

**IBH 4BA3
Leadership Development
Winter 2024 Course Outline
Human Resources & Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

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

Specific Objectives are to:

- Expose students to the key concepts, approaches, models and theories of leadership development
- Equip students with the basic knowledge and skills to be able to evaluate critically, in an informed way, the popular press on leadership development.
- Provide opportunities for self-assessment of leadership potential and give direction on how the leadership development literature can be used for enhancing 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, conflict and stress management, time management, values-driven decision-making, CSR management, communication management, team management, transition management, fitness and mindfulness management, and overall performance management through on-going assessments, experiences and discussions.
- Allow students to pull out of their comfort zones and learn resiliency in the face of uncertainty. In so doing, students will be better prepared to face today's complex work and non-work environments.

INSTRUCTOR/TA AND CONTACT INFORMATION

Instructor: Dr. Teal McAteer
Office: DSB/402

Cell: (905) 464-6034
mcateer@mcmaster.ca

Office Hours: TBA

Course Website:

Tuesdays & Wednesdays 9:30-10:20am
Fridays (7:30-8:20am)

TAs: Joel MacPherson & Sarah Walker
macphj5@mcmaster.ca
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Office Hours: TBA

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

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	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 speakers:	Yes

COURSE DESCRIPTION

This course is meant to provide a learning journey for students as they assess and adjust how they wish to lead their lives in both their personal and professional worlds. The teaching methods in this course include self-awareness testing through a variety of established diagnostics; experiential exercises; book report summaries; HBR article facilitations; weekly fitness/mindfulness practices; a six-week transformative learning experience with two embedded leadership development reports; an individual leadership growth presentation; a TED Talk-like delivery; and a final oral assessment. The unique design of this course with its multiplicity of methods is meant to encourage students to better understand who they wish to be as leaders in life. Within the course, the transformative learning experience involves changing frames of reference, habits, and established patterns of behaviour. This type of learning requires taking risks and a willingness to be vulnerable and have one's attitudes and assumptions challenged. The results of transformative learning include an improved ability to embrace opportunities as they arise, a greater capability in coping with challenges as they emerge, and an enhanced ability to lead self and others through change experiences.

LEARNING OUTCOMES

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

- Recognize leadership thinking and behavior styles (self and others') and know how they are likely to either facilitate or impede leadership effectiveness.
- Use their improved skills/capabilities in emotional intelligence, positive thinking styles, conflict and stress management, time management, values-driven decision-making, CSR management, communication management, team management, transition management, fitness and mindfulness management, and overall performance management
- Develop knowledge of the established leadership literature, and apply the models, concepts and critical learnings from this literature
- Identify effective leadership responses to suit varying situational circumstances.

REQUIRED COURSE MATERIAL

Courseware Package:

(LSI & Guidebook. SPR & Guidebook, TMI, Tornado Simulation Diagnostics from Human Synergistics Inc; CFA Diagnostic from Pierce Group Inc.; HBR articles;)

\$175 complete kit

Student to purchase on own: Book for Book Report; Top 5 Clifton Strengths.

EVALUATION

Components and Weights

10-Minute Guided Mindfulness or Guided Fitness Practice (pairs)	10%
HBR Article Learnings Presentation (pairs)	5%
Book Report Summary (individual)	10%
Book Report Showcase Competition (TED Talk) (individual)	10%
Transformative Learning Experience Part 1 & 2: Individual Leadership Development Report (20%+20%)	40%
Leadership Collage Delivery (individual; one-on-one)	15%
Oral Assessment (individual)	10%
Total	100%

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.

... please note that the Commerce grade conversion is ...

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

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.

Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term. Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who wish to have a course component re-evaluated must complete the following form:

http://www.mcmaster.ca/policy/Students-AcademicStudies/Form_A.pdf

In order for the component to be re-read:

- The component must be worth 10% or more of the final grade in the course;

- Students pay a fee of \$50 in Gilmour Hall 209 and the receipt is then brought to Student Experience - Academic Office (formerly the APO) in DSB 112;
- The Area Chair will seek out an independent adjudicator to re-grade the component;
- An adjustment to the grade for the component will be made if a grade change of three points or greater on the 12-point scale (equivalent to 10 marks out of 100) has been suggested by the adjudicator as assigned by the Area Chair;
- If a grade change is made, the student fee will be refunded.

