MGMT7153
Leadership Skills
Semester 1, 2014

Course Description

Leadership effectiveness requires competencies that are underpinned by leadership theories and frameworks. The primary aim of this course is to provide a forum to understand and discuss leadership theory and apply this understanding to develop greater effectiveness as a leader in practice in areas such as self management, communication and teamwork skills. A secondary aim is to develop students’ critical thinking (diagnostic) skills and interpersonal skills as they examine leadership actions through selected case studies.

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<tr>
<th>Mode of Delivery</th>
<th>On campus seminar</th>
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<tr>
<td>Prerequisites</td>
<td>The course has been designed for participants who have substantial prior management experience</td>
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<td>Incompatible Courses</td>
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<tr>
<td>Course Convenor/Lecturer:</td>
<td>Dr Richard Winter</td>
</tr>
<tr>
<td>Phone:</td>
<td>02 6125 4721</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:richard.winter@anu.edu.au">richard.winter@anu.edu.au</a></td>
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This Course Outline was prepared on 21 February 2014 for use in Semester 1, 2014
Office hours for student consultation: Thursdays 3-5pm
Student administrator(s): RSM Student Office (Monday to Friday 9am to 5pm)
Phone: 6125 6737 or 6125 9839
Email: Enquiries.rsm@anu.edu.au

http://programsandcourses.anu.edu.au

COURSE OVERVIEW

Learning Outcomes

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

1. Critique the major theories of leadership and apply these theories in practice (LO1);
2. Understand the capabilities required of successful leaders (LO2);
3. Enhance self awareness and evaluate personal leadership capability so that students understand their leadership strengths and areas where improvement is required (LO3).

Proposed Assessment (Summary): Assessment for this course will be confirmed after consultation with students at the first seminar of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value or Weighting (%)</th>
<th>Due Date</th>
<th>Linked Learning Outcomes (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Workshop participation</td>
<td>10%</td>
<td>Continuous</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>2. Group presentation</td>
<td>10% (40 mins)</td>
<td>TBA</td>
<td>LO1, LO3</td>
</tr>
<tr>
<td>3. Leader case study</td>
<td>30% (2,000 words)</td>
<td>3 April (5pm)</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>4. Leadership journal</td>
<td>50% (3,000 words)</td>
<td>29 May (5pm)</td>
<td>LO1, LO2, LO3</td>
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Research-Led Teaching

Leadership Skills is underpinned by leadership research conducted in the applied professions such as management, health care, education, social work, public administration, legal practice, and military leadership. Two of these applied professions, legal practice and military leadership, are featured in the course as research studies. These studies relate to research conducted by the Course Convenor and other researchers in Australia (The principled legal firm: Insights into...
the professional ideals and ethical values of partners and lawyers, *Journal of Business Ethics*, 2011) and Singapore (Leader-member exchange differentiation in the military platoon, *Leadership & Organization Development Journal*, 2009). The course textbook (Humphrey, R.H. Effective Leadership: Theory, Cases and Applications, Sage, 2014) is supported by research studies conducted in the last 20 years, as well as the latest models of leadership. Students conduct group presentations based on leading research articles to reinforce the value of an ‘evidence-based approach to leadership’. The leadership journal, the course’s primary method of assessment, encourages students to reflect on the course material and to relate it to their own (and others’) experiences of leadership in various organisational settings.

**Feedback**

**Staff Feedback**

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

1. Students receive an overall participation grade in the final week of the course based on their contribution to workshop discussions, and their active participation in scheduled case studies and activities (see Course Schedule).

2. One week after their group presentation, students are given individual written comments on “how well prepared they were for the activity”; “how well they worked together”; “how well they engaged the class”, and “how engaging and educational was the overall activity”. Students also receive an overall mark.

3. All students will receive individual comments on their individual leader case studies when assignments are returned in the workshop (24 April). In addition, an overall mark commensurate with the assignment’s marking rubric will be provided. Additional feedback is available in the Convenor’s consultation period before the workshop (Thursday 3-5 pm), or at an agreed date/time.

4. All students may receive progress feedback on their leadership journals during the Convenor’s consultation periods before the workshops (Thursday 3-5pm) for the 15th May, 22nd May, and 29th May (final submission date). Individual comments on the leadership journals and an assigned grade (not mark) will be provided online using Wattle by the 13th June.

**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:


**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 Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning

**COURSE SCHEDULE**

Over a 13-week period (see Course Schedule below), students will critique major theories of leadership and apply these theories to their own work roles and other organisation and cultural settings.

