Tasmanian School of Business and Economics

BMA328
LEADERSHIP IN ORGANISATIONS

Semester 2, Year 2018
Unit Outline

Dr Gemma Lewis
CONTACT DETAILS

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Consultation hours: To be advised
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NOTICE
This Unit Outline refers to the Unit Outline Essential Information resource which includes information, policies and requirements relevant to this unit. You must read the Essential Information resource as it is considered part of this Unit Outline.

WHAT IS THE UNIT ABOUT?

Unit description
Leadership is a key factor affecting the performance of all organisations and is of increasing importance in today’s dynamic business world. While the task of leading is generally associated with senior management, all employees have the potential to exercise leadership, through their influence and inspiration of others. Effective leadership requires advanced knowledge of theory and skills in application, so leaders have the capability to develop and implement strategies that will support the organisation and its people to achieve their objectives. This unit explores conventional and alternative perspectives on leadership, and the practice of leadership in a range of organisational contexts. Through the use of experiential activities and a blended learning approach, students will develop their leadership potential and start to find their inner leadership voice.

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

1. Critically evaluate organisational leadership theories and concepts.
2. Develop and explain self-awareness of leadership identity.
3. Analyse and evaluate the impact of leadership on organisational performance.

Alterations to the unit as a result of student feedback
Some more contemporary readings have been added, and the study questions and recorded lectures for each weekly topic have been updated. New additional resources such as videos, case studies and news articles have also been added to the Learning Hub in MyLO.

Prior knowledge &/or skills
BMA121 and BMA247 or BMA201-A are pre-requisites.
## 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>Assessment Task 1: Study Question Responses and Discussion</td>
<td>Cumulative from Week 2 to Week 11</td>
<td>15%</td>
<td>1,2, &amp; 3</td>
</tr>
<tr>
<td>Assessment Task 2: Group Sense Making and Reflective Writing</td>
<td>Wednesday 22 August 2018</td>
<td>25%</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Task 3: Group Presentation and Group Report</td>
<td>Week 11, 12 or 13</td>
<td>30%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Assessment Task 4: Persuasive Essay</td>
<td>Wednesday 3 October 2018</td>
<td>30%</td>
<td>1 &amp; 3</td>
</tr>
</tbody>
</table>

### Assessment details

#### Assessment task 1: Study Question Responses and Discussion

**Task description**

This cumulative assessment task is designed to assist students with their understanding of leadership theories and approaches and recognising their relevance to organisation practice and performance.

Each week we will discuss (in the on-campus workshops or online via the Distance Discussion board in MyLO for distance students) **two questions** that relate to the week's key topic area. These 'Study Questions' will be available through MyLO in each week's Learning Hub folder. As part of your preparation for this discussion, you will be expected to have watched the recorded lecture and read the compulsory and recommended readings for that week/topic.

On-campus students will be required to show their workshop tutor written answers to the two study questions at the start of each class. Distance students will be required to post their answers to the weekly questions via the Distance Discussion board in MyLO, and from time to time, comment on the discussion posts made by others. As part of your contribution, you will be expected to refer to at least one (1) of the readings corresponding to that week/topic. This may be in terms of the theory covered in the reading or your reaction to the ideas it presents.
Your performance will be assessed based on the quality of your study question answers, and contribution to the discussion. This is an important opportunity for your emergent thoughts regarding leadership and your own leadership identity to be surfaced and expressed. Students are expected to respect the emergent ideas and thoughts of others.

While it is not expected that every student will contribute to each and every discussion/question (or be able to), your willingness to raise your ‘hand’, combined with the quality of your comments, will be taken into consideration when your workshop tutor is assessing your question responses and discussion.

The scoring system below will be used to assess you. For each topic/class from Week 2 to Week 11, your workshop tutor will score the quality of your answers and contribution to discussion out of 10 (ten). If you fail to attend your on-campus workshop or do not post your answer/discussion to the Distance Discussion board within the nominated deadlines, you will receive a score of 0 (zero) for that week. The weekly scores will be added together to form an overall score out of 100, and your AT1 grade will be finalised and released in Week 12. Students will receive formative feedback around Week 6, which will help you identify any areas you need to work on.

**Weekly Score: 0-4:**
Quality of written answers are poor or incomplete; little if any reference to weekly readings; irregular or no contribution to discussion, demonstrating difficulty (or no effort) in explaining and evaluating leadership theory, and emerging leadership identity.

**Weekly Score 5:**
Quality of written answers and reference to readings are superficial or unclear in nature. Irregular contribution to discussion, demonstrating some difficulty (or little effort) in explaining and evaluating leadership theory, and emerging leadership identity.