Course Component Descriptions and Requirements

Transformative Learning Experience (TLE1 and TLE2)

The purpose of this exercise is to identify individual leadership areas requiring development and to be given the opportunity to make changes in those areas. This component requires the completion and submission of two Leadership Development Reports. In Leadership Development Report 1 (TLE#1), you are required to identify three areas of weakness as diagnosed through completion of your Life Styles Inventory (LSI) and other supporting diagnostic results (eg. CFA, TMI, SPR, LSI Conflict; Strengths Finder) and/or past performance appraisals indicating similar areas requiring improvement. This initial report also includes your action plan for how you are going to attempt change in your chosen three areas over the next six weeks. On February 13th, your Leadership Development Report Part 1 (TLE1) worth 20% (8 page maximum) is due. Six weeks later your journey will have ended and your Leadership Development Report Part 2 (TLE#2, in the form of a reflection journal/progress summary, 10 page maximum) worth 20% is due on April 2. The total value of this component is **40%** of your final grade.

Book Report Summary

Each student is required to prepare a one-page book report learning summary on their assigned book and upload it directly onto Avenue (under the Assignments Tab) by 6pm on the Sunday of their designated week as per the course schedule. In keeping with the condensed 3-minute book report presentation, this component challenges students to experience the statement --- “it is harder to write less than more”. Specific rules with rubric will be provided by your instructor. Quality of work is imperative since each book report learning summary is posted on the course site so that your colleagues can decide whether to invest in the book for their own reading! This component is worth **10%** of your final grade.

HBR Article Presentation

In this exercise, students in pairs will be assigned one HBR article relevant to the core topic/competency being emphasized during the week of their presentation. Each pair is expected to open the class on the assigned date with a 5-minute presentation that includes general takeaways from their article as well as how the learnings could be converted into practical action steps for their colleagues to integrate into their TLE journeys. The key is practical application. This component is worth **5%** of your final grade.

Three-Minute Book Report Presentation (TED Talk)

At the beginning of the term, a selection of influential Leadership Development books will be identified. These books will have been carefully chosen, organized and ordered within the course outline to act as the critical foundation for each of the core weekly topics. Students will draw a number which will be associated with each book and in so doing will have established the book they are responsible for reading and providing a three-minute book report presentation to their in-class colleagues on a specific date within the term. The three-minute presentation will be TED-Talk like in format and delivery utilizing 12 slides maximum with a mandatory auto advance requirement. From an audience perspective, this

methodology will be more engaging and less boring than a typical 60-minute talk, but this form of three-minute presentation is the most challenging of all presentations to create and deliver. This will be a true leadership challenge! Specific rules with respect to content, delivery and rubric, will be provided. This component will be delivered at the end of term to an industry panel who will be scoring your presentation. This component is 10% of your final grade.

Mindfulness Practice and Fitness Practice Exercise

Leadership Development literature continues to emphasize the importance of building and maintaining mind and body resiliency. This component requires that students in pairs prepare and lead their colleagues through either a 10-minute guided fitness practice or a 10-minute guided mindfulness practice. Students are to seek out their own experts who can guide them on the critical principles and building blocks necessary to successfully create and lead their designated exercise. Chosen experts are to provide evidence of the student having designed their practices strategically using their advice. Grading rubrics will be utilized by your fellow students to provide peer-assessment of each practice. This component is worth 10% of your final grade.

Leadership Collage Presentation

This is an individual exercise. Each student is to create a collage which is to be much like a “storyboard”. The collage can be prepared in one of two ways – the old fashioned cut and paste on bristol board or you can do a digital cut and paste on one slide. This is NOT meant to be a multiple power point slide or prezi-type presentation, rather a creative stationary “snapshot” of your life’s leadership journey in one space. Your storyboard is to be divided into three sections or panels depicting the journey from the past into the present and then your vision for the future:

Past: Your leadership journey bringing you up to the present. For example, pictures/symbols of people, country(s), culture, events, activities, situations, and all the associated learnings that have shaped you from the past.

Present: Your present with symbols/pictures of what you see as important in your definition of the present (eg. current family, current job, current McMaster experience, current 4BA3 experience with leadership vision, TLE process, etc.), and how your present leadership lens compares to/integrates with that of the past. It is in the center of the story board where you will probably have your vision statement that you created during your TLE process --- it is you standing at the present with your vision statement of the future.

