MGMT3021
Leadership

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>72 units</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>Nil</td>
</tr>
<tr>
<td>Course Convener:</td>
<td>Dr Richard Winter</td>
</tr>
<tr>
<td>Phone:</td>
<td>02 6125 4721</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:richard.winter@anu.edu">richard.winter@anu.edu</a></td>
</tr>
<tr>
<td>Office hours for student consultation:</td>
<td>LF Crisp #26, Room 1074. Wed 10-11; Thur 11-12 and by appointment (please email to make appointments)</td>
</tr>
<tr>
<td>Research Interests</td>
<td>Managing and leadership in professional organisations</td>
</tr>
<tr>
<td>Student Administrators</td>
<td>Research School of Management Room 1088 Level 1, LF Crisp Building 26 Mon. – Fri. 9am – 5pm</td>
</tr>
</tbody>
</table>

SEMESTER 2
2015

COURSE OVERVIEW

The Leadership course aims to develop students’ leadership skills. Specific topics covered include traits and behaviours of leaders, situational and charismatic leadership, ethics and corporate social responsibility, power and politics, managing change, conflict resolution and negotiation, leading teams and the relationship between leadership and organisational performance.

Leadership is a 1-hour lecture and 2-hour face-to-face seminar course. There are no tutorials. Assessment comprises case study activities in seminar groups, group presentations, individual case study, and a final examination.

Learning Outcomes

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

1. Define, explain and illustrate leadership models and frameworks, their relevant foundations and strengths and weaknesses;
2. Define, explain and illustrate principles of effective leadership, the management of change, negotiation and conflict resolution, and the role of organisational power;
3. Explain and illustrate the importance of teams for delivering high performance;
4. Explain and illustrate the major ethical, social pressures and challenges facing leaders today;
5. Apply a leadership framework to case studies and real world situations; and,
6. Communicate effectively in oral and written forms using the concepts, logic and rhetorical conventions of leadership.

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
<th>Date for Return of Assessment</th>
<th>Linked Learning Outcomes (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar Case Study Activity</td>
<td>20%</td>
<td>In class</td>
<td>Weekly</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2. Case Study</td>
<td>40%</td>
<td>September 3</td>
<td>Seminar 8</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>3. Exam</td>
<td>40%</td>
<td>Exam period</td>
<td>N/A</td>
<td>1, 2, 3, 5, 6</td>
</tr>
</tbody>
</table>

Research-Led Teaching

This course takes a critical view of leadership theories and practices. It aims to dispel the notion that leadership is simply an amalgamation of a leader’s traits and competencies. Leadership is defined as a social process and illustrated in reference to empirical studies of different organisations (e.g. engineering company; local government authority; charity trust) including cultural contexts (e.g. war-torn Iraq) where leadership takes on a very different complexion. The variety of leadership contexts reflects experiential, reflective and critical research traditions not found in traditional ‘leader’ textbooks.

A critical approach to studying leadership is reflected in a case-study approach to teaching (Winter, R. Case Study Skills: Effective Tools and Techniques, Tilde University Press, 2011). Studies of the social-ethical values and behaviours of leaders in different contexts also feature extensively, including studies of lawyers (Journal of Business Ethics, 2011), Generation Y professionals (Human Resource Management, 2014), community development and not-for-profit executives (Textbook, Case Studies 4 and 5), and military commanders (Leadership & Organization Development Journal, 2009).
Feedback

Staff Feedback
Students will be given feedback in the following forms in this course:

- Oral feedback on the case study activity will be provided weekly in class.
- Written feedback will be provided on the individual case study. An overall summary of marks will be provided on Wattle.
- Overall examination marks (means, standard deviation) are provided on Wattle. There is opportunity to review final examination paper with Course Convenor after all grades have been moderated and approved.

Student Feedback
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to http://unistats.anu.edu.au/surveys/selt/students/ and http://unistats.anu.edu.au/surveys/selt/results/learning/

Tutorial and/or Seminar Registration
Tutorial and/or Seminar signup for this course will be done via the Wattle website. Detailed information about signup times will be provided on Wattle or during your first lecture. When tutorials are available for enrolment, follow these steps:

1. Log on to Wattle, and go to the course site.
2. Click on the link “Tutorial signup here”
3. On the right of the screen, click on the tab “Become Member of ……” for the tutorial class you wish to enter.
4. Confirm your choice

If you need to change your enrolment, you will be able to do so by clicking on the tab “Leave group…” and then re-enrol in another group. You will not be able to enrol in groups that have reached their maximum number. Please note that enrolment in ISIS must be finalised for you to have access to Wattle.

