



**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 and skill development exercises, 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.
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INSTRUCTOR AND CONTACT INFORMATION

Class Time: F 8:30-11:20
Instructor: Dr. Adam Stoehr
astoehr@mcmaster.ca
Office Hours: available by request

Teaching Assistant: Shuai Ren
rens26@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 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 assignments.

You will be asked to think differently and explore new behaviors. You will be expected to be absolutely honest with yourself and others. 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

HBR Articles
Other Articles

Provided by Professor
Provided by Professor

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
Leadership Baseline Report	15%	5-Page baseline report.
HBR Articles Summary (10%) & Leading in-class Facilitation (5%)	15%	1-Page report & 25-minute facilitation (Group)
Career Development Plan (15%) Career Development Report (15%)	30%	Completion of two Career Development submissions (CD Plan and CD Report).
Class Participation	20%	½ attendance ½ active participation
Leadership Effectiveness Test	20%	3-hour short answer test covering all material

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

“Leadership Baseline” Report (15%)

The Leadership Baseline 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?
- Describe your overall leadership style using 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 our upcoming agenda items in the 4BA3 course outline (Leadership Competency Areas), and choose three competencies that you believe have held you back from being your best self to date? Explain why.
- What do you hope to gain from this course?

The Leadership Baseline 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 21 by 11:59pm. This component is worth **15%** of your final grade.

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

In Leadership roles, you sometimes need to work with teams you've never worked with before and communicate complex subject matter to audiences with a focus on the essentials. This assignment is designed to do just that. Your professor will assign students to a Group. Each group is required to prepare a one-page learning summary (words, graphics, pictures, graphs, charts, whatever conveys the essence of the articles on 1-page) on their assigned week's required articles and upload it directly onto Avenue (under the Assignments Tab) by 11:59pm on the Wednesday of their designated week as per the course schedule. This component challenges students to experience the statements --- "it is harder to write less than more" and "how can we get our teams to understand and remember this abundance of information". Once graded, the summaries will be posted on our A2L site for course colleagues to appreciate. During the Friday Class, each group will also be required to lead a 30-minute in-class facilitation/discussion on their articles. The focus of this facilitation is to communicate the essence of the topic and make the experience as "remarkable" as possible. This component is worth a total of **15%**.

Capstone Leadership Development : Career Development Plan & Career Development Report (15%x2=30%)

The purpose of this capstone Leadership Development report 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, based on past performance, self-assessment (for example: "Leadership Baseline" Report - competencies that you believe have held you back), other supporting diagnostic results from previous classes, and/or past performance appraisals (from previous work experience, internships, formal groups etc.). 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 March 4th by 11:59pm, your CD Plan worth 15% (6-page maximum excluding appendices) is due. On April 14th by 11:59pm your second submission (CD Report), in the form of a reflection journal/progress summary worth 15% (6-page maximum excluding appendices) is due. This CD Report will focus on your progress made and work that still needs to be done. The total value of these combined components is **30%** of your final grade.

Leadership Effectiveness Test (20%)

This open book three-hour test will consist of a short case and questions about the material covered in all the readings and classes. To be written in class. Upload completed test by 11:20am April 8. This component is worth a total of **20%**.

Participation (20%)

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 add valuable input to the class discussion.

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.degrootemcmaster.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.

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.

COURSE SCHEDULE

Date	Leadership Competency Area	Assessment & Submission deadline
Class 1 January 14	Course Overview “What is leadership?” “Who are you as a Leader?”	
Class 2 January 21	“Leading through Traits, Mindsets and Behaviours” The Characteristics of Effective Leaders	“Leadership Baseline” Report (15%) Due Jan 21 nd by 11:59pm
Class 3 January 28	“Leading through Vision, Direction and Strategy” Strategic Leadership	HBR articles Presentation 1
Class 4 February 4	“Leading with Power and Authenticity” Values & Integrity	HBR articles Presentation 2
Class 5 February 11	“Leading through the Power of Diversity”	HBR articles Presentation 3
Class 6 February 18	“Leading through Organizational Change” Shaping Culture and Leading Change	HBR articles Presentation 4
READING WEEK FEBRUARY 21-25 (NO CLASS)		
Class 7 March 4	“Leading within Context” Leadership Styles	Career Development PLAN Due March 4th by 11:59
Class 8 March 11	“Leading through Collaboration” Collaboration and Teamwork	HBR articles Presentation 5
Class 9 March 18	“Leading through Communication & Negotiation” Leadership Communication	HBR articles Presentation 6

Class 10 March 25	Leading through Problem solving and Decision Making Problems of Leadership and Cognitive bias	HBR articles Presentation 7
Class 11 April 1	“Leading through Happiness” Resiliency Building: Stress Management; Time Management; Work/Life Balance”	HBR articles Presentation 8
Class 12 April 8	Leadership Effectiveness Test Open book in Class	Career Development REPORT due April 14 th by 11:59pm

WEEKLY JOURNAL ARTICLE READING LIST

Class 1 (Introduction & Course Foundations):

- Friedman, S. D. (2008). Be a better leader, have a richer life. *Harvard Business Review*, April, 112-118.
- Watkins, M. (2012) How Managers Become Leaders. *Harvard Business Review*, 90(6), 64-72.
- Zhang, C. et al. (2020) Why Capable People Are Reluctant to Lead. *Harvard Business Review*

Class 2 (Leading through Traits, Mindsets and Behaviours):

- Ibarra, H., et al (2018) Microsoft: Instilling a Growth Mindset. London Business School.
- Stoehr, A., (2016) Made in Canada Leadership Excellence , Excellence Canada
- Goleman, D. (2004) What Makes a Leader? *Harvard Business Review*. January
- Loehr, J., & Schwartz, T. (2001). The making of a corporate athlete. *Harvard Business Review*. January, 120-128.

