

## **BUS 704: Leadership & Teamwork**

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Instructor: Marla McMullen	Semester: Fall 2025
Email: <a href="mailto:marla_mcmullen@sfu.ca">marla_mcmullen@sfu.ca</a>	Class Time: Monday 18:00 – 19:30
Phone: 604.615.7711	Office Hours: By appointment
Via Zoom (See Canvas Site for Zoom Link)	

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### **Course Description**

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This course explores what it takes to lead effectively - setting a clear direction, creating alignment, and sustaining commitment in yourself, for teams and across organizations. You will examine leadership in action, analyze complex situations, and reflect on your own experiences to better understand the leader you are and the leader you want to become.

Through a mix of real-world cases and personal reflection, you will gain insights into emotional intelligence, values, resilience, change, conflict, feedback, and teamwork. By the end of the course, you will have a deeper understanding of effective leadership and a personal record of your growth, ready to guide your leadership journey in times of both stability and disruption.

### **Objectives**

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The aim of this course is to deepen your understanding of leadership and teams. To equip you with the knowledge, skills, and self-awareness to lead effectively in diverse and evolving organizational contexts. By the end of the course, students will be able to:

- Describe and evaluate the core principles of effective leadership, including setting direction, creating alignment, and sustaining commitment.
- Apply leadership models and frameworks to analyze and respond to complex organizational and team situations.
- Assess and reflect on personal leadership, leadership strengths, values, and areas for growth.
- Demonstrate emotional intelligence and build skill in communication, feedback, conflict resolution, and leading change.
- Analyze team dynamics and identify strategies to strengthen collaboration, trust, and performance.
- Develop and articulate a personal leadership identity and action plan for ongoing growth.
- Integrate leadership concepts into real-world scenarios through case studies, discussions, and personal challenges.

## Course Expectations

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Effective leadership in teams requires active participation, meaningful engagement, and ongoing reflection and this course is no different. You are expected to contribute to class discussions, take part in activities, and fully engage in teamwork, both during our live sessions and in your independent work. Leading in teams means listening, sharing, shifting perspectives, and building trust. We will model and practice these skills throughout the course.

We will meet once a week for a 90-minute live (synchronous) class via Zoom. In addition, you are expected to complete an equal amount of asynchronous work - approximately 90 minutes each week on your own time. This asynchronous work may include reading, self-reflection, engaging with videos or podcasts, posting to discussions, preparing cases, and collaborating with your team.

As your instructor, I will bring ideas, energy, and curiosity to our time together, and I ask that you do the same. I am available for questions and conversation - whether in class, during office hours, by email, or by phone.

You can expect to spend approximately 6–8 hours per week on this course. Depending on the assignments due, this could increase to 9-11 hours. Team meetings may be in addition to this.

## Course Structure

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This course combines weekly 90-minute synchronous sessions with asynchronous learning activities to create an applied learning experience.

You'll start each week by working through the asynchronous materials - readings, videos, podcasts, and activities that introduce the core concepts and frameworks for that module. This preparation will set you up to get the most out of our weekly synchronous sessions, where we'll bring the material to life through discussion, small-group work, and activities that connect ideas to your own leadership practice.

Our live sessions are designed to be the launchpad for deeper thinking, not the finish line. After class, you'll have opportunities to reflect further, apply the concepts, and explore additional materials that build on what we discussed together.

Come ready to contribute, listen, and stretch your thinking - your engagement will make the learning richer for both you and your classmates.

Canvas will be the primary platform for course content, resources, and assignment submissions. Communication will be through your SFU student email and/or Canvas announcements - please check both regularly.

## Books and Materials

There's no traditional textbook for this course, but you will need to purchase a casebook (details available on the Canvas site). All other learning materials will be available electronically through the SFU Library, reputable public sources, and on Canvas. You'll find the required and supplemental materials for each week in the Modules section, so you'll always know what to read, watch, or listen to before we meet.

## Learning and Assessments

### Assessment summary

Evaluation in the course will be based on a combination of group and individual work..

