

**IBH 4BA3: LEADERSHIP EFFECTIVENESS**

WEDNESDAYS 2:30 – 5:20 PM

KTH B124

WINTER 2023 COURSE OUTLINE

**INSTRUCTOR: DR. AFIF NASSIF**

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Office Hours: by appointment

**Human Resources & Management Area  
DeGroot School of Business  
McMaster University**

***COURSE OBJECTIVES***

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.

***COMMUNICATION AND FEEDBACK***

For questions related to course content, structure, and procedures, **please look through the course syllabus first.** Still have a question? Contact me via email using **your @mcmaster.ca email – I will not respond to emails sent from any other domains.** 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. **I will respond to emails during business hours (9 am – 5 pm) on weekdays as soon as possible.** All students must receive feedback regarding their progress (equal to at least 10% of the final grade for level 3 or above course) prior to the final date by which a student may cancel the course without failure by default. Please make sure you check the A2L course site regularly as materials and significant communications will be made through it.

***COURSE ELEMENTS***

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	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

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### ***COURSE DESCRIPTION***

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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. This course seeks to equip you with and hone relevant skills for effective and authentic leadership. More importantly, the goal is to enhance your self-understanding to gain better insights surrounding the role you can play as a leader seeking to enact positive change. The course will expose and engage you in evidence-based and thought-provoking dialogue and discourse about the state of leadership, emergent relevant phenomena, and your purpose and ethos as a leader in the making. The course will have you drawing and reflecting on personal insights, experiences, wishes/hopes, and challenges. The hope is that you engage with curiosity, deep reflection, candour, and a willingness to explore new behaviours of relevance to effective leadership.

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### ***LEARNING OUTCOMES***

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Upon completion of this course, students will:

- Gain exposure to key concepts, approaches, models, and theories of leadership
- Become equipped with the basic knowledge and skills to evaluate critically, in an informed way, the popular press on leadership
- Experience opportunities for self-assessment of leadership potential and receive direction on how the leadership literature can be used for developing this leadership potential
- Receive training in problem identification, critical-analytical thinking, and problem solving
- Engage in opportunities 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 activities and discussions

These objectives will be accomplished through reading of the text and other materials, in-class activities, cases, discussions, presentations, videos, and other student contributions.

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### ***COURSE DELIVERY AND EXPECTATIONS***

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The course will rely on in-person lectures, facilitated discussions, and experiential components that aim to promote discourse and dialogue. Active participation in class is required and preparedness for group work is expected. Contributing to facilitate respectful and collaborative learning in all interactions and communications associated with this course is expected. Preparation for each class is essential for learning the course material and proactively contributing to class discussions. Assignments/assessments will cover materials from class, readings, other assigned or discussed content, activities, and discussions.

## ***COURSE MATERIALS AND READINGS***

Throughout the semester, a combination of readings and content/materials will be assigned from a textbook, journals to be accessed through the library, industry publications/reports, YouTube videos, etc. Assigned textbook chapters are already listed in the course schedule, the remaining assigned content/materials will be shared/announced through A2L on an ongoing basis prior to each topic. Additionally, a book from the popular press will be required for the book club component of the class. Please note, I reserve the right to assign additional materials for access/purchase should they be necessary for your learning - Advance notice will be provided.

***Textbook:***

**Northouse, P.G. (2021). Leadership, 9<sup>th</sup> Ed., Sage Publications.**

An e-copy of the book can be rented/purchased through VitalSource (<https://www.vitalsource.com/en-ca/>) or Sage Publications (<https://us.sagepub.com/en-us/nam/home>), among others.

***Book Club:***

Book from the popular press – TBD upon signing up on first day of class

## ***COURSE ASSESSMENT & DELIVERABLES***

Learning in this course results from completing assigned materials and participating in discussions and other course activities. Your grade will consist of evaluations of work done individually and collaboratively, as indicated in the table below. For group assignments, all members share responsibility for ensuring that each member contributes to the work and for managing any group process challenges that arise. Individual group members will normally receive the same grade. The instructor has the authority to adjust individual grades on group assignments if there is evidence that an individual’s contribution was inadequate.