Weeks 1 and 2 provide the theoretical foundations of the course. Weeks 3 and 4 introduce the traits, characteristics, abilities and skills of individual leaders. Weeks 5, 6 and 7 focus attention on adaptive (behavioural, situational, leader-member exchange) leadership approaches. Weeks 8 to 12 examine how leaders motivate themselves and influence others in terms of emotions and self-leadership (Week 8), authentic leadership and charisma (Week 9), authority, power, and persuasion (Week 10), ethical and principled leadership (Week 11), and identity construction (Week 12). The course concludes with students reflecting on their leadership journal entries and formulating development goals to further their leadership careers (Week 13).
**Course Schedule**

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Theme / Topic / Module</th>
<th>Workshop Activity</th>
<th>Required Student Reading/Deadlines</th>
<th>Required Student Journal Entries</th>
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</thead>
<tbody>
<tr>
<td>Week 1 17 Feb</td>
<td><strong>Course Introduction and Overview</strong></td>
<td>Engagement of self and others (passion, process and purpose)</td>
<td>Chapter 1¹</td>
<td>Journal activity 1: Leaders as role models (Ch 1, Exercise 2)</td>
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<td></td>
<td>Leaders and leadership</td>
<td>Assignments Q &amp; A Session</td>
<td>Chapter 9³ (pp. 229-238)</td>
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<td></td>
<td>Engaging the self and others</td>
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<td>Essence of engagement&quot;</td>
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<td>Meaningful work and employee engagement&quot;</td>
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<td></td>
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<td>The big squeeze&quot;</td>
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<tr>
<td>Week 2 24 Feb</td>
<td><strong>Theories of Leadership</strong></td>
<td>Technical challenges and adaptive challenges</td>
<td>Chapter 14¹</td>
<td>Journal activity 3: Adaptive challenges</td>
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<tr>
<td></td>
<td>Global trends in 21st century leadership</td>
<td>Case Study: Howard Schultz, Starbucks Chairman and CEO (Ch 14)</td>
<td>Chapter 15³</td>
<td>Comment on two key adaptive challenges you face in your current work role. Explain which component(s) of ‘transformational leadership’ are most appropriate for combating these challenges.</td>
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<tr>
<td></td>
<td>Technical challenges and adaptive challenges</td>
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<td>Global trends in 21st century leadership&quot;</td>
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<td></td>
<td>Transactional leadership and goals</td>
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<td>Leadership: Current theories, research, and future directions&quot;</td>
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<td></td>
<td>Transformational leadership and change</td>
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¹Chapt ¹, ³

