

B790
Theory Building in Management
Fall 2026 Course Outline

Human Resources & Management
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The ultimate objective of this workshop is to work toward developing a grounded theory of management. The workshop attempts to achieve this objective by laying the foundation toward developing an understanding of the meanings of management (a) in different cultural contexts, (b) in different fields, (c) in different sectors of the economy, (d) in different systems of governance, and (e) in different time periods. The motivation comes from the question, how do insights from other professions, other disciplines, and other bodies of knowledge contribute to our understanding of management. An exposure to the epistemology of management could arguably lead to the identification of the core concept of management and the operational differences that make it viable as a field of practice.

INSTRUCTOR AND CONTACT INFORMATION

Section 1: Thurs 8:30am-11:30am

Dr. Vishwanath Baba

Everybody calls him Baba...You
can too!

baba@mcmaster.ca

Office Hours: Thurs 2pm-4pm

DSB 227

Tel: (905) 525-9140 ext. 26947

Class Location: please check
A2L

Course website: <https://avenue.cllmcmaster.ca/d2l/home/709414>

Course prerequisites:None

Course antirequisites:none

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	No	Numeracy:	Yes	Written skills:	No
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

Management as a discipline appears to house a multitude of paradigms, principles, and approaches. They vary depending upon whether management is viewed as a system, a set of functions, processes, pattern of activities, or simply a collection of techniques. In order to provide the discipline with a sense of cohesion, it is suggested that we examine the fundamental value or concept, which underlies management functions, processes, activities, and techniques. This effort at developing a theory (in use) of management aims to document commonalities and differences among its functional variants and work toward an integrative theory of management.

The endeavor here is to explore the meaning of management invoked in the writings of both scholars and practitioners and probe what it is that they consider as managerial in their thoughts and behavior and why. Eventually, I believe that a picture will emerge that will shed light on aspects of management that are shared across the spectrum by all managers as well as those aspects of management that are unique to the activity that is being managed. Here what I have in mind is to explore the meaning of management in such activities as strategic management, marketing management, financial management, human resources management, knowledge and information management, production and operations management, managerial accounting to mention a few. In addition, I am interested in locating the meaning of management in context - that is to explore contextual attributions to the term "management" and its operationalization not only in different fields but also in different cultures.

The immediate outcome is a framework that would help a scholar-in-training to understand the intellectual forces that shape management research regardless of its specific focus on human resources management or operations management or financial management or marketing management etc. The typical PhD student gets a lot of depth in the field of choice. However, they do not often acquire a breadth of vision. This course attempts to provide that missing breadth, in essence, a wider managerial optic. The more enduring hope here is to *develop* a framework that would facilitate re-codification of knowledge currently available under the rubric of traditional management education, management training, and management development curricula and develop new knowledge guided by the "new" theory of management. Eventually, this effort will energize and motivate broad-

based curriculum changes and contribute toward further professionalization of management.

The course will be delivered in person. All students are required to attend the class between 8:30 AM and 11:30 AM Eastern time on Thursdays. Because the course depends heavily on participatory learning, it is important that the students attend all classes.

LEARNING OUTCOMES

This workshop has two parts. The purpose of the first part is to introduce the student to the phenomenon of management, notions of scientific inquiry, theory, models and their role in the study of management. Consequently, we will deal with major approaches to theory building, hypothesis testing, and ways of understanding phenomena, particularly as they apply to work and organizational settings. In the second half of the course, students will be exposed to the different schools of management thought and learn the meaning of management as revealed in each school of thought. Toward the end, students will analyze the commonalities and differences in the meaning of management in each school of thought and work toward developing a theory of management that is abstract, fundamental, and integrative. This course is designed to complement more specialized and depth-oriented field seminars that introduce the students to substantive literature in the areas of their choice leading to dissertation research. As a result, the information discussed in this course paves the way toward a deeper understanding of the material in advanced seminars in the different fields of management.

REQUIRED COURSE MATERIALS AND READINGS

The course requires extensive reading (see Course Schedule section). The readings will be made available to students in advance of the classes electronically. Class meetings will involve group discussions of the assigned readings, punctuated with lectures and/or presentations. Each student will be responsible for summarizing and leading discussions on one or more assigned readings in class.