**Weekly Score 6:**
Quality of written answers are satisfactory, with some reference to readings. Regular contribution to discussion, demonstrating a consistent effort in explaining and evaluating leadership theory, and emerging leadership identity.

**Weekly Score 7:**
Quality of written answers are well-developed, with clear reference to readings. Regular contribution to discussion,
demonstrating a consistent and sound effort in explaining and evaluating leadership theory, and emerging leadership identity.

**Weekly Score 8-10:**
Quality of written answers are outstanding, with clear reference to readings. Regular contribution to discussion, demonstrating a very consistent and sound effort in explaining and evaluating leadership theory, and emerging leadership identity.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measure Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Explain organisational leadership theories and concepts.</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Critically evaluate approaches to leadership considering organisational and cultural contexts.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Explore beliefs and values in line with leadership theories and approaches.</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Communicate orally and in writing, the impact of leadership on organisational performance.</td>
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</tbody>
</table>

**Task length**  
*n/a*

**Due by date**  
Cumulatively assessed, commencing in Week 2 and concluding in Week 11

**Assessment task 2 Group Sense Making and Reflective Writing**

**Task description**  
For this assessment you are required to liaise with others and prepare a written reflection in response to the situation statement below. The purpose of this task is to help you make sense of your temperament (i.e. your natural tendencies) and the collective capacities of others around you. How you interpret and respond to the statement below will be influenced by your personal beliefs, dispositions and past experiences, and those of people around you.

**Situation statement:**  
Cultural and technological advances taking place within contemporary organisations is increasingly shifting the balance of power between leaders and followers. This is resulting in leaders becoming weaker and followers becoming stronger.

This group sense making task and reflection requires you to work through and write about four (4) phases.
Phase 1: Identification of feeling (5%)

In this initial phase, you should identify your personal feelings, thoughts or comments related to the situation statement above. It is likely you may experience more than one feeling, thought etc. in response to this statement. Conflicting feelings/thoughts and/or those feelings/thoughts that change over time according to your behaviour or the behaviour of others can be reported in this phase. Make sure you think deeply and critically about how you feel/think, and don’t just describe the feelings and thoughts one would assume you to have. There is no right or wrong way to respond.

Phase 2: Search for Meaning (5%)

You are now required to make sense of the context in the situation statement, using the perspectives of others. For this you will need to speak to at least 3 of your classmates, and identify their feelings and thoughts in response to the situation statement. This phase may incorporate an exploration of your and their personal beliefs, dispositions, experiences and attitudes. You might consider speculating as to the ‘meaning’ others attributed to the situation given the feelings/thoughts they reported. Be mindful not to just describe what others feel/think, but consider and explain what this all means in context of your own personal beliefs or experiences.

Phase 3: Validation of Meaning (5%)

With reference to the (Phase 2) comments of your peers, you are now required to validate your analysis of the situation (i.e. what you think this all means), by asking for feedback from peers external to this unit, and/or external sources. In other words, in this phase you are required to evaluate if the meaning you attributed to the situation is confirmed (or disconfirmed).

Phase 4: Outcome of Reflection (10%)

You are now required to indicate how your reflection of the situation (and potential changes to your thoughts and feelings as you worked through the phases) has influenced your approach and/or perspective to this specific leadership issue. Any possible shift in your values, beliefs and/or attitudes should therefore be noted in this final phase.

For further assistance with reflective thinking/writing, please see the additional Assessment Item 2 resources in MyLO.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
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<tbody>
<tr>
<td>Criterion 1</td>
<td>Define and analyse personal beliefs, dispositions, experiences and attitudes</td>
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</table>
towards the meaning of leadership and seek feedback on this analysis.

| Criterion 2 | Reflect on development of personal beliefs, dispositions, and attitudes and how this reflection may influence perspectives and approaches. | 2 |

| Task length | Phases 1, 2 and 3 should be 300 words in length (+/- 10%) for each phase. Phase 4 can be up to, but no more than 500 words in length. Overall, your reflection must not exceed 1500 words. |

| Due by date | Wednesday 22 August 2018, 11.59pm AEST |

**Assessment task 3 Group Presentation and Group Report**

**Task description**

For this assessment task you will work in groups to deliver an oral presentation and written report, which profiles a real-life leader or CEO. Groups will comprise 4 or 5 students, and will be formed early in the semester. The presentations will be conducted during workshops in Weeks 11, 12 and 13. Groups will be allocated to one of these weeks depending on the make-up of their workshop. Distance students will be required to present in an online format, via a live webinar.

Each group will choose a real-life ‘leader’ to profile, from one of the following lists:

- [fortune.com/worlds-greatest-leaders/](http://fortune.com/worlds-greatest-leaders/)

No two groups can profile the same leader, hence once a selection is made, groups must immediately inform their tutor and classmates and commit to their choice.

