UNIT OUTLINE

Read this document to learn essential details about your unit. It will also help you to get started with your studies.

BMA328
Leadership in Organisations

Semester 2, 2014

THIS UNIT IS BEING OFFERED IN:

HOBART

Taught by:

Dr James McDonald

CRICOS Provider Code: 00586B
Contact Details

Unit Coordinator: Dr James McDonald
Campus: Hobart
Email: jmcdonald@utas.edu.au
Consultation: Tuesdays, 2pm

Room Number: TBA
Phone: TBA
Unit Description

This unit serves as a foundation for understanding the past, present and future of the complex field of leadership.

Some Harvard Scholars specialising in this area warn the leadership crisis, delivered by the recent Global Financial Crisis (and arguably that which may have well lead to it), is by no means over. In fact, they predict a sustained crisis will ensue as leaders attempt to grapple with new uncertainties and adaptive pressures.

During these times leaders are looked upon to provide direction and to ease angst by taking the helm in a masterful fashion. But, say these scholars, “none of us...[meaning leaders nor the people who study them]...has been here before” (Heiffetz, Grashow & Linksy, 2009, p. 64).

How then should we go about addressing challenges that lay ahead in a brave new world?

• Do we keep focusing on the attributes of leaders, what/whom they are trying to lead the environment and context they are leading in?

• Who will be expected to lead necessary change in the future? Should managers be better equipped to “make orders” as well as take them?

• What implications exist for established power structures? What happens to the balance of power in an organisation when ownership of a valuable resource becomes commodified and value-less or the opposite, literally overnight?

• Are more opportunities likely to emerge from the GFC as is predicted? If so, what skills do leaders need to possess to be better equipped to take advantage of these?

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

BMA101, BMA247

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

• any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and

• penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

When does the unit commence?

The unit commences officially in Week 1 of Semester 2, 2014. Materials relevant to the unit will be made available on MyLO one to two weeks prior to the commencement of the semester.
## Intended Learning Outcomes and Generic Graduate Attributes for BMA xxx

<table>
<thead>
<tr>
<th>INTENDED LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
<th>GRADUATE ATTRIBUTE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
<td></td>
<td>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:</td>
</tr>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td></td>
<td><strong>A. Knowledge</strong></td>
</tr>
<tr>
<td>Different theories and approaches to leadership</td>
<td></td>
<td>• Understand the boundaries in knowledge on leadership and its many tributaries.</td>
</tr>
<tr>
<td>Critically evaluate the different types of leadership, and the role they play in organisations.</td>
<td>Essay, Journal</td>
<td>• Increase self-awareness applying knowledge and research.</td>
</tr>
<tr>
<td>Explain the limitations of approaches to leadership within different organisational and cultural contexts.</td>
<td>Essay, Journal</td>
<td>• Using research skills, learn how to effectively combine a personal belief with extant theory and supporting data to translate informed belief into a vision.</td>
</tr>
<tr>
<td>Apply models of leadership to complex business situations.</td>
<td></td>
<td><strong>B. Communication</strong></td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td></td>
<td>• Present well-reasoned arguments orally in tutorials and in written work.</td>
</tr>
<tr>
<td>How power relationships operate at various levels of organisations.</td>
<td>Journal, Exam</td>
<td>• Listen to, and evaluate the views of others.</td>
</tr>
<tr>
<td>Identify the different types of power relationships that exist within organisations, and the limits to this power.</td>
<td></td>
<td>• Articulate ideas and counter-argue in a debate setting.</td>
</tr>
<tr>
<td>Recommend strategies that leaders may use to deal with power-relations within organisation that block change/development.</td>
<td></td>
<td><strong>C. Global Perspective</strong></td>
</tr>
<tr>
<td><strong>Learning Outcome 3</strong></td>
<td></td>
<td>• Demonstrate awareness and balance in issues of leadership requiring cultural and ideological sensitivity and tolerance.</td>
</tr>
<tr>
<td>The role of ethics in leadership, and the and the impact of the leaders ethical approaches within the organisation and the broader society.</td>
<td>Journal, Exam</td>
<td><strong>D. Social Responsibility</strong></td>
</tr>
<tr>
<td>Discuss different ethical lenses that may be employed by leaders within organisations.</td>
<td></td>
<td>• Acknowledge the social and ethical consequences of leadership behaviour.</td>
</tr>
<tr>
<td>Apply knowledge of ethics to different leadership challenges within organisations.</td>
<td></td>
<td>• Appreciate the significant responsibility that leadership brings.</td>
</tr>
<tr>
<td><strong>ASSESSMENT METHODS</strong></td>
<td></td>
<td>• Commit to access and equity principles (academically and professionally) organisationally and in society.</td>
</tr>
<tr>
<td><strong>GRADUATE ATTRIBUTE OUTCOMES</strong></td>
<td></td>
<td>• Welcome, and engage in, active debate on controversial topics.</td>
</tr>
</tbody>
</table>
Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