EVALUATION

1. Preparation, Presentation, Participation, Assignments (30%). You need to attend every class and contribute to the workshop.

2. Book Review (20%) – due October 16, 2026

3. Term Paper (50%): due December 10, 2026

Each student will select a field of interest. Using the same model that guides the class discussion and the one pager that serves as the basis for the discussion, the student will research the notion of management and critique the theories of management that energize the selected field and propose a theory of management that would shape that field in the future. The field can be financial management, human resources management, organizational behaviour, strategic management, operations management...any functional field. The question that will form the basis for the paper will be “what is management in financial management?” or “operations management etc.”. It will lead to a survey of the literature in that field, a critical evaluation of the field and then derivation of a theory of management relevant to that field, a critique, and some theoretical propositions to flesh out that theory. The student is to submit a paper (about 25 pages) by the end of the semester (50%). Another variant of this model is to develop a theory of best practice in their chosen fields – say HRM or Financial Management. It has to be “management” along with a chosen adjective. This will involve outlining the meaning of management in that field, reviewing best practices, and developing a theory of best practice. Alternatively, the student can do a Systematic Review of a central question that pertains to his or her field with the role of extant theory in providing the answer. Students in the past have revised their term papers based on feedback and presented them at conferences and published them in refereed journals.

For the second part of the course, I would like you to focus your attention on the following issues as you go through the reading list and prepare for the class.

1. What is management according to the readings? Here concentrate on a definition of management based on the readings.
2. What are the elements of management? Here we break the definition down starting the process of deconstruction.
3. What are the underlying assumptions which inform these readings? Assumptions about work, life, human nature etc.
4. What are the cultural assumptions, historical antecedents, contextual factors that have influenced management thought? How do they shape management thought?
5. Now synthesize the readings and articulate a theory of management. Write it down on a sheet of paper and send it by Monday. I do not expect it to be more than a page. Remember parsimony is a positive feature of a theory. And even more important, have fun with it...we all learn better when we are having fun!

Given the interactive nature of the workshop, attendance is mandatory for every session.

www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

Grade Conversion

Instructors have the discretion of marking individual components of a course with either a letter or numerical grading scheme but final course grades taken at McMaster can only be reported as either Pass/Fail or letter grades. When numerical grading is used in a course, the final course average with decimal place of 0.5 or greater should be rounded up before conversion to a letter grade. The minimum passing grade for a graduate student in any course taken is a B-, including undergraduate courses or courses taken off campus:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Note: Grades in graduate courses are reported as letter grades. Averaging letter grades must be done using the McMaster 12-point scale.

Course Deliverables

Part 1: Management Theory Building: Tools and Vocabulary

Week 1 Introduction & Organization

Week 2 Science and Scientific Thinking

Hausman, D.M. (1989). Economic methodology in a nutshell. Journal of Economic Perspectives, 3, 2, 115-127.

Kerlinger, F.N. (1979). Behavioral research: A conceptual approach. New York: Holt, Rinehart, & Winston. Chapters 1-5

Locke, E.A. (2007). The case for inductive theory building. Journal of Management, Vol. 33, No. 6, December 2007, pp. 867-890

Popper, K. (1981). The myth of inductive hypothesis generation. In R.D. Tweney, M.E. Doherty, and C.R. Mynatt (Eds.), On Scientific Thinking. New York: Columbia University Press.

Popper, K. (1981). Science, pseudo-science, and falsifiability. In R.D. Tweney, M.E. Doherty, and C.R. Mynatt (Eds.), On Scientific Thinking. New York: Columbia University Press.

Platt, J.R. (1964). Strong inference. Science, 146, 347-353.

Week 3 Theory Building: Roles and Criteria

Bacharach, S.B. (1989). Organizational theories: Some criteria for evaluation. Academy of Management Review, 14, p.496-515.