	Assessment	Description	Due
Individual	<b>Leadership Portfolio</b>	The Leadership Portfolio is a collection of your reflections and insights from throughout the course, documenting your growth, learning, and commitments as a leader.	Nov 10 <sup>th</sup>  <i>Draft Submitted Week Oct 6<sup>th</sup> for Feedback</i>
	<b>Class Contribution &amp; Discussion Posts</b>	Participation will be assessed based on the quality and consistency of contributions to both large and small class discussions, including demonstrating preparation, critical thinking, respect for diverse perspectives and contribution to the learning environment.	Weekly
Team	<b>Leadership Podcast</b>	In this assignment, you will interview a business leader individually, then collaborate with your team to synthesize common themes and record a 20 – 30 minute podcast including a transcript and short overview to share key leadership lessons with the class.	Oct 27 <sup>th</sup>

This course follows a pass-fail format. You will need to pass each course component to pass the course

## **Class Contribution & Discussion Posts**

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Your contribution is a key part of making this course work - not just for you, but for everyone. We learn best when we're learning from each other, so come prepared to discuss the assigned material and be ready to share your ideas, questions, and perspectives.

You are expected to attend every class and arrive on time. If you can't make it, please let me know by email in advance. Excessive absences will have a negative impact on your contribution assessment and overall success in the course.

Discussion posts serve as a platform for reflective engagement, allowing students to connect theoretical concepts with professional practice.

Students are expected to contribute to assigned asynchronous discussion forums by:

1. **Initial Post:** Crafting a thoughtful reflection that integrates course materials, personal experiences, and professional insights.
2. **Peer Responses:** Engaging with at least two classmates' posts to foster a collaborative learning environment.

These discussions aim to:

- **Deepen Understanding:** Encourage critical thinking and application of course concepts.
- **Build Community:** Promote interaction and knowledge sharing among peers.
- **Enhance Professional Practice:** Facilitate the translation of theoretical insights into

## Group Podcast Assignment – Leadership Lessons in Action

<b>Format</b>	Audiofile
<b>File Format</b>	Mp3, Panopto (audio), PDF (transcript and overview)
<b>Length</b>	<ul style="list-style-type: none"> <li>20 – 30 minutes</li> </ul>
<b>Submission</b>	Canvas
<b>In-class discussion or presentation</b>	Yes – podcast will be shared with the class, and discussion will follow
<b>Other notes</b> <ul style="list-style-type: none"> <li>Your peer assessment may be taken in to consideration when assigning their score.</li> </ul>	

In this assignment, you will work both **individually** and **as part of a team** to explore real-world leadership insights.

### Step 1 – Individual Interviews

Each student will identify and interview a business leader. Your goal is to explore their leadership journey, challenges, successes, and lessons learned. Work with your team to prepare thoughtful, open-ended questions that connect to the leadership concepts we are studying in this course. Take detailed notes or record (with permission) so you can accurately reflect their perspectives.

### Step 2 – Team Collaboration

After completing your individual interviews, you will join your assigned team to share key takeaways from each leader. Together, you will look for common themes, surprising differences, and practical lessons that other leaders, and your classmates, can apply.

### Step 3 – Podcast Creation

As a team, you will prepare and record a 20 – 30 minute podcast episode that weaves together the stories, themes, and insights from your interviews. Your episode should:

- Highlight the leadership lessons you identified.
- Integrate course concepts where relevant.
- Be engaging, clear, and accessible for your classmates.

### Step 4 – Supporting Materials

Along with your podcast file, submit:

- A **full transcript** of the episode (lean into technology to support you!)
- A **short-written overview** (150 - 250 words) that summarizes the episode's content so other students can quickly see what it covers and why it matters.

### Step 5 – Sharing the Learning

Podcasts and overviews will be shared with the class to support the learning of others and spark further discussion.

#### Deliverables & Due Dates:

- **Individual:** Summary of your leader interview (submitted to your team before podcast planning).
- **Team:** Final edited podcast episode, transcript, and written overview.
- Your podcast is October 27<sup>th</sup>

#### Assessment:

This assignment will be graded on a Satisfactory/Unsatisfactory basis, considering:

- Completion of both the individual and team components.
- Evidence of thoughtful engagement with the interview process.
- Clear connection between leader insights and course concepts.
- Quality, clarity, and organization of the final podcast, transcript, and overview.