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| Week 3 3 March | Traits and Characteristics of Leaders  
Personality traits and performance outcomes  
Knowledge and abilities  
Cognitive intelligence | Who am I? (Ch 2, Exercise 1)  
Case Study: Josh Martin  
Group 2 presentation | Chapter 2  
Chapter 3 (pp. 59-73) | Journal activity 4: Leader personality  
Go to the textbook website (see Wattle for Student Study Site link) to assess yourself on the Big Five Personality instrument. Use three of your scores to describe how these traits may show up in your job/work performance. |
| Week 4 10 March | Emotional intelligence  
Skills and competencies | Importance of Body language and Facial Expressions (Ch 4, Exercise 2)  
Case Study: The Upside of Anger?" | Chapter 4  
Emotional intelligence "  
Cost and benefits of emotional intelligence " | Journal activity 5: Leader knowledge and abilities  
Identify three key ‘knowledge structures’ you possess (or need to develop) to respond effectively to the adaptive challenges identified in Week 2.  
Journal activity 6: Emotional intelligence  
Comment on the specific aspects of emotional intelligence (EI) needed to combat the two adaptive challenges identified in Week 2. |
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|                |                        | Group 3 presentation | Follower perceptions of the emotional intelligence of change leaders** | **Journal activity 7: Leader's social skills  
Go to the textbook website (see Wattle for Student Study Site link) to assess yourself on Interactive Empathy and its related traits and abilities. Use your scores to demonstrate an area of job performance that is currently strong and/or need of improvement. |
| Week 5 17 March | Adaptive Leadership Approaches  
Behavioural Approach to leadership  
Women and leadership | Case Study: Northern County Legal Services**  
Effective leadership behavior**  
Gender and personality in leadership**  
Women rising: The unseen barriers** | Chapter 5  
Women rising: The unseen barriers** | **Journal activity 8: Leader behaviour  
Go to the textbook website (see Wattle for Student Study Site link) to assess yourself on the leader styles of initiating structure and showing consideration.  
Use your scores to illustrate areas of job performance that are currently strong and which may need improvement. |
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<tr>
<td>Week 6 24 March</td>
<td>Situational and path-goal models of leadership</td>
<td>Case Study: Finance Department &quot;&quot;</td>
<td>Chapter 6 Utility of situational leadership theory&quot;&quot;</td>
<td>Journal activity 9: Situational leadership Identify three job/work characteristics that energise you at work, and three job/work characteristics that de-motivate you at work. How might path-goal theory help to boost your motivation at work?</td>
</tr>
<tr>
<td>Week 7 31 March</td>
<td>Leader-member exchange (LMX) In-groups and out-groups Fair exchange conversations</td>
<td>Case Study: Singaporean Armed Forces&quot;&quot; Group 6 presentation</td>
<td>Chapter 7 Emotional intelligence and LMX&quot;&quot; LMX, trust and performance in cooperative research centers&quot;&quot; ** Leader case study due 3rd April (30%) **</td>
<td>Journal activity 10: LMX relationships Go to the textbook website (see Wattle for Student Study Site link) to rate your LMX relationships. How is the quality of these LMX relationships related to your performance and motivation at work?</td>
</tr>
<tr>
<td>Week 8 21 April</td>
<td>Motivating the Self and Others Importance of emotions and affect Self-leadership Empowerment Job characteristics model</td>
<td>Case Study: Will work bring me happiness?&quot;&quot;</td>
<td>Chapter 8 Chapter 9 (pp. 229-246)</td>
<td>Journal activity 11: Positive affective events at work Go to the textbook website (see Wattle for</td>
</tr>
<tr>
<td>Week beginning</td>
<td>Theme / Topic / Module</td>
<td>Workshop Activity</td>
<td>Required Student Reading/Deadlines</td>
<td>Required Student Journal Entries</td>
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<td>Group 7 presentation</td>
<td>Two decades of self-leadership Theory” How will you measure your life?”</td>
<td>Student Study Site link) and rate how satisfied you are at work. Make a list of <strong>ten</strong> things you can do to create positive affective events at work. Rate the items in your list in terms of their effectiveness on a 1 to 10 scale.</td>
</tr>
<tr>
<td>Week 9 28 April</td>
<td>Authentic leadership Servant leadership Psychological capital Charisma and impression management</td>
<td>Case Study: Judy Vredenburgh, CEO of Girls Inc. (Ch 10)” Case Study: Steve Jobs: Master of Impression Management (Ch 13)” Group 8 presentation</td>
<td>Chapter 10’ Chapter 13’ Positive psychological capital” Leadership, task and relationship” Personal attributes of charismatic leaders”</td>
<td><strong>Journal activity 12:</strong> Leading with charisma Go to the textbook website (see Wattle for Student Study Site link, Ch 13) and assess your skills at charismatic communication. Use your skill scores to illustrate <strong>two</strong> change situations where you are most likely to inspire others at work.</td>
</tr>
<tr>
<td>Week 10 5 May</td>
<td>Authority, power, persuasion and conflict Political skills</td>
<td>Paradoxes of Australian leadership Case Study: The Qantas</td>
<td>Chapter 12’</td>
<td><strong>Journal activity 13:</strong> Leading with power Explain which type of power you think would...</td>
</tr>
<tr>
<td>Week beginning</td>
<td>Theme / Topic / Module</td>
<td>Workshop Activity</td>
<td>Required Student Reading/Deadlines</td>
<td>Required Student Journal Entries</td>
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|                | Networking skills                             | Crisis" Group 9 presentation       | Psychological empowerment and power bases" Power in leader-follower relationships"               | be most useful for influencing others at work.  

**Journal activity 14: Leading with political skill**
Go to the textbook website (see Wattle for Student Study Site link) and rate your political skill.

Use your skill scores to illustrate **three** areas associated with leadership success. |
| Week 11 12 May | Ethical and principled leadership  
Moral and social legitimacy | Case Study: Principled Leadership  
Group 10 presentation | Chapter 15  
Principled leadership "  
Ethical leadership: A review and future directions" | **Journal activity 15: Meaningful and purposeful work**
Two of your direct reports say in a performance review they feel their work is boring, trivial and meaningless.