Campbell, J. P. (1990). The role of theory in industrial and organizational psychology. In M.D. Dunnette and L.M. Hough (Eds.), Handbook of Industrial and Organizational Psychology (2nd ed.), Palo Alto, CA: Consulting Psychologists Press, Inc.

Christenson, C. (1983). The methodology of positive accounting. The Accounting Review, 58, 1, 1-22.

DiMaggio, P.J. Comments on What theory is not. Administrative Science quarterly, 40, 3, 391-397.

Dubin, R. (1976). Theory building in applied areas. In M. Dunnette (Ed.), Handbook of Industrial-Organizational Psychology. New York: McNally.

Gregor, S. (2006). The nature of theory in information systems. MIS Quarterly, 30, 3, 611-642.

Klein, K.J., Dansereau, F., & Hall, R.J. (1994). Level issues in theory development, data-collection, and analysis. Academy of Management Review, 19, 2, 195-229;

Sutton, R.I. & Staw, B.M. (1995). What theory is not. Administrative Science quarterly, 40, 3, 371-384.

Weick, K. (1995). What theory is *not*, Theorizing *is*. Administrative Science quarterly, 40, 3, 385-390.

Week 4 Theory Building: Tools, Perspectives, & Debates

Astley, G. (1984). Subjectivity, sophistry and symbolism in Management Science. Journal of Management Studies, 21, 259-272.

Astley, G. (1985). Administrative science as socially constructed truth. Administrative Science Quarterly, 30, 497-513.

Astley, G. & Van de Ven, A. (1983). Central perspectives and debates in organization theory. Administrative Science Quarterly, 28, 245-273.

Banerjee, S.B. (2022). Decolonizing management theory: A critical perspective. Journal of Management Studies, 59, 4, p. 1074-1087 (interest reading)

Barney, J. B., & Zhang, S. (2009). The future of Chinese management research: A theory of Chinese management versus a Chinese theory of management. Management and Organizational Research, 5, 15-28.

Filatotchev, I., Ireland, R. D., & Stahl, G.K. (2022). Contextualizing management research: An open systems perspective. Journal of Management Studies, 59, 4, p. 1036-1056 (interest reading)

Gioia, D., & Pietre, E., (1994). Multiparadigm perspectives on theory building, Academy of Management Review, 15, 4, 584-602.

Hinings, C.R., & Greenwood, R (2002). Disconnect and consequences in organization theory. Administrative Science Quarterly, 47, 411-421.

Lee, A.S., Baskerville, R.L. (2003). Generalizing generalizability in information systems research. Information Systems Research, 14, 221-243

Miner, J.B. (2003). The Rated Importance, Scientific Validity, and Practical Usefulness of Organizational Behavior Theories: A Quantitative Review, Academy of Management Learning and Education, 2(3), 250-268.

Muzio, D. (2021). Re-conceptualizing management theory: How do we move away from Western-centered knowledge, Journal of Management Studies 59, 4, p. 1032-1035. (interest reading)

Raisch, S.B., & Krakowski, S. (2021). Artificial intelligence and management: The automation-augmentation paradox. Academy of Management Review, 46. 1, 192-210

PART 2: THEORIES OF MANAGEMENT

Week 5 Early Management Thought

Barnard, C.I. (1996). The theory of authority. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 162-170. Irwin: Toronto

Carroll, S.J. & Gillen, D.J. (1996). Are the classical management functions useful in describing managerial work? In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 66-84. Irwin: Toronto

Fayol, H. (1996). Planning. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 87-94. Irwin: Toronto

Follett, M.P. (1996). Management as a profession. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 7-17. Irwin: Toronto

Koontz, H. (1996). The management theory jungle. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 18-34. Irwin: Toronto

Parker, L.D., & Ritson, P.A. (2005). Revisiting Fayol and anticipating contemporary management, British Journal of Management, Vol. 16, #3, 175-194.

Taylor, F.W. (1996). What is scientific management? In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 3-6. Irwin: Toronto

Taylor, F. W. (1980). The principles of scientific management. In Boone, L.E & Bowen, D.D. (Eds.) The Great Writings in Management and Organizational Behavior Classics (6th ed.), p. 34-52. Petroleum Publishing Company: Tulsa, Oklahoma.