These are some of the expectations we have of you as a student enrolled in this unit:

Work, Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: [www.utas.edu.au/work-health-safety](http://www.utas.edu.au/work-health-safety).

Learning Resources

Prescribed Text

* A prescribed text is a resource that you must have access to for the purposes of studying this unit.


Recommended Texts

* A recommended text is a resource that you can use to broaden your understanding of the topics covered in this unit. You may also find a recommended text helpful when conducting research for assignments.


Other Recommended Resources

Journal Articles
Outlined below is a series of seminal articles on leadership in organisations. We will be drawing on these articles extensively throughout the course of the unit.


**My Learning Online (MyLO)**

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

To log in to MyLO and access this unit, go to: [http://www.utas.edu.au/learning-teaching-online](http://www.utas.edu.au/learning-teaching-online). To access the unit, select **BMA 328** These instructions will help you to log in for the first time.


**Technical requirements for MyLO**

For help and information about setting up your own computer and web browser for MyLO, see: [http://uconnect.utas.edu.au/](http://uconnect.utas.edu.au/)
While on campus, you can access the University network and MyLO via a laptop computer or other mobile device. See: http://uconnect.utas.edu.au/uan.htm

MyLO can be accessed via Library computers and in computer labs on campus. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

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

Learning to use MyLO

When you login to MyLO, you will see a unit called *Getting Started with MyLO*. Enter the unit to learn more about MyLO and to practise using its features.

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that you check your units in MyLO for updates at least once a day.
Using MyLO for BMA 328

**IMPORTANT!**: Before you are provided with access to your unit’s MyLO resources, you must complete the Student Agreement form. To do this:

1. Access the unit’s MyLO site.
2. Locate the Begin Here folder and click on it to open it. You can find the Begin Here folder by scrolling down until you see Content Browser OR by clicking on the Content button.

3. Once you have opened the Begin Here folder, click on the Student Agreement file.

4. Read the terms, then check the I agree box. You should now be able to access all available unit content on MyLO. You only need to do this once in each MyLO unit.

Other important resources on MyLO

Students are expected to regularly check on MyLO for any updates in relation to the unit. Essentially, MyLO has been incorporated into the delivery of this unit to enhance students’ learning experience by providing access to up-to-date course materials and allowing for online discussion. In addition to the lecture slides which are uploaded on MyLO on a weekly basis, other unit-related materials such as supplementary readings and assessment guides can also be accessed on MyLO. Besides, students are also expected to engage in an active discussion about issues related to the unit through the discussion forums or chat rooms that are available on MyLO, and this is particularly helpful for distance students who may utilise the facilities available on MyLO to get in touch with their fellow distance students and form groups to complete some of the assessment tasks for this unit. In this regard, MyLO should be treated as the unit’s critical platform for learning and communication.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.
Details of Teaching Arrangements

Hobart Lectures & Workshops

Lectures
There will be a series of thirteen lectures over the course of the semester. These lectures will be two hours in duration.