Policies
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/

Students are expected to have read the Academic Misconduct Rules 2014 before the commencement of their course.

Policy information on examinations and assessments can be found on the College of Business and Economics website at: http://cbe.anu.edu.au/students/student-information/examinations-assessment/

Other key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week/ Seminar</th>
<th>Summary of Lecture Topics (LT) &amp; Seminar Activities (SA)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LT: Introduction to Leadership (Ch 1) ^</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Introduction to Case Study Analysis (Course Convenor) ^</td>
<td></td>
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<tr>
<td>2</td>
<td>LT: Perspectives on Leadership Context (Ch 5)</td>
<td>Case Study Questions Weeks 2 to 12 (20%)</td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 1 (Ch 1)</td>
<td></td>
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<tr>
<td>3</td>
<td>LT: Leadership Competencies (Ch 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 2 (Ch 2)</td>
<td></td>
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<tr>
<td>4</td>
<td>LT: Charismatic &amp; Transformational Leadership (Ch 4)</td>
<td></td>
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<tr>
<td></td>
<td>SA: Case Study Question 3 (Ch 4)</td>
<td></td>
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<tr>
<td>5</td>
<td>LT: Ethical Leadership (Ch 13)</td>
<td></td>
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<tr>
<td></td>
<td>SA: Case Study 4 (Q. What evidence exists in the case of ethical leadership?)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>No Lecture or Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opportunity exists to consult Course Convenor in respect to assessment</td>
<td></td>
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<tr>
<td>7</td>
<td>LT: Contingency and LMX Theories (Ch 3)</td>
<td>Case Study Q3 (Ch 13) due 3 Sept (40%)</td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 1 (Ch 3)</td>
<td></td>
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<tr>
<td>8</td>
<td>LT: Followership &amp; Relational Approaches (Ch 6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 1 (Ch 6)</td>
<td></td>
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<tr>
<td>9</td>
<td>LT: Leadership &amp; Power (Ch 7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 2 (Ch 7)</td>
<td></td>
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<tr>
<td>10</td>
<td>LT: Leading Change (Ch 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 4 (Ch 8)</td>
<td></td>
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<tr>
<td>11</td>
<td>LT: Distributed Leadership (Ch 9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 1 (Ch 9)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>LT: Gender and Leadership (Ch 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SA: Case Study Question 2 (Ch 12)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>LT: Course Review</td>
<td>Exam: 4 from 10 Essay Questions (40%)</td>
</tr>
<tr>
<td></td>
<td>SA: Examination Preparation</td>
<td></td>
</tr>
</tbody>
</table>


ASSESSMENT REQUIREMENTS

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University’s approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

Assessment Tasks

Assessment Task 1: Seminar Case Study Activities

Details of task:

1. There will be 10 assessed case study activities held during seminars. The case study activity each week is listed on the Course Schedule (beginning week 2; students should attend in Week 1 as this is an Introduction to Case Study Analysis and will not be recorded).

2. For each case study activity, students (3 to 4 members) will work in different groups.

3. The groups will work in class, typically 1-hour, and submit a 2-page (max) summary of their responses to assigned questions at the completion of the seminar. Each student will be required to name and sign the summary to confirm their contribution to the group’s discussion.

4. Each week, one group will be asked by the Course Convenor to make a brief (15 minutes max.) oral report of their responses to the class. Groups can elect a maximum of two members to present the report. Other groups then have an opportunity to respond to this report.

5. If the group’s report is satisfactory, each member of the group will receive up to 2 marks (10 x 2 = 20%). Students not named/signed on the summary report are ineligible for marks.

6. Students must receive marks for 5 or more case study activities in order to pass the course.

Word limit: 2 page summary each week
Value: 20%
Estimated return date: Oral feedback weekly to group members

Assessment Task 2: Individual Case Study

Details of task:

1. Critically reflect on the ethical, authentic and morally based leadership principles reviewed in Ch 13 of the textbook and the Principled Legal Firm article (Wattle)

2. Read and make notes (i.e. “mark-up”) on the Pierian Centre Case Study (Case Study 5). Evidence of case study analysis should be attached (Attachment 1).