Weber, M. (1996). The ideal bureaucracy. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 171- 177. Irwin: Toronto

Week 6 The Behavioural School

Bruce, K. (2006). Henry S. Dennison, Elton Mayo, and Human Relations historiography. Management and Organizational History, 1, 2, p. 177-199.

Cummings, L.L. (1996). Toward organizational behavior. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 35-46. Irwin: Toronto

Homans, G.C. (1996). The Western Electric researches. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 241-249. Irwin: Toronto

House, R.J., & Podsakoff, P.M. (1994) Leadership effectiveness: Past perspectives and future directions for research. In Greenberg, J., (Ed.). Organizational Behavior: The State of the Science. p.45-82. Laurence Earlbaum: Hillsdale, N.J.

Petit, T. A. (1967). A behavioral theory of management. Academy of Management Journal, 10, 4, 341-350.

Pfeffer, J. (1996). The ambiguity of leadership. In Matteson, M. & Ivancevich, (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 301-313. Irwin: Toronto

Quinn, R.E., Khan, J.A., Mandl, M.J. (1994). Perspectives on organizational change: Exploring movement at the interface. In Greenberg, J., (Ed.). Organizational Behavior: The State of the Science. p.103-133. Laurence Earlbaum: Hillsdale, N.J.

Safaei, B., Majd, B., & Baba, V.V, (2026). The Conference of The Birds: Lessons in Leadership and Management from 12th Century Persia. Journal of Management History, 32, <https://doi.org/10.1108/JMH-05-2025-0086>

Scott, W.G. (1996). Organization theory: An overview and an appraisal. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 134-155. Irwin: Toronto

Whetten, D.A. & Cameron, K.S. (1994). Organizational effectiveness: Old models and new contracts. In Greenberg, J., (Ed.). Organizational Behavior: The State of the Science. p.135-153. Laurence Earlbaum: Hillsdale, N.J.

Week 7 Book Reviews and Discussion

Week 8 The Operations School

Buffa, E.S. (1995). Research in operations management. In Sower, V.E., Motwani, J. & Svoie, M.J. (Eds.), Classic Readings in Operations Management, p. 151-164. Dryden: Montreal.

Chase, R.B. (1995). Where does the customer fit in a service operation? In Sower, V.E., Motwani, J. & Svoie, M.J. (Eds.), Classic Readings in Operations Management, p. 491-499. Dryden: Montreal.

Gilbreth, F.B. & Gilbreth, L.M. (1996). Clarifying the elements of work. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 301-313. Irwin: Toronto

Gupta, M.C., & Boyd, L.H. (2008). Theory of constraints: A theory for operations management. International Journal of Operations and Production Management, 28, 10, p. 991-1012.

Juran, J. (1995). The quality trilogy. In Sower, V.E., Motwani, J. & Svoie, M.J. (Eds.), Classic Readings in Operations Management, p. 277-288. Dryden: Montreal.

Kast, F.E. & Rozenzweig, J.E. (1996). General systems theory: Applications for organizations and management. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 47- 65. Irwin: Toronto

Meredith, J.R., Raturi, A., Amoako-Gyampah, K., & Kaplan, B. (1989). Alternative research paradigms in operations. Journal of Operations Management, 8, 4, 297-326.

Schonberger, R.J. (1995). The vital elements of world-class manufacturing. In Sower, V.E., Motwani, J. & Svoie, M.J. (Eds.), Classic Readings in Operations Management, p. 177-184. Dryden: Montreal.

Skinner, W. (1995). The productivity paradox. In Sower, V.E., Motwani, J. & Svoie, M.J. (Eds.), Classic Readings in Operations Management, p. 461-470. Dryden: Montreal.

Week 9 The Information School

Alavi, M., & Leidner, D.E. (2001). Review: Knowledge management and knowledge management systems : Conceptual foundations and research issues. MIS Quarterly, 25, 1, 107-136.

Jonscher, C. (1994). An economic study of the information technology revolution. In Allen, T.J. & Scott Morton, M.S. (Eds.) Information Technology and the Corporation of the 1990's: Research studies, p.5-42. Oxford University Press: New York.