Workshops
There will be a series twelve workshops over the course of the semester. These workshops will be one hour in duration.

Launceston – Flexible Delivery Only

Launceston students will have access to recorded lectures and online workshops.

Communication, Consultation and Appointments

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT
Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit’s MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION
Other students may have the same question that you have. Please go to the Q&A Forum on our course’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact us by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR SUBMISSION OF AN ASSESSMENT TASK
If you have a personal question related to your studies or your grades, please contact us by email.

A NOTE ABOUT EMAIL CORRESPONDENCE
You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

*IMPORTANT* Please email me when you have a question or issue of a personal nature, for example, you have a family issue that is affecting your studies. For general questions about the unit, please add them to the Q&A forum on our unit’s MyLO site. This way, other students can also benefit from the answers.
Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50% of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Value/Weighting</th>
<th>Link to Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Item 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>30 marks</td>
<td>Week 8</td>
<td></td>
</tr>
<tr>
<td>Assessment Item 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>30 marks</td>
<td>Week 12</td>
<td></td>
</tr>
<tr>
<td>Assessment Item 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>40 marks</td>
<td>Exam Period</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Item 1 – Essay

Task Description: Students are required to write an argumentative essay addressing one of the following topics:

1) Using the writings of such authors and researchers as Ouchi & Yaeger (1978), Hofstede (1980) and Tang & Ward (2002), critically analyse the fit of “Western” leadership theories and approaches in an Eastern context.

Is the entire construct of leadership a figment of the West’s imagination or does it have cross-cultural currency? If so, which western model bests suits this context? If not, what is lacking in western models that precludes there being a good fit for analysing leadership in western cultures?

2) Avolio, Walumbwa & Weber’s (2009) review article brings to light a vast number of gaps in our knowledge of leadership. They submit that even the most basic questions remain unanswered such as whether a leader is born or made. They cite biological studies in support of the notion that
leaders are born. They propose that “life context” is more important than genes and they also find that studies addressing the latter fails to differentiate a born leader from a taught one because all leaders involved in the interventions they reviewed showed improve

3) In light of this and other evidence, might we be asking the wrong questions about leadership? Is there a case to argue for leaders being self-made or even emergent? That is, are what we call leaders more adept at double-loop learning or adaption of new concepts from complexity theory?

**Task Length:** 2500 words

**Assessment Criteria:** *Argumentative essay format*
- Obvious stance on the issue – no evidence of fence-sitting
- Argument focused on the topic
- All key terms and concepts defined
- Argument follows a logical sequence
- Ideas have been drawn together with no loose ends
- Minimal description is used
- Argument well defended
- Concepts are clearly linked
- Overall quality of argument

**Theoretical Literature Search/Empirical or Business Research**
- Depth and breadth of topic understanding
- Integration of relevant theory, examples and/or research
- Theory, models and examples used are relevant
- Examples and research are explained in sufficient depth
- Overall mastery of topic

**Presentation**
- Spelling and grammar
- English expression
- Use of 3rd person
- Formatting and Layout (spacing, margins)
- Overall presentation effort

**Referencing**
- Range of references used on the topic demonstrate wide reading
- Range of different formats (books, journals, reports, data etc)
- Balance of academic and business references
- Quality of material, that is, references are either from primary sources or research and analytical sources. Other sources, e.g. from the media, magazines and from non-research based internet sources must be subjected to critical evaluation using the literatures and leadership ???
- Correct citation in text
- Correct layout and presentation of reference list
- Authors in the text and reference list match
- Overall use of referencing
A detail rubric for this assessment task will be available from MyLO

Link to Unit's Learning Outcomes:

Due Date: Week 8

Value: 30 marks

Assessment Item 2 - Journal

Task Description: Students are required to submit a journal commencing week 2, of their own insights combined with theory and biographical research on a leader. Assessment components include:

a. Developing a vision of an ideal leader;
b. Characterise them using topics from weeks 2 to 11;
c. Choose a “real-life” character who matches the ideal as closely as possible;
d. Providing a short biographical summary; and,
e. Highlighting reasons for the choice of this individual.
f. Students will be asked to identify their selected leader and explain why they have selected that leader