Future: You living as the leader described in your vision statement. Symbols/pictures of what life would look like if you were playing out that vision (eg. people, activities, accomplishments, contributions, impact(s), etc.). The emphasis will be on your intended impact as a leader.

Near the end of term, each student will have a designated time slot and location to present one-on-one to the instructor. You will be given 5-7 minutes to present your collage/storyboard. With your prop beside you, your instructor will be listening for critical leadership learnings and intended impacts. Finally, before you leave the room, your instructor will have placed an assortment of short questions face down on the table. You cannot prepare for this --- you will simply choose one of the pieces of paper, turn it over, read the question out loud and then your instructor will wait for your response --- you will be given 2-3 minutes to answer the question. All questions will be related to your 4BA3 course/TLE journey and it is not meant to be stressful. This component is worth 15% of your final grade.

Oral Assessment

Given that this is an upper year capstone course, an oral assessment is common practice at this level. It is meant to mimic the experience often encountered as well at a Masters level. This will be especially useful for those of you who intend to pursue graduate school!

Students will be broken into groups based on the selected books:

Books 1-15: GROUP 1

Books 16-30 GROUP 2

Book 31-50 GROUP 3

Each group is responsible for learning the central thesis, themes, and practitioner applications of each book within their group. For example, if you have book #1, you are expected to understand all books within Group 1 (Books 1-15). Upon submitting your book review, students will also submit 2 questions on the central thesis of the book which will be consolidated into a master 'question' list of questions. On the day of the oral assessment, 5 questions will be randomly selected from the list for each student. The student will be responsible for verbally answering/defending their question with 5-7 minutes (maximum). Questions will be modified by the course instructors to ensure fairness and accurate representation of all books. This component is worth 10% of your final grade

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.

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

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 obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a

service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to

www.mcmaster.ca/academicintegrity.

ONLINE COURSE COMPONENTS

In this course we will be using Avenue to Learn. 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 such disclosure, please discuss this with the course instructor.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroote website at the link below;

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

STUDENT ACCESSIBILITY SERVICES

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.

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>

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

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change 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 and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of IBH 4BA3 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 course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

DATE	LEADERSHIP CORE COMPETENCY	TUESDAY (KTH B105; 9:30-10:20AM) 9	Wednesday (KTH B105; 9:30-10:20AM)	Friday (DBAC Mindfulness Studio; 7:30-8:20am)
Jan. 9,10,12	Course Overview "Who are you as a Leader?"	INTRODUCTION	INTRODUCTION	INTRODUCTION
Jan.16,17, 19	"Leading through Mindset Shifting" (HBR Presentation 5%) (Book #1-#8 Report Summaries due 10%)	HBR #1, #2 LSI DEBRIEF	HBR #3, #4 LSI DEBRIEF	FITNESS #1,2 MINDFULNESS #3,4
Jan. 23,24, 26	"Leading through Vision, Direction and Purpose" (HBR Presentation 5%) (Book #9-#16 Report Summaries due 10%)	HBR #5, #6 LSI CONFLICT SPR DEBRIEF	HBR #7, #8 TMI DEBRIEF	FITNESS #5,6 MINDFULNESS #7,8
Jan. 30, 31, Feb 2	"Leading through Values, Integrity & Corporate Social Responsibility" (Book #17-#24 Report Summaries due 10%)	HBR #9, #10 CFA DEBRIEF	HBR #11, #12 CLIFTON STRENGTHS DEBRIEF (INTEGRATION WITH <i>Flow: The Psychology of Optimal Experience</i> – Mihaly Csikszentmihalyi)	FITNESS #9,10 MINDFULNESS #11,12
Feb. 6,7,9	"Leading through Responsibility & Accountability" (Book #25-#32 Report Summaries due 10%)	HBR #13, #14 GUEST: DR. KEN KINAKIN	HBR #15, #16 PULLING IT ALTOGETHER	FITNESS #13,14 MINDFULNESS #15,16
Feb. 13,14, 16	TLE#1 Due Feb 13 (20%) (Leadership Development Report Part 1)			
Feb. 20,21, 23	Reading Week (No Classes)			
Feb. 27, 28, Mar. 1	"Leading through Synergistic Decision-Making & Team Building" (Book #33-#40 Report Summaries due 10%;	HBR #17, #18 TORNADO SIMULATION	HBR #19, #20 TORNADO SIMULATION GSI DEBRIEF	FITNESS #17,18 MINDFULNESS #19, 20
Mar. 5,6,8	"Leading through Coaching, Communication & Change" (Book #41-#50 Report Summaries due 10%)	HBR #21, #22 COACHING IN PAIRS	HBR #23, #24, 25 COACHING IN PAIRS	FITNESS #21,22 MINDFULNESS #23, #24,
Mar. 12,13, 15	"Leading through Individual Change" Leadership Collage Delivery (15%)	CCI (CHANGE CHECK-IN SESSIONS) ONE-ON-ONE DELIVERIES	CCI (CHANGE CHECK-IN SESSIONS) ONE-ON-ONE DELIVERIES	
Mar. 19,20, 22	"Leading through Assessment/Results" TED Talk Delivery (10%)	BOOK REPORT SHOWCASE COMPETITION DRY RUN (6PM START TIME AT RJC)	BOOK REPORT SHOWCASE COMPETITION (6PM START TIME AT RJC) (INDUSTRY JUDGING PANEL)	
Mar. 26,27,29	"TLE#2 Due April 2 (20%) (Leadership Development Report Part 2)			
Apr. 11/12	Oral Assessment (10%)			

