

**Commerce 4BP3  
PRINCIPLES OF LEADERSHIP  
Fall 2022 Course Outline  
Human Resources and Management  
DeGroote School of Business  
McMaster University**

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***COURSE OBJECTIVE***

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*Leaders have a tremendous influence on individuals, organizations, and societies. This course will provide students with an in-depth understanding of different leadership styles, as well as the antecedents, outcomes, and boundary conditions of effective leadership. Although this course uses an evidence-based perspective, focusing on research findings as they relate to leaders and leadership, students will be able to apply what they have learned to their own careers.*

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***INSTRUCTOR AND CONTACT INFORMATION***

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**All Sections:  
Mon 8:30 – 11:30  
Professor Connelly, PhD**

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

Office: DSB 412  
Office Hours: after class or by  
appointment  
Tel: (905) 525-9140 x23954  
**Class Location: KTH B105**

**Student TA**  
Shellina Yeung, MBA,  
CHRP  
[Yeungsm2@mcmaster.ca](mailto:Yeungsm2@mcmaster.ca)

**Course website:** <https://avenue.cllmcmaster.ca/d2l/home/487496>

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***COURSE ELEMENTS***

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Credit Value: 3	Leadership: Yes	IT skills: No	Global view: No
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: Yes	Guest speaker(s): No

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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 while considering their own leadership potential and how to develop this. Fundamental leadership skills will be introduced with opportunities for student self-reflection.*

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## ***LEARNING OUTCOMES***

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

- Understand different leadership styles, as well as what these styles mean for followers
  - Understand the antecedents or causes of leadership as well as how leadership is developed
  - Explain why a certain leadership philosophy is likely to be effective or ineffective
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## ***COURSE MATERIALS AND READINGS***

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### **Required Textbook:**

The Science of Leadership: Lessons from Research for Organizational Leaders, by Julian Barling. Oxford University Press. 2014. ISBN: 978-0-19-975701-5

This book is available as an e-text from the bookstore, for \$32.95

[https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=224&wsDEPTG1=COMMERCE&wsCOURSEG1=4BP3&wsSECTIONG1=DAY%20C01&crit\\_cnt=1](https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=224&wsDEPTG1=COMMERCE&wsCOURSEG1=4BP3&wsSECTIONG1=DAY%20C01&crit_cnt=1)

### **Book Project:**

For your book project you will need to purchase a leadership book of your choice.

### **Avenue to Learn:**

All course materials will be posted on our class Avenue to Learn page.

All student work will be uploaded to our class Avenue to Learn page. If there is an unexpected problem with the A2L page, please email me your assignment right away (i.e., before the deadline) and let me know about the problem.

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### ***COURSE OVERVIEW AND ASSESSMENT***

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<i>Assignments (Individual)</i>	<i>30%</i>	<i>(10% each, choose 3 of 4)</i>
<i>Book Project (Group)</i>	<i>25%</i>	<i>November 23 (11:59 am)</i>
<i>Book Presentation (Group)</i>	<i>5%</i>	<i>November 24 or December 1, in class</i>
<i>Book Project Reflection (Individual)</i>	<i>5%</i>	<i>December 2 (11:59 am)</i>
<i>Exam (Individual)</i>	<i>35%</i>	<i>TBA, in person</i>

All student work will be uploaded to our class Avenue to Learn page. If there is an unexpected problem with the A2L page, please email me your assignment right away (i.e., before the deadline) and let me know about the problem.

The deadlines listed for each course component are fixed. Extensions will not be granted (i.e., if an assignment is not handed in on time the grade will be zero for that assignment). However, please see the MSAF policy for exceptional circumstances.

The final exam is cumulative and will cover all the material in the course.

If you are sick please do not come to class.

Because I do not want sick students to come to class (or be penalized for staying home to keep everyone safe) there are no grades associated with class participation. However, please participate! Your comments and questions are welcome, will not be judged, and help to make the entire course more interesting and enjoyable for everyone. I am always curious to hear what you have to say, and student comments help me to gauge how well the class is understanding the material. Of course, professional demeanour is mandatory at all times. Behaviours or comments that would be inappropriate in a boardroom setting are also inappropriate in the classroom.

Class attendance is strongly encouraged, because the material covered in class will substantially augment that which is available in the text. If you miss a class, it is your responsibility to acquire the course notes from one of your classmates. Slides will also be available from the course website. Please do not come to class if you are sick.

If you are completing an assignment as part of a group, you and your groupmates will all have the same grade. All students have the option of completing the Book Project independently.

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## ***COURSE DELIVERABLES***

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### ***Assignments (Individual) 30%***

***(10% each, choose 3 of 4)***

There are four possible assignments that you can complete. I will take your three best grades from these assignments.

#### ***Assignment 1: Personal Leadership Philosophy***

***September 23<sup>rd</sup> 11:59am***

In one single-spaced page (Times New Roman with one-inch margins) describe your own personal leadership philosophy, in terms of the leadership theories that we have discussed in class and read in the textbook.

How would you describe your current leadership style? How has your leadership style changed over time? How do you think your leadership style will change in the future?

#### ***Assignment 2: Feedback Email***

***October 7<sup>th</sup>, 11:59am***

Write an email to an “employee” who has some performance problems. What are they doing well? What needs to improve? How can you communicate this in a way that will motivate them to do better, while also documenting the performance problems in case of eventual dismissal?

