft, <b>Chapter 1: What Does It Mean to Be a Leader</b>  Read: Benjamin, & O'Reilly, <b>Becoming a Leader: Early Career Challenges</b>
Week 2 Sept 20	<u>The Characteristics of Effective Leaders</u>  <u>Get good at juggling</u>  <u>Leadership Mindset</u>	Daft, <b>Chapter 2: Traits and Behavior Approaches</b>  Read: Stoehr, A. - <b>Made in Canada Leadership Excellence</b>  Read: Microsoft, Satya Nadella Case
Week 3 Sept 27	<u>Power and Influence</u>  <u>Authenticity</u>  <u>Virtual Leadership</u>	Daft, <b>Chapter 12: Leadership Power and Influence</b>  Ferrazzi, <b>Getting Virtual Teams Right</b>  The Cengage Blog <b>Success Strategies for Teamwork Online</b>  Read: <b>Narcissistic leaders: The incredible pros, the inevitable cons.</b>
Week 4 Oct 4	<u>Why should anyone be led by you - Levels of Leadership</u>  <u>The Leadership Pipeline</u>  <u><b>Book Report # 1</b></u>	Daft, <b>Chapter 5: Leadership Mind and Emotion</b> Daft, <b>Chapter 7: Followership</b>  Drotter, S., & Charan, R. 2001 <b>Building Leaders at Every Level: A Leadership pipeline.</b> <i>Ivy Business Journal</i> , May/June 2001, 21-27.  Watkins, <b>How Managers Become Leaders</b>
BREAK Oct 11	<u><b>Mid-term recess</b></u>	
Week 5 Oct 18	<u>Leading Teams</u>  <u>Collaborative Leadership</u>  <u><b>Book Report # 2</b></u>	Daft, <b>Chapter 10: Leading Teams</b>  Galer et al, <b>Moving Up the Leadership Ladder</b> pp 81- 90  Gratton & Erickson, <b>Eight Ways to Build Collaborative Teams</b>  Forbes, <b>15 Top Tips to Become a Better Team Player at Work</b>
Week 6 Oct 25	<u><b>TEST 1</b></u>	

Week 7 Nov 1	<u>Managing Culture and Change</u>  <u>Problems of Leadership</u>  <u>Interviewees Submitted</u> <u>Book Report # 3</u>	Daft, <b>Chapter 15: Leading Change</b> Daft, <b>Chapter 14: Shaping Culture and Values</b>  Kotter, J. 1995 <b>Leading Change: Why Transformation Efforts Fail.</b> <i>Harvard Business Review</i> , 73(2), 59-67  Crews, J. 2013 <b>Harry Potter and the Intentional Change.</b> <i>Organization Development Journal</i> , 31(3), 17-22.
Week 8 Nov 8	<u>Leadership and Context Management</u>  <u>Leadership Styles</u>  <u>Book Report # 4</u>	Daft, <b>Chapter 3: Contingency Approaches, pages 65-73, 77-91</b>  Read: <b>Elon Musk: Saving the Fate of Tesla</b>
Week 9 Nov 15	<u>Power of Leadership Diversity</u>  <u>Leadership Levers to increase employee happiness</u>  <u>Book Report # 5</u>	Daft, <b>Chapter 11: Developing Leadership Diversity</b>  Read: Stoehr, A. - <b>Happy Employees Lead to Better Organizational Results</b>  Read: Stoehr, A. - <b>Strategic Quality is the Happiness Attitude Equalizer</b>  Read: <b>"Meeting the Diversity Challenge at PepsiCo: The Steve Reinemund Era</b>
Week 10 Nov 22	<u>Strategic Leadership</u>  <u>CEO &amp; TMT Leadership</u>  <u>Book Report # 6</u>	Daft, <b>Chapter 13: Creating Vision and Strategic Direction</b>  Galer et al, <b>Moving Up the Leadership Ladder</b> pp 97-103  Read Rowe, W.G., Riaz, S., <b>Strategic Leadership at Coca-Cola: The Real Thing.</b>
Week 11 Nov 29	<u>Leadership Communication</u>  <u>Managing Your Leadership Career</u>  <u>Interview Reports Due</u>	Daft, <b>Chapter 9: Leadership Communication</b>  Casciaro, <b>Learn to Love Networking.</b>  Rangarajan et al, <b>Strategic Personal Branding – How it Pays Off</b>  Ibarra, & Hunter, <b>How Leaders Create Networks.</b>
Week 12 Dec 6	<u>TEST 2</u>	