WEEKLY JOURNAL ARTICLE READING LIST
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Week 1 (Introduction & Course Foundations):

McAteer, T., Early, M. & Assaf, R. (2021). Should we start coaching young leaders through Transformative Learning Experiences Before they enter the workforce?. *Journal of Transformative Learning*, December, 1-23.

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

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

Week 2 (Leading through Mindset Shifting):

Ashford, S., Sytch, M., & Greer, L. (2020). Five ways a crisis can cultivate a growth mindset. *Harvard Business Review*, August, 1-5. (1)

Hougaard, R. & Carter, J. (2018). Ego is the enemy of good leadership. *Harvard Business Review*, November. 1-6. (2)

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. (3)

Goleman, D. & Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership. *Harvard Business Review*, September, 74-81. (4)

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

Coeman, J. (2022). Finding success starts with finding your purpose. *Harvard Business Review*, January, 1-5 (5)

Cranston, S., & Keller, S. (2013). Increasing the meaning quotient of work. *McKinsey Quarterly*, January 1-12. (6)

Christensen, C. (2010). How will you measure your life? *Harvard Business Review*, July-Aug, 46-51. (7)

Loehr, J., & Schwartz, T. (2001). The making of a corporate athlete. *Harvard Business Review*. January, 120-128. (8)

Week 4 (Leading through Values, Integrity & CSR):

Nash, J. (2020). What are your personal values? *Harvard Business Review*, November, 1-6 (9)

Carucci, R. (2020). How ambitious should you be? *Harvard Business Review*, April, 1-6. (10)

Friedman, S. D. (2008). Be a better leader, have a richer life. *Harvard Business Review*, April, 112-118. (11)

George, B., Sims, P., McLean, A., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, February, 129-138. (12)

Week 5 (Leading through Responsibility & Accountability):

Zenger, J., Folkman, J., & Edinger, S. (2011). Making yourself indispensable. *Harvard Business Review*. October, 85-92. (13)

Jones, G.(2008). How the best of the best get better and better. *Harvard Business Review*, June,123-127. (14)

Kaplan, R. (2008). Reaching your Potential. *Harvard Business Review*, July-August, 45-49. (15)

Roberts, M.R., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, January, 74-81 (16)

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

Carucci, R., & Velasquez, L. (2022). When leaders struggle with collaboration. *Harvard Business Review*, December,1-9. (17)

Gino, F. (2019). Using Improv to unite your team. *Harvard Business Review*, May, 1-8. (18)

Vickberg, S. & Chrisfort, K. (2017). The New Science of Team Chemistry. *Harvard Business Review*, March-April, 95 (2), 1-15. (19)

Smith W., Lewis., & Tushman, M. (2016). Both/And Leadership: Don't worry so much about being inconsistent. *Harvard Business Review*, May, 63-70. (20)

Week 9 (Leading through Coaching, Communication & Change):

Ibarra, H. & Scoular, A. (2019). The Leader as Coach. *Harvard Business Review*, Nov-Dec 1-11. (21)

Heen, S. & Stone, D., (2014). Finding the coaching in criticism. *Harvard Business Review*, 1-5. (22)

Gallo, A. (2018). Why we should be disagreeing more at work. *Harvard Business Review*, Jan,1-8 (23)