Missed assessments/assignments/deliverables will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. **Please ensure you consult the university’s regulations and associated procedures (see pg. 5) surrounding requesting relief for missed academic work prior to emailing me.** All assessments/assignments/deliverables must be completed. For group assignments, if an individual group member is ill and/or submits an MSAF, it is still the responsibility of the other group members to complete the work on time. Late deliverables will be penalized 10% for each day they are late.

Your final grade in the course will be calculated as follows:

***Components and Weights***

GRADE COMPONENT	WEIGHT	DESCRIPTION
Book Club	20%	Students will sign up for a book and meet on multiple occasions throughout the semester (during class time) with their book club group

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		to explore themes and insights on leadership. A team charter, meeting minutes (6%), and a group presentation (14%) are to be delivered.
Participation	15%	Each student is expected to actively and consistently participate across all classes throughout the semester.
Research Paper	40%	Students will deliver a research paper pertaining to a leadership topic
Exam	25%	March 1 <sup>st</sup> @ 2:30 pm – see details below

### EXAM

One exam will be administered; it may involve a combination of multiple choice, T/F, short answer, short discussion, case-based discussion, etc. questions. Further details will be shared as we approach the exam date.

### BOOK CLUB

A primary goal of the course is to strengthen your perspective-taking, empathic understanding, and thought leadership development skills. Consistent, regular, and paced effort is necessary as you hone those skills. As such, engaging in an experiential activity on a regular basis throughout the semester serves as a context conducive to such skill development. You will sign up for a book from the fields of Leadership and/or Management with the goal to draw lessons/takeaways that will inform your future leadership efforts, style, and ethos. I selected multiple books that you can sign up for; a limited number of spots will be available for each book.

Book club meetings will be self-directed; each group can determine the schedule of chapters to be covered during each of their meetings. The final group deliverable is a presentation, worth 14% of your overall course grade, through which you will share what you learned from your selected book and how you will leverage the takeaways. At the end of each book club meeting and by no later than 6 pm, you will be tasked with submitting minutes documenting attendance and explored themes. Each meeting minute submission is worth 1% (in total, 6% (6 x 1%)). A team charter at the beginning of the semester is also to be delivered by the group; while it is not graded, I will seek to offer feedback should any concerns arise surrounding the proposed approach/dynamics.

**If a book club member is not in attendance for a particular book club meeting, they will not receive the grade received by the group for the submitted meeting minutes (unless an approved accommodation is in place due to extenuating circumstances). If a book club member is found to not be in attendance for the book club meeting on more than one occasion and without receiving an approved accommodation from the instructor due to experiencing extenuating circumstances, the member will automatically be removed from the group and receive a score of zero on the remaining book club meeting minute submissions AND book club presentation component.**

### PARTICIPATION

Engaging in class meetings for a discussion-heavy and experiential course is pivotal, simply showing up will not suffice. Please note this assessed performance component pertains to **PARTICIPATION – NOT ATTENDANCE – the two are not the same**. Accordingly, I have high expectations and especially when it comes to your engagement and contributions to every class meeting. So as to better inform your approach to participation, please aim to:

1. Contribute analytical and thorough arguments that exhibit knowledge and synthesis of assigned content for preparation prior to attending class
2. Show initiative and leadership by proposing thoughtful and engaging discussion questions that further the learning of peers
3. Engage in leadership development exercises and come with associated preparations completed
4. Exhibit collegiality and professionalism in engaging with peers
5. Exhibit consistent and incremental development in and debate style

Participation is worth 15% of your overall course grade and will be assessed on an ongoing basis throughout the semester. Participation grades will be released upon the end of the semester. However, you are welcome to seek feedback from me surrounding your participation efforts by scheduling an office hour. I am also happy to explore best practices with you to enhance your participation if needed – please reach out early on.