3. Answer the three questions in Case Study Question 3, Ch 13 (To what extent does the case study embody these forms of leadership? How might these ethical-authentic-moral forms of leadership be effective? How might these be ineffective?)

4. Write in a concise style (A4; 12-point; 1.5 spacing; 2.54 cm margins; page numbers) and check for spelling and grammar before submission.
5. Cite correctly key concepts identified in the question. For example, Kotter (1990) states that 
“leadership is a change process involving…” (page). Include a reference list at the end of 
your assignment. The reference list is not part of the word limit. **Note:** External references 
outside of the text (e.g. reports on how this organisation or similar organisations are 
doing today) are not required.

6. Submit electronically by 3 September (the Course Convenor is available for student 
consultation in Lecture and Seminar times Week 6; please note only limited time is 
available for online consultation)

**Please note the case study is an individual assignment. Students must not share their 
observations or answers with other students or collaborate with anyone else in writing it. If 
in doubt, consult the Course Convenor.**

**Assessment Guidelines**

Case studies containing all 6 features listed above are eligible to receive 40 marks. Marks will be 
deducted if features are missing. The marks are allocated as follows:

1. To what extent does the case study embody ethical-authentic-moral forms of leadership? 
   [20 marks]
2. How might ethical-authentic-moral forms of leadership be effective? [10 marks]
3. How might ethical-authentic-moral forms of leadership be ineffective? [10 marks]

**Word limit:** 2,000 words (excluding Attachments such as case study analysis and textbook 
reference)

**Due:** 3 September

**Value:** 40%

**Estimated return date:** Seminar 8

**Assessment Task 3: Examination**

**Details of task:**

1. The exam will be held in the university examination period (5 November to 21 November). It 
   will be 3 hours (180 mins) duration.

2. The exam consists of 10 essay questions. Students are required to select **4 questions** 
   **only.** Questions cover topics in Weeks 1 to 4 (inclusive) and 7 to 12 (inclusive) of the 
course (lecture material; textbook; articles).

3. Students are allowed to bring an un-annotated paper dictionary and a single A4 page 
   (double-sided) into the exam. The A4 sheet must be in the student’s own handwriting, be 
   marked with their name and student number, and will be collected with the exam papers.

**Value:** 40% (4 x 10 = 40%)
Assignment submission: Case Study

Case study assignments are submitted using Turnitin in the course Wattle site. Assignments submitted through Wattle no longer require cover sheets. You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records.

Extensions and penalties

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure.

You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au. You will be notified by your lecturer if an extension has been approved.

Late Submission of Assignments

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item. Late submission is not accepted for take-home examinations.

Returning Assignments

All case study assignments are returned in the seminars unless notified differently on Wattle.

Resubmission of Assignments

There is no provision for resubmission.

Referencing Requirements

The Harvard referencing system is preferred (e.g. Jones, 2013 in text and full reference at end of assignment under a section titled ‘References’). The following link provides guidelines on referencing basics including the Harvard system:

https://academicskills.anu.edu.au/resources/handouts/referencing-basics
**Prescribed Textbook**

ANU Co-op: [http://www.coop.com.au/?gclid=CNz376qk98UCFYqCvQodX4AAOw](http://www.coop.com.au/?gclid=CNz376qk98UCFYqCvQodX4AAOw)


Sage publishers: [http://www.uk.sagepub.com/booksProdDesc.nav?prodId=Book237203](http://www.uk.sagepub.com/booksProdDesc.nav?prodId=Book237203)

Amazon Kindle edition: [http://www.amazon.com/Studying-Leadership-Traditional-Critical-Approaches-ebook/dp/B00JR6IFDM/ref=sr_1_1_twi_2_kin?s=books&ie=UTF8&qid=1433464242&sr=1-1&keywords=studying+leadership+traditional+and+critical+approaches](http://www.amazon.com/Studying-Leadership-Traditional-Critical-Approaches-ebook/dp/B00JR6IFDM/ref=sr_1_1_twi_2_kin?s=books&ie=UTF8&qid=1433464242&sr=1-1&keywords=studying+leadership+traditional+and+critical+approaches)

**Recommended Case Study Text**

ANU Co-op: [http://www.coop.com.au/?gclid=CNz376qk98UCFYqCvQodX4AAOw](http://www.coop.com.au/?gclid=CNz376qk98UCFYqCvQodX4AAOw)


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