Class 3 (Leading through Vision, Direction and Strategy):

- Kaplan R. & Norton, D. (2008) Mastering the Management System. *Harvard Business Review*. January

Johnson, M. & Suskewicz, J.,(2020) Leaders, Do You Have a Clear Vision for the Post-Crisis Future? *Harvard Business Review*. April

Saffo, P. (2007) Six Rules for Effective Forecasting, *Harvard Business Review*. July August

Webb, A. (2019) How to Do Strategic Planning Like a Futurist, *Harvard Business Review*.

Schoemaker, P. et al. (2013) Strategic Leadership: The Essential Skills. *Harvard Business Review*. January–February

Class 4 (Leading with Power and Authenticity):

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

Lingo, E. & McGinn, K. (2020) A New Prescription for Power. *Harvard Business Review*. July - August

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

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.

Class 5 (Leading through the Power of Diversity):

Dobbin, F. & Kalev, A. (2016) Why Diversity Programs Fail, And what works better. *Harvard Business Review*. July- August

Ely, R. & Thomas, D. (2020) Getting Serious About Diversity: Enough Already with the Business Case, It's time for a new way of thinking. *Harvard Business Review*. November December

Gompers P. & Kovvali, S. (2018) The Other Diversity Dividend. *Harvard Business Review*. July- August

Ignatius, A. (2021) I'm Here Because I'm As Good As You. *Harvard Business Review*. July- August

Melaku, T. (2020) Be a Better Ally. *Harvard Business Review*. November - December

Class 6 (Leading through Organizational Change):

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

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

Crews, J. (2013) Harry Potter and the Intentional Change. *Organization Development Journal*, 31(3), 17-22.

Class 7 (Leading within Context):

Goleman, D. (2000) Leadership That Gets Results. *Harvard Business Review*. March - April.

Class 8 (Leading through Collaboration):

Ibarra, H. & Hansen, M. (2011) Are You a Collaborative Leader? *Harvard Business Review*, July-August

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

Gratton, L., & Erickson, T. (2007) Eight Ways to Build Collaborative Teams. *Harvard Business Review*, 85(11), 100-109

Ferrazzi, K. (2014) Getting Virtual Teams Right. *Harvard Business Review*, 92(12), 1-5.

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

Class 9 (Leading through Communication, Negotiation, and Continual Improvement):

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

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

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

Anderson, C. (2013) How to Give a Killer Presentation. *Harvard Business Review*, June

Wood Brooks, A. and John, L. (2018) The Surprising Power of Questions *Harvard Business Review*. June.

NOT INCLUDED in Student Articles Summary: International Business Times – (2019) ‘Elon Musk Twitter Behavior Poses Risks For Tesla’, 18 June

Class 10 Leading through Problem Solving and Decision Making

Camillus, J. (2008) Strategy as a Wicked Problem. *Harvard Business Review*, May

Likierman, A. (2020) The Elements of Good Judgment, *Harvard Business Review*, January February

Snowden, D. & Boone, M. A Leader's Framework for Decision Making. *Harvard Business Review*, November-December 1-11.

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

Kahneman, D. et al. (2011) The Big Idea: Before You Make That Big Decision... *Harvard Business Review*, June

Class 11: Leading through Employee Happiness (Stress Management; Time Management; 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.

Stoehr, A., (2016) Strategic Quality is the Happiness Attitude Equalizer, Excellence Canada

Stoehr, A., (2015) Happy Employees Lead to Better Organizational Results, Excellence Canada

ABOUT YOUR INSTRUCTOR

Dr. Adam Stoehr is a business consultant who specializes in the areas of leadership, employee happiness, strategy, and organizational excellence. As part of the sessional faculty at the DeGroote School of Business at McMaster University, Dr. Stoehr teaches both undergraduate (B.Com.), and graduate (MBA), level courses in leadership and organizational behaviour.

Dr. Stoehr received his Bachelor of Business Administration from Wilfrid Laurier University. He received a Masters of Business Administration from the Rotman School of Management at the University of Toronto. He received his PhD in Business Strategy from the University of the West of England. His research interests are in strategy formulation, employee happiness, leadership, collaboration and teamwork, organizational excellence, customer experience, and process improvement strategies.

Dr. Stoehr's work experience with Excellence Canada, focuses on consulting with many organizations in both the private and public sector (including Canada Goose, The City of Toronto, Sun Life Financial, TTC, Canada Post, 3M Canada Company, BMW Canada, Bank of Canada, Baxter Corporation, American Express, Canadian Forces Housing Agency, Ricoh Canada Inc., The Regional Municipality of Durham, Delta Hotels, Ceridian Canada, York Region, Calian Technologies Ltd., Manulife, Ministry of Natural Resources and Forestry, the City of Markham, Cargill Value Added Meats) Helping them with strategies related to leadership, planning, people focus, customer focus, and process management.

At McMaster, he constantly tries to find new ways to simplify complex topics so that the ideas can be remembered and applied in the real world right away.