Name cards and class pictures are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed for every class. Since student participation is an important component of this course, official McMaster student ID photographs will be used to ensure that each student is assessed accurately. I will use the photograph to ensure the accuracy of participation marks, group work, and for identifying students for grading purposes

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## **RESEARCH PAPER**

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Your research paper should focus on a topic of relevance to Leadership and that bears implications on your own leadership development. Specifically, you should coin and substantiate a relevant research question that you will then aim to offer insights in relation to through a literature review. The literature review should profile major research findings surrounding your research question; it should be evidence-based and draw on knowledge and findings from relevant scholarly journals (e.g., Academy of Management Journal, Leadership Quarterly, etc.). Then, you should provide takeaways and concrete suggestions surrounding how your learnings can be applied in such a way that enhances your leadership development and practice. The paper should not exceed 12 pages (double spacing, 12-point font, Times New Roman); the title, abstract, and references pages are not within the page limit. APA formatting applies.

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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.degrootemcmaster.ca/forms-and-resources/missed-course-work-policy/>

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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. **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 four forms of academic dishonesty:

1. plagiarism - unauthorized and/or improperly cited use of others’ work
2. self-plagiarism - using YOUR OWN previous work (e.g., submitted in a different class and/or assignment)
3. improper collaboration in group work
4. 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, usernames 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***

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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.

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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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### ***POTENTIAL MODIFICATIONS TO THE COURSE***

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The instructor reserves the right to modify elements of the course – such as dates, deadlines, deliverables, and content/materials – during the term. If any modification becomes necessary, reasonable notice and communication with the students will be provided with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and course websites weekly during the term and to note any changes. It is also the responsibility of students to be present in class to ensure receiving any announcements made in the classroom.

The course outline serves as a guide to give you an idea of what to expect in the class sessions. Occasionally, at the instructor's discretion, other material may be introduced that is not in the outline. Therefore, it is possible that the topics will not be covered exactly as outlined on the following page. If you are absent from class for any reason, you should speak to a classmate to see what material, announcements, etc. you missed. You are responsible for all material assigned for class preparation, even if not covered by the instructor in class.

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### ***RESEARCH USING HUMAN SUBJECTS***

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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***

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Your enrolment in IBH 2AC3 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.

**IBH 4BA3 COURSE SCHEDULE**

Date	Topic, Content & To-Do's
Jan. 11 <sup>th</sup>	<p><b>Syllabus Overview &amp; Intros</b>  <b>Intro to Leadership</b>  <i>Chapter 1</i>                      Book Club Signups</p>
Jan. 18 <sup>th</sup>	<p><b>Theories of Leadership</b>  <i>Chapters 2 &amp; 4</i>                      Book Club Team Charter Due</p>
Jan. 25 <sup>th</sup>	<p><b>Path-Goal Theory</b>  <i>Chapter 6</i>  <b>Book Club Meeting #1</b></p>
Feb. 1 <sup>st</sup>	<p><b>Leader Member Exchange</b>  <i>Chapter 7</i>  <b>Book Club Meeting #2</b></p>
Feb. 8 <sup>th</sup>	<p><b>Transformational vs. Transactional Leadership</b>  <i>Chapter 8</i>  <b>Book Club Meeting #3</b></p>
Feb. 15 <sup>th</sup>	<p><b>Followership Theories</b>  <i>Chapter 13</i>  <b>Book Club Meeting #4</b></p>
<p><b>Midterm Recess - Feb. 20<sup>th</sup> – 26<sup>th</sup></b></p>	
Mar. 1 <sup>st</sup>	<p><b>Exam @ 2:30 pm</b></p>
Mar. 8 <sup>th</sup>	<p><b>Character-Based Leadership I</b>  <i>Chapter 15</i>  <b>Book Club Meeting #5</b></p>
Mar. 15 <sup>th</sup>	<p><b>Character-Based Leadership II</b>  <i>Chapters 9 &amp; 10</i>  <b>Book Club Meeting #6</b></p>
Mar. 22 <sup>nd</sup>	<p><b>Inclusive Leadership</b>  <i>Chapters 12 &amp; 14</i></p>
Mar. 29 <sup>th</sup>	<p><b>Research Paper Due @ 11:59 pm</b></p>
Apr. 5 <sup>th</sup>	<p>Book Club Presentations</p>
Apr. 12 <sup>th</sup>	<p>Book Club Presentations</p>