Lee, B., Barua, A., & Whinston, A.B. (1997). Discovery and representation of causal relationships in MIS research: A methodological framework. MIS Quarterly, 21, 1, 109-136.

Leidner, D.E., & Kayworth, T. (2006). A review of culture in information systems research: Toward a theory of information technology culture conflict. MIS Quarterly, 30, 2. 357-399.

Little, J.D.C. (1994). Information technology in marketing. In Allen, T.J. & Scott Morton, M.S. (Eds.) Information Technology and the Corporation of the 1990's: Research studies, p.454-474. Oxford University Press: New York.

Lindbloom, C.E. (1996). The science of muddling through. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 398-413. Irwin: Toronto.

Martinson, M.G., & Westwood, R.I. (1997). Management information system in the Chinese business culture: An explanatory theory. Information and Management, 32, 5, 215-228.

Schein, E.H. (1994). Innovative cultures and organizations. In Allen, T.J. & Scott Morton, M.S. (Eds.) Information Technology and the Corporation of the 1990's: Research studies, p.125-146. Oxford University Press: New York.

Simon, H.A. (1996). Administrative decision making. In Matteson, M. & Ivancevich, J.M. (Eds.) Management and Organizational Behavior Classics (6th ed.), p. 388-397. Irwin: Toronto.

Week 10 The Marketing School

Arndt, J. (1985). On making marketing science more scientific: Role of orientations, paradigms, metaphors, and puzzle solving. *Journal of Marketing*, 49, 3, 11-23.

Bartels, R. (1986). Development of marketing thought: A brief history. In Sheth, Garrett, D.E. (Eds.), Marketing Theory: Classic and Contemporary Reading, p.190-210. South-West: Cincinnati, OH

Deshpande, R. (1986). Paradigms lost: On theory and method in research in marketing. In Sheth, J.N. & Garrett, D.E. (Eds.), Marketing Theory: Classic and Contemporary Reading, p.112-118. South-West: Cincinnati, OH

Howard, J.A. & Sheth, J.N. (1976). A theory of buyer behavior. In H.A. Thompson, (Ed.) The Great Writings in Marketing, p.218-244. The Commerce Press: Plymouth, MI

Hunt, S. (1986). General theories and the fundamental explanation of marketing. In Sheth, J.N. & Garrett, D.E. (Eds.), Marketing Theory: Classic and Contemporary Reading, p.190-210. South-West: Cincinnati, OH

Hunt, S. (1986). The nature and scope of marketing. In Sheth, J.N. & Garrett, D.E. (Eds.), Marketing Theory: Classic and Contemporary Reading, p.20-39. South-West: Cincinnati, OH

Kotler, P. (1986). Behavioral models for analyzing buyers. In H.A. Thompson, (Ed.) The Great Writings in Marketing, p.147-166. The Commerce Press: Plymouth, MI

Kotler, P. & Levy, S.J. (1986). Broadening the concept of marketing. In H.A. Thompson, (Ed.) The Great Writings in Marketing, p.59-72. The Commerce Press: Plymouth, MI

Vargo, S.L., & Lusch, R.F. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing*, 68, 1-17.

Week 11 The Economics and Finance Schools

Chua, W.F. (1986). Radical developments in accounting thought. The Accounting Review, 61, 4, 601-632.

Eisenhardt, K.M. (1989). Agency theory: An assessment and review. Academy of Management Review, 14, 57-74.

Ferraro, F., Pfeffer, J., & Sutton, R.I. (2005). Economics language and assumptions: How theories can be self-fulfilling. Academy of Management Review, 30, 8-24.

Hines, R.D. (1988). Financial accounting: In communicating reality, we construct reality. Accounting, Organization and Society, 13, 3, 251-261.

Jensen, M., & Meckling, W.H. (1976). Theory of the firm: Managerial behaviour, agency costs, and ownership structure. Journal of Financial Economics, 3, 305-360.

Loasby, B.H. (1971). Hypothesis and paradigm in the theory of the firm. The Economic Journal, 81, 324, 863-885.