A number of articles cited as Recommended Readings contain lists of leaders which could be considered for this assessment

Task Length: 2500 words

Assessment Criteria:

Journal (Report) format

- Table of contents
- Use of headings and sub-headings denoting order
- Headings throughout convey and reflect content
- Headings throughout follow a logical sequence
- All key terms and concepts defined
- Sections under headings are complete pieces
- Reporting is succinct
- Fullness of content
- Overall quality of reporting in journal

Theoretical Literature Search/Empirical or Business Research

- Depth and breadth of topic understanding
- Integration of relevant theory, examples and/or research
- Theory, models and examples used are relevant
- Examples and research are explained in sufficient depth
- Overall mastery of topic

Presentation

- Spelling and grammar
- English expression
- Use of 3rd person
- Formatting and Layout (spacing, margins)
• Overall presentation effort

Referencing
• Range of references used on topic
• Range of different formats (books, journals, reports, data etc)
• Balance of academic and business references
• Quality of material (i.e. no Wiki references)
• Correct citation in text
• Layout and presentation of reference list
• Authors in text and reference list match
• Overall use of referencing

A detail rubric for this assessment task will be available from MyLO

Link to Unit's Learning Outcomes:

Due Date: Week 12

Value: 30 marks

Assessment Item 3 – Final Exam

Task Description: The exam will contain a mix of short answer and essay questions.

Task Length: Two hours

Assessment Criteria:

Link to Unit's Learning Outcomes:

Due Date: Exam period

Value: 40 marks

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you. Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. Note that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website: http://www.utas.edu.au/exams/home.
Submission of Assessment Items

Lodging Assessment Items

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All assessment items must be handed in by 2.00pm on the due date. Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a TSBE Assignment Cover Sheet, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources]. All assignments must include your name, student ID number, tutorial day/time, and your tutor’s name. If this information is missing the assignment will not be accepted and, therefore, will not be marked.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in ‘perfect’ systems, items sometimes go astray.

Late Assessment and Extension Policy

In this Policy
1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
   (b) ‘late’ means after the due date and time; and
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment
2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.
3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.
4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.
5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.
6. Assessment items submitted more than five (5) days late will not be accepted.
7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Academic Referencing and Style Guide

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.
The appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles: http://utas.libguides.com/content.php?pid=27520&sid=199808

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous(internal) assessment. The term continuous(internal) assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a formal review of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

Review of Final Exam/Result

In units with an invigilated exam students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay $50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.
Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study, then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact:

DIRECTOR OF UNDERGRADUATE PROGRAMS
Name: David Kronenberg
Room: 407, Commerce Building, Sandy Bay
Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/student-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

Academic Misconduct and Plagiarism

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see www.utas.edu.au/universitycouncil/legislation.
Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own, for example:

- using an author’s words without putting them in quotation marks and citing the source;
- using an author’s ideas without proper acknowledgment and citation; or
- copying another student’s work.