### Individual Assignment – Leadership Portfolio

<b>Format</b>	Written document compiling weekly reflections, activities, and final commitment letter (workbook provided)
<b>File Format</b>	PDF
<b>Length</b>	Varies (see workbook)
<b>Submission</b>	Canvas
<b>In-class discussion or presentation</b>	No
Other notes <ul style="list-style-type: none"> <li>▪ Midpoint submission is required for formative feedback; final submission is graded on a Satisfactory/Unsatisfactory basis.</li> </ul>	

This assignment is your opportunity to capture and reflect on your leadership growth over the duration of the course.

### Step 1 Weekly Reflections

Complete the weekly workbook prompts connected to our course topics—emotional intelligence, values, saboteurs, resilience, feedback, conflict, change, teamwork, and your leadership commitments. Each reflection should be thoughtful, specific, and clearly connected to your own leadership practice.

### **Step 2 Midpoint Submission**

Submit your portfolio at the midpoint of the course for formative feedback. This is your chance to ensure you're on track and to strengthen your reflections before the final submission.

### **Step 3 Final Compilation**

At the end of the course, compile all your completed reflections into one document. Include your **final commitment letter** to your future self, outlining the leader you're becoming and your next steps for continued growth.

### **Step 4 – Submission**

Submit your complete portfolio on Canvas in PDF.

### **Assessment:**

This assignment will be graded on a **Satisfactory/Unsatisfactory** basis, considering:

- Completion of all reflections and the final commitment letter.
- Depth of insight and self-awareness in your responses.
- Clear connection between reflections and course concepts.
- Evidence of growth over the term.

## **Grading Policies**

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All assignments must be submitted by **11:59pm (PST) due date, unless otherwise specified**. Late assignments may be penalized at **5% per day** (or portion of) if it is late.

All assignments will be submitted to the Canvas website, where submission time is recorded. If the Canvas site is down, the assignment must be submitted by email to the instructor no later than the set deadline and you will need to upload to Canvas when the site is active again.

### **Extensions and Missed Assignments**

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If you need an extension on an assignment, you must submit a written request to me by email. You must present a compelling reason for the request, including the length of the extension required.

### **Late Submission Coupons**

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I understand that each student has a lot going on in their lives, which sometimes makes it challenging to submit an assignment on time. To account for this, each student in this class has access to two 'late submission coupons' that can be applied to any individual assignment and NOT to group assignments, no questions asked. Late submissions must be submitted within two days from the due date. If the assignment is not submitted within the two-day period, you will meet with me.

## Course Policies

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### Academic Integrity and the Use of Artificial Intelligence

Academic integrity is important to me, and I know it is to students. Cheating is never worth the risk to your personal and professional reputation. I expect students to be truthful and honest in their work. This means that any work you submit for individual evaluation should be yours alone and that you recognize the work of others if you use their ideas, thoughts or material.

The assignments, in this course, have been designed to ensure that you learn the material. I work to ensure that all students are graded fairly and will take action against students who violate the academic dishonesty policy. Students who engage in any acts of falsification, misrepresentation, or deception will face penalties for violating SFU policy, which can include failure in the assignment and/or a FD-Failed for Discipline grade on your transcript.

Please ensure you have reviewed SFU's [Student Academic Integrity Policy](#) which outlines the commitment to six core values of: honesty, trust, fairness, respect, responsibility and courage. These values are the foundation for academic behaviour in this course. You can also access [SFU's academic integrity website](#) which provides tools to assist you in learning more about academic integrity.

### Use of Artificial Intelligence

Artificial intelligence can be a helpful tool, but leadership work begins with *you*, not the technology. You may use AI tools to assist you in generating ideas, organizing thoughts, or refining your writing, but the work you submit must be your own - reflecting your understanding, analysis, and voice. If AI is used, it should enhance your thinking, not replace it.

### Inclusiveness and Accommodation

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Read the [Diversity and Inclusion Community Guidelines](#) and operate from these guidelines while in class, tutorials and any team meetings outside class.

All of us have different access needs; some of these may be readily apparent, while others may not. Each student is equally important to the success of the course, so we will work together to make sure that everyone can participate. I want all students to have the opportunity to perform at their highest potential. If a student has a disability that may require accommodations, please notify the Centre for Accessible Learning (<https://www.sfu.ca/students/accessible-learning.html>) as soon as possible. The Centre for Accessible Learning exists to ensure that fair and reasonable accommodations are made for students who need them.