Myers, S.C. (1984). Finance theory and financial strategy. Interfaces, 14, 126- 137.

Nyberg, A.J., Fulmer, I.S., Gerhart, B., & Carpenter, M.A. (2010). Agency theory revisited: CEO returns and shareholder interest alignment. Academy of Management Journal, 53, 5, 1029-1049.

Welch, I (2001). The top achievements, challenges, and failures of Finance. Yale International Center for Finance, November 2001, 1-15.

Week 12 Integration of Management Thought

Alvesson, M., & Sandberg, J. (2013). Has Management Studies Lost Its Way? Ideas for More Imaginative and Innovative Research. Journal of Management Studies, 50:1, 128-152.

Baba, V.V. & Chowdhury (2025). Globalization of management education: Business theory, competency model and the role of Canadian business schools. In K.S. Williams, A.J. Mills & H. Weigand (Eds.) Management education in Canada, p. 116-137. Routledge:NY.

Barker, R. (2010). No, management is not a profession. Harvard Business Review, 01 Jul 2010, 88(7-8):52-60, 169

Donaldson, T. & Walsh, J.P. (2015) Toward a theory of business. Research in Organizational Behavior, 35, 181-207.

Koontz, H. (1980). The management theory jungle revisited. Academy of Management Review, 5, 175-187.

Khurana, R., & Nohria, N. (2008). It's time to make management a true profession. Harvard Business Review, October, 70-77.

Lemak, D.J. Leading students through the management theory jungle by following the path of seminal theorists. Management Decision, 42, 10, 1309-1326.

Rousseau, D.M. (2006). Is there such a thing as “Evidence-based Management?” Academy of Management Review, 31, 256-269.

Spender, J.C. (2007). Management as a Regulated Profession: An Essay. Journal of Management Inquiry, March 16: 32-42.

Thomas, M. (2006). Management: A profession in theory. Management Decision, 44, 3, 309-315.

Hitt, M. A., Beamish, P. W., Jackson, S. E., & Mathieu, J. E. (2007). Building theoretical and empirical bridges across levels: Multilevel research in management. Academy of Management Journal, 50(6), 1385-1399.

Oswick, C., Fleming, P., & Hanlon, G. (2011). From borrowing to blending: Rethinking the process of organizational theory building. Academy of Management Review, 36(2), 318-337.

Week 13 Toward a Theory of Management

Baba, V.V. (2004). Toward a paradigm for management: Implications for research and practice. Metamorphosis: A Journal of Management Research. 3, 132-142.

Books for Review for B790

1. The Prince: Nicolo Machiavelli
2. The Art of War: sun Tzu
3. Arthashastra: Kautalya
4. The Shah Nameh: Firdousi
5. The Jahangirnama – Memoirs of Jahangir, Emperor of India: Wheeler Thackston
6. The Conference of the birds - Attar
7. What is management? : Joan Magretta
8. Beyond the Hype: Robert Eccles and Nitin Nohria
9. Great Ideas in Management: Jack Duncan
10. Management Knowledge: Paul Grisseri
11. Managerialism: Willard Entman
12. Confronting managerialism: How the business elite and their schools threw our lives out of balance: Robert R Locke & J-C. Spencer, Zed books, 2011
13. Managerialism: A critique of an Ideology: Thomas Klikauer, Palgrave MacMillan
14. The Practice of Management: Peter Drucker
15. The Checklist Manifesto: Atul Gawande

