CONTACT DETAILS

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Room location and number: TBA
Consultation hours:      TBA
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WHAT IS THE UNIT ABOUT?

Unit description

The focus of this unit is on gaining an understanding of how and why leaders influence change. This should facilitate students increasing the effectiveness of their leadership and change management skills at an individual and organisation level. Leadership and change management are increasingly seen to be key factors affecting the performance of contemporary organisations and are important areas of study in the fields of management and organisational behaviour. Effective leadership and change management of organisations are important to professional practices, multinational organisations, the public sector and not-for-profit organisations. This unit explores conventional and alternative perspectives on leadership and also examines the practice of leadership in diverse organisational contexts.

Effective leadership requires a thorough knowledge of theory, and skills in application, so leaders have the capability to develop and implement carefully planned, well-integrated strategies that will support their organisation in achieving its objectives. Change is sometimes said to be the only constant in 21st-century organisations. Effective change management requires strong diagnosis skills linked to the history, context and challenges faced by an organisation. This unit will integrate theoretical and practical aspects of change management to enhance capabilities in the design, development and implementation of change management strategies. It will examine theoretical aspects from both traditional and critical perspectives. The unit will cover the personal aspects of leadership, leaders as relationship builders and leaders as the shapers of organisational change, culture, success and performance.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Discuss, apply and critique leadership and change management theory and principles.
2. Apply and defend an integrated leadership and change management approach, identify the reasons leaders initiate change within organisations.
3. Research and reflect on how principal elements of leadership impact on self, employees, organisations and society.

This broad learning means that you will be able to identify leader personalities who are best and least able to lead and create successful, constructive change; understand the main barriers to change that may be faced within organisations which desire change and comprehend what leadership actions are best utilised to weaken and overcome those barriers to change.
Alterations to the unit as a result of student feedback

This will be an intellectually demanding, research-led unit and as such student feedback on the perceived relevance of academic papers related to leadership and change management will be sought as a guide to the future use of academic papers in the course and as reading material.
## HOW WILL I BE ASSESSED?

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Task 1:</strong> Journal review/Problem based assessment</td>
<td>18th March</td>
<td>10%</td>
<td>Lo1, Lo2, Lo3</td>
</tr>
<tr>
<td><strong>Assessment Task 2:</strong> 2 in-class mini-assessments</td>
<td>Weekly</td>
<td>20%</td>
<td>Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</td>
</tr>
<tr>
<td><strong>Assessment Task 3:</strong> Group presentations</td>
<td>6th May &amp; 13th May</td>
<td>30%</td>
<td>Lo1, Lo2, Lo3, Lo5, Lo6</td>
</tr>
<tr>
<td><strong>Assessment Task 4:</strong> Individual leadership problem assessment</td>
<td>27th May</td>
<td>40%</td>
<td>Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</td>
</tr>
</tbody>
</table>

### Assessment details

#### Assessment task 1

**Task description**
You are to review an academic Journal article on leadership taken from the list provided on pp. 8, 9, 10 & 11 of this Unit Outline, and; 1. Critically review the article's contribution to leadership theory & practice; 2. Use a contribution from the article to support practical examples you could implement at a workplace in the roles of a ‘leader’ and an ‘employee’.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Ability to identify the reasons why the article was written, its methodology and core message.</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Capacity to express the key contributions of the article.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Capacity to explain how the article’s contribution(s) may influence your approach to leadership behaviour in a workplace setting.</td>
</tr>
</tbody>
</table>

**Task length** 1500 words

**Due by date** 18th March 2019
### Assessment Task 2

<table>
<thead>
<tr>
<th>Task description</th>
<th>Ability to identify the main issues to be addressed in the problem/scenario;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1</strong></td>
<td><strong>Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</strong></td>
</tr>
<tr>
<td><strong>Criterion 2</strong></td>
<td>Capacity to use appropriate theory/findings to apply to the context of the problem/scenario</td>
</tr>
<tr>
<td><strong>Criterion 3</strong></td>
<td>Capacity to explain/justify response to problem/scenario</td>
</tr>
<tr>
<td><strong>Criterion 4</strong></td>
<td>Clarity of impact on processes/outcomes of organisational change and ability to provide clear, constructive feedback or commentary on another student’s response.</td>
</tr>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</strong></td>
</tr>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</strong></td>
</tr>
</tbody>
</table>

### Task length

Various 500-1000 words per assignment.

### Due by date

Weekly as given

### Assessment Task 3

| Description / conditions | You will choose to work in syndicates of about 5 (4-6) students to investigate an organisational issue or problem in a ‘real’ organisation. Your syndicate must conduct a diagnosis and design a change intervention that will address the specific issue or problem. During workshops/webinars during w/c 6th May or 13th May, each syndicate will give a 15-minute presentation explaining their diagnosis, design and implementation of the change strategy and have 10 minutes to defend their suggested change intervention before their peers. Distance students will provide a 15 minute video of their presentation by 9pm, 6th May. The presentation is expected to reflect the contributions of all members of the syndicate and not just a series of individual presentations. All team members are expected to contribute equally to the presentation. It is expected that each member of the syndicate will receive the same mark for the presentation. However, the Unit Coordinator reserves the right to speak with the syndicate if it is believed that awarding differential marks is warranted. |