Groysberg, B. & Slind, M. (2012). Leadership is a conversation. *Harvard Business Review*, June,1-10. (24)

Boyatzis, R., Smith, M., & Van Oosten, E. (2019). Coaching for change. *Harvard Business Review*, October, 1-6. (25)

BOOK LIST

The 5am Club: Own Your Morning, Elevate Your Life. – Robin Sharma (1)

Drive – The Surprising Truth About What Motivates Us – Daniel H. Pink (2)

Emotional Intelligence: 10th Anniversary Edition: Why it Matters More than IQ – Daniel Goleman (3)

Good to Great – Why Some Companies Make the Leap-- And Other's Don't - Jim Collins (4)

Zero to One: Notes on Start-ups, or How to Build the Future – Peter Thiel & Blake Masters (5)

Principles: Life and Work – Ray Dalio (6)

The Checklist Manifesto – How to Get Things Right – Atul Gawande (7)

The Opposable Mind – How Successful Leaders Win Through Integrative Thinking – Roger Martin (8)

Designing Your Life – How to Build a Well-lived, Joyful Life – Bill Burnett & Dave Evans (9)

Extreme Ownership – How U.S. Navy SEALs Lead and Win ---- Jocko Willink & Leif Babin (10)
Scrum – The Art of Doing Twice the Work in Half the Time – Jeff Sutherland & J.J. Sutherland (11)
Lean In – Women, Work and the Will to Lead – Sheryl Sandberg (12)
The Rise of Superman – Decoding the Science of Ultimate Human Performance – Steven Kotler (13)
Leading from Purpose – Clarity and Confidence to Act When It Matters Most --- Nick Craig (14)
What Got You Here Won't Get You There – How Successful People Become Even More Successful – Marshall Goldsmith & Mark Reiter (15)
Thinking Fast and Slow – Daniel Kahneman (16)
The Power of Positive Deviance – How Unlikely Innovators Solve the World's Toughest Problems – Richard Pascale, Jerry Sternin & Monique Sternin (17)
Measure What Matters – How Google, Bono, and the Gates Foundation Rock the World with OKR's – John Doerr (18)
Getting to Yes --- Negotiating Agreement Without Giving In – R. Fisher, W. Ury and B. Patton (19)
Start with No – America's Number One Negotiation Coach Explains Why Win-Win is an Ineffective, Often Disastrous Strategy, and how You can Beat It – Jim Camp (20)
Never Split the Difference – Negotiating as if Your Life Depended on it – Chris Voss (21)
The Fifth Discipline – The Art & Practice of the Learning Organization – Peter Senge (22)
Atomic Habits – An Easy and Proven Way to Build Good Habits and Break Bad Ones – James Clear (23)
Made to Stick – Why Some Ideas Survive and Others Die – Chip Heath & Dan Heath (24)
Range – Why Generalists Triumph in a Specialized World – David Epstein (25)
Dare to Lead – Brené Brown (26)
High Performance Habits – Brendon Burchard (27)
Greenlights – Matthew McConaughey (28)
Let my People Go Surfing – Yvon Chouinard (29)
Switch – Dan & Chop Heath (30)
The 7 Habits of Highly Effective People – Stephen Covey (31)
The Compound Effect – Darren Hardy (32)
21 Lessons from the 21st Century – Yuval Noah Harari (33)
First Things First – Stephen Covey (34)
Outliers – Malcolm Gladwell (35)
How to Win Friends and Influence People – Dale Carnegie (36)
The Art of Possibility – Benjamin Zander and Rosamund Stone Zander (37)
The Obstacle is the Way – Ryan Holiday (38)
Elephant in the Room – Kevin Simler (39)
The Power of your Subconscious Mind – Joseph Murphy (40)
Shoe Dog – Phil Knight (41)
The Ride of a Lifetime – Rob Iger (42)
Creativity Inc – Amy Wallace and Edwin Catmull (43)
Radical Candor – Kim Scott (44)
*No Bullsh*t Strategy* – Alex Smith (45)
What the Dog Saw – Malcolm Gladwell (46)
The First 90 Days – Michael Watkins (47)
Quiet Leadership: Winning Hearts, Minds & Matches – Carlo Ancelotti (48)
Imperfectly Kind: Why Kindness is the Must-Have Superpower you Need to Lead – Julie Adam (49)
Hidden Potential – Adam Grant (50)

ABOUT YOUR INSTRUCTOR

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

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

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

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