16. Hard facts, Dangerous Half Truths & Total Nonsense: Jeff Pfeffer and Robert Sutton
17. General Managers: John Kotter
18. The Future of Management: Gary Hamel
19. The Theory of Social and Economic Organization: Max Weber (Translated by A.M. Henderson and Talcott Parsons. London: Collier Macmillan Publishers, 1947).
20. Industrial and General Administration: Henri Fayol
21. Principles of Scientific Management: Frederic Winslow Taylor
22. The nature of managerial work: Henry Mintzberg
23. Managing: Henry Mintzberg
24. Toward a unified theory of management: Harold Koontz
25. Billions of entrepreneurs: How China and India are reshaping their futures and yours: Tarun Khanna
26. From higher aims to hired hands: Rakesh Khurana
27. Hot, flat and crowded: Thomas Freedman
28. Straight from the Gut: Jack Welch
29. The puritan gift: Kenneth Hopper & William Hopper
30. Decisions Management: Frank Yates
31. The Three rules: How exceptional companies think: Michael Raynor & Mumtaz Ahmed
32. The rise and fall of management: Gordon Pearson
33. The Age of heretics: Art Kleiner
34. Seven bad ideas: How mainstream economists have damaged America and the world: Jeff Madrick
35. Indispensable and other myths: Why the CEO pay experiment failed and how to fix it: Michael Dorff, University of California Press

36. Bold: Peter Diamandis and Steven Kotler

37. Management Studies in Crisis: Fraud, Deception and Meaningless Research: Dennis Tourish

Sometimes students suggest books that they want to read and review. I want to see those books to ensure that they contain an implicit theory of management that can be ferreted out in the review. The first five in this list establishes that the practice of management has a long history with varied applications. I instruct the students who do them to bring it out in the presentation. The fundamental requirement for the book review is for the student to pull out the underlying theory of management and present it.

Online Template PhD 2026-27

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or other 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 Program Administrator.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

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

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:



Online Template PhD 2026-27

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

All courses use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

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For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

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

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, 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.

ATTENDANCE

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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

MISSED ACADEMIC WORK

Missed Tests / Assignments/ Class Participation

Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The PhD program will not accept an MSAF.

For scheduled courses where the end date is known and aligns to sessional dates, a grade must be supplied by the end of the course. Under exceptional circumstances a course instructor may approve an extension for the student for the completion of work in a course but must assign an Incomplete grade (INC) at the end of the course. Normally this extension is in the range of a few weeks. A student who receives an incomplete grade must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade by the sessional deadline noted as 'Final Date to Submit Results of Incomplete Grades'. If the INC grade is not cleared by the deadline, normally an F grade will be entered.

If a student is approved for an extension, they and instructors should make arrangements and submit an Incomplete (INC) Grade Memo to busphd@mcmaster.ca. If the student is not able to complete their course requirements by the INC deadline, they should submit a [Request for Extension](#) and be specific regarding the new deadline.

Missing Grade Memo is required if instructors are unable to submit any grades via Mosaic. The instructor must submit a Missing Grade Memo to busphd@mcmaster.ca.

Reasons for Incomplete course work can include:

- Health-related or extenuating circumstances
- Representing the University at an academic or varsity event
- Religious obligations
- Conflicts between two (or more) overlapping scheduled assignments.

Failing a Course

Failure a course is reviewed by the appropriate Faculty Committee on Graduate Admissions and Study or the Associate Dean Graduate Studies in the Faculty. The Faculty Committee on Graduate Admissions and Study or the Associate Dean Graduate Studies requests a departmental



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recommendation regarding the student, and this recommendation is given considerable weight. In the absence of a departmental recommendation to allow the student to continue, the student will be required to withdraw. Those allowed to remain in the program must either repeat or replace the failed course or milestone, per the decision of the Faculty Committee on Graduate Admissions and Study. A failing grade in a Certificate, Diploma, Master's or Doctoral course remains on the transcript. Students who fail a second course or milestone will not normally be allowed to continue in the program.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, assignment, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the PhD Program Administrator (busphd@mcmaster.ca). If a student cannot meet this deadline, they should contact to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room. Students may also take their tests/exams at the SAS test centre on main campus.
- Following the request to activate the accommodation(s), busphd@mcmaster.ca will reach out to the student with their test, assignment, or exam details, including the date, time, and room number.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC or DSB. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured

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by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO (Student Experience Academic Office) ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

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

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

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.



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RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

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

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of PhD XXXX 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**



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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.

ARTIFICIAL INTELLIGENCE

This is where you include your statement on artificial intelligence and its use in your class. Can refer to this page for additional information and guidelines: [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](#)

ADDITIONAL HEADINGS

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