It also means using one’s own work from previously submitted assessment items if repeating a unit.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at http://www.academicintegrity.utas.edu.au/ The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Activity</th>
<th>Due Dates</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
<td>Text C1 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>- Introduction to leadership...</td>
<td></td>
<td></td>
<td>Drucker (2005)</td>
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<tr>
<td></td>
<td>o components (leader, follower, situation)</td>
<td></td>
<td></td>
<td>Eubanks et al (2010)</td>
</tr>
<tr>
<td></td>
<td>o definitions, approaches &amp; theories (power, trait, state, behaviour, relationship dynamics and emergence)</td>
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<td></td>
<td>Fairhurst &amp; Grant (2010)</td>
</tr>
<tr>
<td></td>
<td>- Leadership issues &amp; questions</td>
<td></td>
<td></td>
<td>Lui (2010)</td>
</tr>
<tr>
<td></td>
<td>o Is leadership real?</td>
<td></td>
<td></td>
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<td></td>
<td>o Time and temporal relationships as moderators and mediators</td>
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<tr>
<td></td>
<td>o What happens when leaders fail?</td>
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<td>o The leader as a public target</td>
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<td>o Self-management as the road to leadership</td>
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<td>2</td>
<td>The context &amp; boundaries of leadership</td>
<td></td>
<td>Start mentor journal</td>
<td>Text C3 &amp; 14</td>
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<td></td>
<td>- The romantic notion of leadership</td>
<td></td>
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<td>Recommended: Eisenstat et al (2008)</td>
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<td></td>
<td>- Determinism vs. emergence (born vs. made)</td>
<td></td>
<td></td>
<td>Yukil &amp; Lepsinger (2005)</td>
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<td></td>
<td>- The internal and external environment</td>
<td></td>
<td></td>
<td>Zaleznik (2004)</td>
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<td>Introduction &amp; assessment reiteration.</td>
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<td>Students to nominate a “leader – mentor” being someone they admire as a real historical or current figure. The latter may include movie characters. After putting together a short synopsis of why they chose this person and what was basis of power and influence this person had, they share this with class members for comment and discussion.</td>
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<td>Debate on whether leaders are born or made.</td>
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<td>3</td>
<td>Power &amp; Influence</td>
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<td>Text C7 &amp; 5</td>
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<td></td>
<td>- Differential bases of power (positional, referent, expert, reward &amp; coercive)</td>
<td></td>
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<td>Laursen &amp; Bukowski (1997)</td>
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<td></td>
<td>- Participative Leadership (giving power away)</td>
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<td>Moss-Kanter (2010)</td>
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<td>Game theory exercise to illustrate different mechanisms underpinning power relationships &amp; exertion (i.e. exerting power via threats of removing something of value, changing how it is obtained, the odds of getting it or changing the value of it entirely).</td>
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<td>Pfeffer (2010)</td>
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<td>Turner (2005)</td>
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| 4 | Power Distribution within Organisations  
- Strategic Intent  
- Leadership in public & private organisations  
  - Stewardship vs. control  
- Nexus of power in different tiers of organisation  
  (department, group, dyad relationship)  
  - Organisational Culture & Climate  
  - Organisational design & control  
  - Organisational justice & work groups  
  - Employee Empowerment & Involvement  
- Institutional conflicts (labour, functional, legacies of the past) | Role play with groups of students representing two senior management teams and three functional departments within an organisation. Each department must negotiate with senior management (team 1) to obtain access to resources without knowing the rules. The senior management team then changes (team 2) so that a new set of rules emerge. Students will be directed to attend to their own group’s dynamics (e.g. does anyone emerge as a negotiator, leader etc) and also what happens when there is a change of management – ideally another functional department garners power. | Text C12 & 13 (&7)  
Recommended:  
Astley & Zajac (1990)  
Carney (2010)  
Hamel & Prahalad (2005)  
Kirkman et al (1996) |
|---|---|---|
| 5 | Defining leadership - trait theories  
- Personality theory overview  
- Trait theories  
  - how they are derived  
  - Big 5 & other models  
- Dysfunctional personality - Narcissism in Leadership  
- Level 5 Leadership  
- Gender  
- Emotional Intelligence | Self-assessments – personality and EI.  
Debate: Is narcissism an intrinsic trait of leadership?  
Is gender bias in leadership in the eye of the beholder?  
Students will interpret the fate of female leadership in critical review of a classical, short piece of literature - in affinity and non-affinity groups (i.e. same gender & mixed gender groups). | Text C2  
Recommended:  
Collins (2005)  
Bass (2008) – C4 & 5  
Dubrin (2005) – C2  
George (2000)  
Maccoby (2000)  
| 6 | Defining leadership - contingent “states” in search of leaders  
- Contingency theories  
  - LPC Model  
  - Path-Goal Theory  
  - Situational Leadership Theory  
  - Leadership Substitutes Theory  
- Evolving theories  
  - Transformational/Charismatic change leadership  
  - Complexity theory | Self assessment (includes transformational/charismatic leadership)  
Case study debate: Great leaders in history - A case of being in the right place at the right time or the wrong place at the wrong time? | Text C6  
Recommended:  
Dubrin (2005) – C7 |
| 7 | Defining leadership - leader behaviours  
- Autocratic vs. democratic, Directive vs. participative; Task vs. people  
- Charismatic & Transformational Leadership  
Debate: Is task vs. people leadership better for managing crisis? | Text C9  
Recommended:  
### Defining leadership - relational dynamics
- LMX theory
- Attribution Theory
- Trust in Leadership