We will watch a video of a poorly performing employee in class, and practice with classmates. The email assignment is an opportunity for you to develop your feedback skills further.

#### ***Assignment 3: Charisma Video***

***October 28<sup>th</sup>, 11:59am***

Submit a video of you reading a script charismatically (I will provide the script). Videos should be zoom recordings and uploaded to the Avenue to Learn website.

We will practice being charismatic in class; this assignment is an opportunity for you to develop your talent for charisma further.

#### ***Assignment 4: Leader Interview***

***November 11<sup>th</sup>, 11:59am***

Interview a leader that you know (or would like to get to know). This can be a former boss, friend, family member, or anyone who agrees to be interviewed.

In one single-spaced page (Times New Roman with one-inch margins), provide an analysis of this person’s leadership style. What is their leadership style? What are the likely consequences of their leadership style? What challenges are they likely to face as a leader?

***Book Project (Group) 25%***

***November 30 (11:59 am)***

Form a group of 2-3 people or work by yourself (and let me know your plan).

Read a popular-press leadership book that has been published in 2015 or later. Each group needs to read a different book, so let me know your choice as soon as possible (so I can prevent other groups from choosing your book).

Choose three claims that the book makes, and explain why the author is correct or incorrect, with reference to the available research literature and our textbook. You will need at least ten academic sources in addition to the textbook.

In your report, be sure to also include an introduction (e.g., what is the overall approach that the author takes? What are you going to focus on?) as well as a conclusion (what is your overall assessment of the book? Do you recommend it?).

All submissions should be ten pages or less (not including the title page and bibliography), in Times New Roman 12-pt font, and double spaced. The names and student numbers of all team members must be included on the title page.

Because all team members receive the same grade (for the report and the presentation), it is your team's collective responsibility to manage the team's work process. If your team is having difficulty doing this, then you may approach me for advice. Be sure to document any problems that you are having. If a member of your team is engaging in academic dishonesty, I expect you to let me know, and I will follow the McMaster University and DeGroote School of Business guidelines in prosecuting this.

***Book Presentation (Group) 5%***

***December 1 or December 8, in class***

Each group will present its book evaluation at the end of the term (the precise schedule will be determined later). Groups will be evaluated on the persuasiveness (e.g., clarity, focus, validity, logic) of their arguments as well as the skilfulness of the presentation itself (e.g., diction, poise, organization, visual aids). All group members must actively participate in the presentation. The presentation is worth 5% of the final grade. All group members receive the same grade.

If you complete the Book Project independently you will make the presentation by yourself, and the expectations (e.g., length) are the same.

***Book Project Reflection (Individual) 5%***

***December 9 (11:59 am)***

Write a one page (single spaced, 1" margins, Times New Roman font) analysis of your group's dynamics while preparing the second project. Answer the following questions: (1) describe your group's process (e.g., how was the work divided up, how did you meet, when was most of the work done); (2) what went well, (3) what went poorly, (4) what would you do differently next time, and (5) what is your overall assessment of your group's performance?

This assignment is to be completed individually, although you are welcome to discuss it with other classmates or your fellow group members. Be honest.

***Exam (Individual) 35%***

***TBA (in person)***

The final exam will be conducted during the regularly scheduled exam period and will test all material covered to date. Questions will focus on demonstrating a deep understanding of the material by extending concepts beyond what was studied in class. This exam is in person (no exceptions).

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### ***COMMUNICATION AND FEEDBACK***

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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.

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### ***REQUESTING RELIEF FOR MISSED ACADEMIC WORK***

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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/>

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### ***ACADEMIC INTEGRITY***

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All students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials 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.

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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***This course uses*** 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](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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***Some courses may*** use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, 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.



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## **CONDUCT EXPECTATIONS**

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in 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.

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## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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

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

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to 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.

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## **COPYRIGHT AND RECORDING**

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



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

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### ***EXTREME CIRCUMSTANCES***

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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.

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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 A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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**COURSE SCHEDULE**

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**Commerce 4BP3  
Principles of Leadership  
Fall 2022 Course Schedule**

<b>WEEK</b>	<b>DATE</b>	<b>ASSIGNMENT</b>
1	September 8	Read: Preface (Science of Leadership) Lecture: Introduction to leadership
2	September 15	Read: Chapter 1 (Science of Leadership) Lecture: What is leadership?
3	September 22	Read: Chapter 2 (Science of Leadership) Lecture: Why does leadership matter?
4	September 29	Read: Chapter 3 (Science of Leadership) Lecture: How does leadership lead to positive outcomes?
5	October 6	Read: Chapter 4 (Science of Leadership) Lecture: How do we study leadership?
	October 11 – 14	Fall Reading Break
6	October 20	Read: Chapter 6 (Science of Leadership) Lecture: How can leadership skills be improved?
7	October 27	Read: Chapter 7 (Science of Leadership) Lecture: Putting the leader in context
8	November 3	Read: Chapter 9 (Science of Leadership)

		Lecture: What about destructive leaders?
9	November 10	Read: Chapter 10 (Science of Leadership) Lecture: What about followers?
10	November 17	TBA
11	November 24	Group Presentations
12	December 1	Group Presentations
		In-person Final Exam (Date TBD)