<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
<th><strong>Measures Intended Learning Outcome:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</strong></td>
</tr>
</tbody>
</table>
Criterion 1 | Has a problem been identified? | Lo1, Lo2, Lo3, Lo5, Lo6
---|---|---
Criterion 2 | Is the proposed change intervention appropriate? | Lo1, Lo2, Lo3, Lo5, Lo6
Criterion 3 | Is the presentation clear in its explanation? | Lo1, Lo2, Lo3, Lo5, Lo6
Criterion 4 | Is the presented change intervention deemed appropriate by lecturer and peers? | Lo1, Lo2, Lo3, Lo5, Lo6
Duration | 15 Minutes & 10 Minutes Questions
Date | Week commencing 6th May & 13th May

**Assessment Task 4**

**Description / conditions**
You will be required to complete a problem based assessment based on your research, critical analysis of the literature and relevant experience. The purpose of the assessment is for you to reflect on how you understand leadership theory and research, and effectively apply that understanding to improve leadership practice. What is sought from the problem based assessment is for you to select a “leadership issue” that is significant to you: something you found interesting, new, different or objectionable. This is a summative assessment that builds on components of the Journal Review and the Workshop/Webinar Activities that requires you to reflect on applying academic evidence to practical workplace situations from the perspectives of both a 'leader' and an 'employee'.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Clearly explaining what the issue is and why it is significant to you. Please write this in your own words rather than material you have read (15% of mark); Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Indicate how you have reflected on and responded to feedback from the Journal Review and Individual Report (15%) Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Make a clear link to theory/research or model relevant to this unit that is drawn from at least one academic journal (20 % of mark); Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Provide a practical example you could implement as a leader (25% of mark) and provide a practical example you could implement as an employee (25% of mark). Lo1, Lo2, Lo3, Lo4, Lo5, Lo6</td>
</tr>
</tbody>
</table>
Duration | 2000 words
Date | 9pm, Week commencing Monday 27th May 2019.
WHAT LEARNING OPPORTUNITIES ARE THERE?

Resources

Required readings

There is no single prescribed textbook for this Unit.

Recommended readings


Boonstra, J 2013 Cultural change and leadership in organizations, Wiley Blackwell, Chichester UK.


Yukl, G 2013, Leadership in organizations, 8th edn, Pearson
Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

Some academia research papers on leadership and/or change management can be found on the MyLo site for this unit.

The following papers are also recommended reading:

**Toxic Leadership & Change**


**Transformational & Successful Leadership & Change**


**Equipment, materials, software, accounts**

Please bring a pen and paper to each seminar.

Access to the MyLO online learning environment is required for this unit. The unit has its own MyLO site.

To log into MyLO and access this unit, go to: [http://www.utas.edu.au/mylo](http://www.utas.edu.au/mylo). To access the unit, select BMA701.


Technical requirements for MyLO MyLO can be accessed via Library computers and in computer labs on campus.

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at [http://www.utas.edu.au/service-desk](http://www.utas.edu.au/service-desk) during business hours.

### Activities

#### Details of teaching arrangements

Teaching will be weekly via a one-hour lecture delivered by the unit coordinator and incorporating guest speakers and the use of critiqued, external, on-line lectures. This will be followed by two-hour seminars after each lecture.

#### Specific attendance/performance requirements

As in-class discussions will take place you are expected to attend all classes.

In this unit, your active engagement will be monitored in the following way:

1. Your attendance and participation in class discussions.
2. Your completion of in-class activities.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.
## Unit schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES/ READINGS/ FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25th February</td>
<td>Introduction</td>
<td>Introduction: The Unit and Assessment. The nature and importance of leadership/leading change.</td>
<td>See MyLo for more materials</td>
</tr>
<tr>
<td>2</td>
<td>4 March</td>
<td>Change</td>
<td>Introduction to Change: Theoretical and Philosophical frameworks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11 March</td>
<td>Change &amp; Assignments</td>
<td>11th March is a public holiday</td>
<td>Attend Tuesday seminar if possible</td>
</tr>
<tr>
<td>4</td>
<td>18 March</td>
<td>Leadership</td>
<td>The personality of the leader: contemporary leadership views</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25 March</td>
<td>Change</td>
<td>Toxic Leadership &amp; Change</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1 April</td>
<td>Identifying &amp; implementing change</td>
<td>Diagnosis and Implementation of change</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8 April</td>
<td>Communication</td>
<td>Communication in leadership &amp; change</td>
<td></td>
</tr>
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### Mid-semester break: 18th April to 25th April (inclusive of public holiday on 25th April)

| 8    | 15 April       | Challenges                | Challenges in leading change |  |
| 9    | 29 April       | Effective leadership      | Using power & influence effectively |  |
| 10   | 6 May          | Assessment                | Presentations |  |
| 11   | 13 May         | Assessment                | Presentations |  |
| 12   | 20 May         | Challenges                | Contemporary challenges in leadership and change |  |
| 13   | 27 May         | Review                    | Review and discussion of total unit |  |

**Examination Period (No lectures): 8 June to 25 June (inclusive)**
ACCREDITATION

AACSB Accreditation

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.