### Use of Zoom

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Lectures delivered on Zoom may be recorded by your instructor. As a result, Simon Fraser University may collect your image, voice, name, personal views and opinions, and course work under the legal authority of the University Act and the Freedom of Information and Protection of Privacy. This information is related directly to and needed by the University to support student



learning only (i.e., posting in the Learning Management System for students to review). If you have any questions about the collection and use of this information please contact your instructor.

## Couse Schedule

You will be able to access the learning material/readings for each session on Canvas.  
The course schedule is as follows:

Session	Date	Module
1	Sept 8 <sup>th</sup>	<b>Course Launch &amp; Foundations of Leadership</b> <ul style="list-style-type: none"> <li>▪ Course Overview &amp; Commitments</li> <li>▪ Foundations of Leadership</li> <li>▪ Emotional intelligence</li> <li>▪ Self Awareness &amp; Personality</li> </ul>
2	Sept 15 <sup>th</sup>	<b>Leadership Models and Frameworks</b> <ul style="list-style-type: none"> <li>▪ Personal Values &amp; Authenticity</li> <li>▪ Case Discussion</li> </ul>
3	Sept 22 <sup>nd</sup>	<b>Defining Your Leadership &amp; Values</b> <ul style="list-style-type: none"> <li>▪ Verbal, non-verbal and virtual communication challenges</li> <li>▪ Perspective taking</li> <li>▪ Connection to organizational practice</li> </ul>
4	Sept 29 <sup>th</sup>	<b>Leadership &amp; Saboteurs</b> <ul style="list-style-type: none"> <li>▪ Neuroplasticity and development</li> <li>▪ Saboteur awareness</li> <li>▪ Five Dysfunctions of a Team &amp; Group Project Introduction</li> </ul>
5	Oct 6 <sup>th</sup>	<b>Leading Teams</b> <ul style="list-style-type: none"> <li>▪ Psychological Safety on Teams</li> <li>▪ Trust on Teams and the Five Dysfunctions continued</li> </ul>
6	Oct 20 <sup>th</sup>	<b>Feedback and Conflict in Action</b> <ul style="list-style-type: none"> <li>▪ Giving and receiving feedback</li> <li>▪ Conflict Foundations</li> <li>▪ Case discussion</li> </ul>
7	Oct 27 <sup>th</sup>	<b>Leading Change</b> <ul style="list-style-type: none"> <li>▪ Pace of change today</li> <li>▪ Reaction &amp; Resistance</li> <li>▪ Influencing for change</li> </ul>

Session	Date	Module
8	Nov 3 <sup>rd</sup>	<b>Leadership Resiliency</b> <ul style="list-style-type: none"> <li>▪ Strategies for resilience</li> <li>▪ Leadership Vulnerability</li> <li>▪ Case Discussion</li> </ul>
9	Nov 10 <sup>th</sup>	<b>Integration &amp; Commitments</b> <ul style="list-style-type: none"> <li>▪ Course Review</li> <li>▪ Celebration</li> </ul>

## About the Course Instructor

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Marla McMullen (she/her)

### Visiting Lecturer

Marla McMullen is a Visiting Lecturer at SFU Beedie School of Business. Marla is a Faculty Member, and department chair, with KPU's Melville School of Business. As co-chair of KPU's Human Resource Management undergraduate, and post baccalaureate programs, she leads and teaches courses in HR Management, including: Human Relations and Intercultural Fluency,

Intercultural Communication for Business, Conflict and Negotiation, Organizational Behaviour, Organizational Development, and Leadership.

Marla's professional experience includes over 20 years of leading in both global and domestic organizations within the financial service, retail, and post-secondary sectors. She also maintains an active private practice supporting organizations in leadership development, team development and coaching.

Marla holds an MA, Organizational Management and Leadership (Fielding), a Certificate in Intercultural Studies (UBC) and is a proud SFU Alumna. Marla also holds the CPHR and SHRM designations, is certified to delivery the Intercultural Development Inventory, and is a trained coach.