**Self assessment.**

Class exercise – “follow my lead” (testing skills of persuasion). Class is split in half – in one half anointed “leaders” chose followers to be on their team for a relay race vs. in the other half anointed leaders need to persuade followers to join their team. Teams race in a small circuit (inside or outside) with bean bag balls to see which wins – the underlying rationale being to understand the dynamics of leadership and outcomes. Which is best – choosing your team or your team choosing you? Which enables leadership (i.e. formulating strategy, selecting best team members at the start and end etc).

**Essay due**

Text C8

**Recommended:**
- Newstrom (2005) - C2 & 10

### Change & conflict as a precursor to emergence
- Emergence
- Complexity Theory
- The issue of diversity & representation

**Debate:** Are leaders not just a production of the prevailing culture and counter-cultures? How do wars emerge (between countries, companies and industries) and does this provide a conduit of emergence for leaders (e.g. Nelson Mandela)?

Why is representation important? Why does tokenist leadership not work (e.g. females relegated to key portfolios in Australian politics)?

**Text C15**

**Recommended:**
- Bass (2008) - C31, 32 & 33
- Newstrom (2005) - C5

### Negative leadership
- Morality, corruption, power abuse & discrimination
- Always the leader and not their followers
- Alternate views - a constellation of forces
  - Destructive leaders, their followers & opportunity

**Students will explore their own positive and negative biases via a “hot topic”.

Debate:** What really happened at Enron? How does culture mould leadership – is this more proof leaders are a product of their surroundings or just a convenient excuse?

**Newstrom (2005) – C15**

**Recommended:**
- Levine (2005)
- Padella et al (2007)
- Price (2008)
- Schilling (2009).
| 11 | Positive leadership  
- Altruism & humility (Servant Leadership)  
- Morality & self-efficacy (Authentic leadership)  
Debate: “Good guys lose don’t they?” What’s wrong and right with positive leadership. | Text C11  
Recommended:  
Argyris (1991)  
Avolio & Gardner (2005)  
Semler (1989)  
Senge (1990)  
Skringar & Stevens (2008) – C10  
Thoms (2008) |
| 12 | New themes  
- Leading & Mobilising Change  
- Philosophy & Ethics – 4 approaches  
  - Utility & consequences  
  - Categorical imperative & duty  
  - Natural law  
  - Social contract obligation  
- The ethics of transformational leadership  
- Strategic intent vs. unintended consequence  
  - Adam Smith – Moral Philosopher, Father of Macroeconomics & unwitting advocate of capitalism and Western hegemony. | Debates: By what philosophy shall we judge a great leader?  
Philosophical doctrine offers 4 solutions – utility & consequences, categorical imperatives & duty, abiding by ‘natural’ law or upholding a social contract?  
Adam Smith’s noble principles as a moral philosopher, some would argue, have been perverted into the very thing he was trying to prevent. Should he be judged by consequences alone? What are the implications of applying the other 3 solutions? | Journal Due  
Cho & Dansereau (2010)  
Sendjaya (2005)  
| 13 | Revision | Students to review the leader-mentor they selected in week 2 in light of topics from weeks 1 to 11. |