Outline the specific steps you will take to make employees feel their work is meaningful and
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<th>Required Student Journal Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12 19 May</td>
<td>Identity construction Application of identity work fit Components and levels of identity Identity and occupational roles Work centrality</td>
<td>Application of identity work fit</td>
<td>Chapter 11* (pp. 287-305)</td>
<td><strong>Journal activity 16: Identity fit</strong></td>
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<td>Identification in organizations**</td>
<td><strong>Your True Heart’s Desires</strong> (Ch 14, Exercise 1)*</td>
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<td>Describe two important events in your life that have shaped your values, your career choices, and your sense of who you are. Which leadership roles and responsibilities are consistent with your underlying values and goals?</td>
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<tr>
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| Week 13        | Review and Reflection                     | Review of leadership journals | Leadership: Current theories, research, and future directions** | Leader journal summary  
Summarise your key leader[ship] insights.  
Critique your leadership style and capability.  
Identity two to three development goals to help you develop your leadership career.** |
| 26 May         | Key concepts and applications             |                   | ** Leadership journal due 29 May (50%) **          |                                                      |
|                | Feedback and discussion                   |                   |                                                    |                                                      |
|                | Future directions                         |                   |                                                    |                                                      |

* Refers to prescribed textbook: Humphrey, R.H. *Effective Leadership: Theory, Cases, and Applications*, Sage, 2014

** Readings and case studies can be downloaded from the MGMT7153 website on Wattle
ASSESSMENT REQUIREMENTS

Assessment Tasks

Workshop Participation (10%)

Students are expected to:

- Prepare for and actively participate in each scheduled workshop (**note: this course is based on an experiential learning framework; students not attending and participating in at least 10 of the 13 scheduled workshops may forfeit their participation mark**)
- Ongoing participation requires students to: (1) complete the assigned reading before the scheduled workshop; (2) evaluate their own and other group’s presentations; and (3) take-part in scheduled case studies, group discussions, and assigned class exercise (see Course Schedule).

Group presentation (10%)

**Details of task:** In groups of 4-5 members, prepare a 40 minute presentation (10 mins for questions) on one of the assigned leadership research articles (each group will have one week’s notice to present; presentations begin in Week 2 of the course).

**Assessment Rubrics**

The presentation will be evaluated on the basis of the following criteria:

1. how well students were prepared for the activity (e.g., evidence of slides/materials, notes);
2. how well students worked together (e.g., evidence of clear role allocations, support among group members);
3. how engaging and educational was the overall activity (e.g., were class members attentive? Did the presentation yield interesting insights and class discussion? Were questions responded to effectively?); and
4. did the presentation keep to the 40 minutes time limit?

A Group Presentation Assessment Sheet can be found on the Wattle course website.

Please note that reading from a prepared script is not permitted for the presentation. Inducements (e.g., chocolates) are not recommended.

**Word limit (where applicable):** N/A  
**Value:** 10%  
**Due date:** TBA  
**Presentation requirements:** as above  
**Estimated return date:** 1 week after presentation  
**Hurdle requirements (where applicable):** N/A  
**Individual Assessment in Group Tasks (where applicable):** all students will receive the same presentation mark unless a majority of group members inform the Convenor of why some variation is necessary in the assignment of the overall mark.
Leader case study (30%)

Details of task: Write a case study of an individual whom you consider to be an “influential” and “successful” leader (the person may be living or deceased). Using relevant leadership theory, evaluate the leader’s style of leadership. Comment on those characteristics that distinguish the person as an influential and successful leader.

Assessment Rubrics

The assessment criteria worksheet can be found on Wattle. Note: 50% is assigned to the case study scope, 30% to evidence of reading, 10% to case study structure, and 10% to case study presentation.

Word limit (where applicable): 2,000 words (excluding references and appendices)
Value: 30%
Due date: 3 April (5pm)

Presentation requirements: All case studies must be word-processed (A4 layout; 2.54 cm margins; 1.5 line spacing) and stapled in the top left-hand corner (plastic folders are not needed). Students are expected to reference the sources of their written work. The Harvard system is preferred (e.g. Winter, 2013 as citation in text and a full reference at the end of the 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

Submission requirements: Assignments are to be submitted in class with the required cover sheet: http://cbe.anu.edu.au/college/schools-centres/rsm/student-resources/forms/. Assignments not submitted in class for whatever reason should be placed in the relevant assignment box opposite the main counter in the School office (by 4pm the following day). All assignments submitted through the assignment boxes are date stamped and checked against class lists. You must keep a copy of assessment materials submitted for your records.

Estimated return date: 24 April
Hurdle requirements (where applicable): N/A
Individual Assessment in Group Tasks (where applicable): N/A

Leadership journal (50%)

Details of task: Complete the 16 journal entry activities listed in the “Course Schedule” and conclude with the stated journal summary. Define key concepts identified in the activity (e.g., adaptive challenge) and relate the concepts to your personal and role/work experiences. Include activity assessment scores and other detailed information (e.g. your current job/role description) as appendices (not counted in word length).
Assessment Rubrics

The assessment criteria worksheet can be found on Wattle.

Word limit (where applicable): 3,000 words (excluding references and appendices)
Value: 50%
Due date: 29 May (5 pm)

Presentation requirements: All journals must be word-processed (A4 layout; 2.54 cm margins; 1.5 line spacing) and stapled in the top left-hand corner (plastic folders are not needed). Begin each week’s journal entry with that activity heading, for example begin “Journal Activity 1: Leaders as Role Models” and continue through each week to “Journal Activity 16: Identity Fit”. You may use titles to identify key content, e.g. Skills and Charismatic Communication and where appropriate, use bullets to identity requested information (e.g. three key knowledge structures). Detailed activity assessment scores completed on the textbook website should be printed (where possible), included as appendices and referred to in the body of the journal. Note that each week’s activities do not require an equal amount of word length. Some activities require more word length (e.g. the final leadership summary) to maximize marks. Be sure to check the assessment criteria worksheet before submission.

Write in the first person (this should help you be more reflexive, analytical and critical of your leadership style and capability). For example, “as sales director for XXXX, a key adaptive challenge is to meet the service expectations of online clients at a standard of quality equivalent to those clients I see daily on a face-to-face basis”. Make sure you define the key concept in your journal activity (i.e., define “initiating structure” and “consideration” in Week 5). You may use a citation to the textbook or an article for the purpose of defining these key concepts.

Submission requirements: Journals are to be submitted in class. Submitted journals must include a cover sheet: http://cbe.anu.edu.au/college/schools-centres/rsm/student-resources/forms/. Please keep a copy of the assignment for your records.

Estimated return date: 24 April
Hurdle requirements (where applicable): N/A
Individual Assessment in Group Tasks (where applicable): N/A

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.
Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

Late submission of Assignments

If an assignment is submitted after the due date it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:

- where relevant include a medical report completed by a medical practitioner (an ordinary "medical certificate" is not sufficient);
- include a copy of as much of the assignment as has been completed by the due time and date; and
- be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the marking of the work completed at the due date with some upward adjustment of the mark, rather than an extension of time. However, in extenuating circumstances, supported by appropriate documentation, an extension may be granted.

Note that decisions about Special Consideration are not made by the teaching staff for this course.

Returning assignments

Leader case studies once marked will be returned in the workshop. Journals will be returned online using the course Wattle website.

Resubmission of assignments

Only under major medical conditions supported by medical documentation can students resubmit an assignment.

Workloads

The course is delivered on the basis of 3-hour weekly workshops consisting of scheduled activities, case studies, group presentations, and class discussion. It is expected students taking this course will commit at least 10 hours a week to completing the work expectations listed below:

Students are expected to:
• Prepare for and actively participate in each scheduled workshop;
• Prepare, participate and evaluate their own and other group’s presentations throughout the semester (note: students not attending at least 10 of the scheduled group presentations may forfeit the presentation mark)
• Commit to the completion of a weekly leadership journal as part of their private study.

Prescribed Texts and Reference Materials

*(We cover most of the material in the text and it’s all evidence-based. One copy is placed on 2-hour reserve in the Chifley library)*

Recommended Text

*(provides material on the Australian leadership culture not featured in the prescribed text – suited to a practitioner audience and reasonably priced)*


Leadership Journals
- Leadership (UK) [http://lea.sagepub.com/]
- Journal of Leadership & Organizational Studies (US) [http://jlo.sagepub.com/]
- Strategy & Leadership (US) [http://search.proquest.com/publication/47464]
- The Leadership Quarterly (US) [http://www.sciencedirect.com/science/journal/10489843]
- Leadership & Organizational Development Journal (UK) [http://search.proquest.com/publication/37097]
- Strategy & Leadership (US) [http://search.proquest.com/publication/47464]

Support for Students
The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/)