In profiling your leader, you will need to research them. A good place to start is with their biographies or autobiographies (i.e. books). In addition, to get the latest coverage, you need to research other sources (e.g. case study books, magazines, newspaper articles, journal articles etc.). You cannot rely on websites such as Wikipedia, Google entries, etc. to obtain information about your chosen leader and reference your work. While there is no minimum number of journal articles/academic sources required for this assessment, evidence of research from a range of reliable sources apart from a (auto) biography is important.

To benefit your learning, we suggest you choose a leader that is not so well-known. Check with your Unit Coordinator or
workshop tutor if unsure of your choice.

Your oral presentation and corresponding written report must contain discussion of the following:

1. **Leadership Approach**

   What principles, models or patterns of leadership can you observe from the leader?

   Use a leadership theory or model discussed in class or in the readings to analyse the leaders' approach – one theory is sufficient for this purpose. Avoid discussing the obvious (e.g. ‘the leader works really hard, hence is successful’, or ‘she didn't treat her employees well because she was too focused on her own ambitions’, or ‘being preoccupied with his work, he showed a disregard for his own health’).

   An intelligent analysis of the leader will look at a pattern shown by the leaders over the years in terms of their approach to business, life, leadership etc. This is the ‘not-so-obvious’. In addition, you need to identify and analyse the positive and negative aspects of the leader.

2. **Leadership Lessons**

   As a group discuss what have you learned personally from the leader, and why these 'lesson/s' are important to your own leadership development and identity.

   Discuss with your group (and include in your presentation) some personal and practical strategies you can use to emulate the positive aspects of your chosen leader.

**Presentation & Report Format**

For the oral presentation, groups are expected to prepare visual materials such as a PowerPoint presentation. Each group's presentation must be no more than 10 minutes (marks will be deducted if your presentation is longer). Following each presentation, there will be a 3-minute Question and Answer session by other students in the workshop/webinar.

In addition to your presentation, the group is to prepare a 1000-word corresponding report, which is essentially a written form of your presentation, in Word Doc form using the same headings/titles you included in your oral presentation. This report must be submitted to the assignment submission folder in MyLO immediately following your group's oral presentation. It should be written in a clear and concise manner, with minimal use of dot points or tables. For both your oral presentation and written report, sources must be acknowledged according to the UTAS Harvard Referencing Style.
Group Processes and Communication

All group members are expected to contribute equally to the preparation and delivery of the oral presentation and written report. We expect groups to use their knowledge of group processes to establish productive and positive group communication.

All students within a group will receive the same mark/grade unless there is a case where extenuating circumstances have resulted in a clearly documented case of unequal contribution/s. The unit coordinator will make the final decision under such circumstances.

Groups are expected to be proactive in managing any conflict or extenuating circumstances, and only consult with their tutor or unit coordinator when necessary. Students are reminded to listen to others, respect diversity, and work in a collaborative way that reflects the values of our university.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
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<tbody>
<tr>
<td><strong>Criterion 1</strong></td>
<td>Critically evaluate approaches to leadership considering organisational and cultural contexts.</td>
</tr>
<tr>
<td><strong>Criterion 2</strong></td>
<td>Work in a team, lead and manage group processes.</td>
</tr>
<tr>
<td><strong>Criterion 3</strong></td>
<td>Analyse and explain how contemporary leaders can foster innovation to improve organisational performance.</td>
</tr>
<tr>
<td><strong>Criterion 4</strong></td>
<td>Critically evaluate how various leadership approaches impact on self, employees, organisations and key stakeholders.</td>
</tr>
<tr>
<td><strong>Criterion 5</strong></td>
<td>Communicate orally and in writing, the impact of leadership on organisational performance.</td>
</tr>
<tr>
<td><strong>Task length</strong></td>
<td>Maximum 10-minute oral presentation Maximum 1000-word written report, excluding Reference List</td>
</tr>
<tr>
<td><strong>Due by date</strong></td>
<td>Presentations will be delivered during workshops/webinars in Week 11, 12 or 13. Written reports are due to MyLO immediately after the group has presented.</td>
</tr>
</tbody>
</table>
Assessment task 4 Persuasive Essay

<table>
<thead>
<tr>
<th>Description / conditions</th>
<th>Students are required to write a persuasive essay addressing the following topic:</th>
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<tbody>
<tr>
<td></td>
<td>Avolio, Walumbwa and Weber's (2009) review article reveals many gaps in our knowledge of leadership. They suggest 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, and go on to propose that “life context” is more important than genes. Additionally, they state studies addressing the latter fail to differentiate a born leader from a taught one, because all leaders involved in the interventions they reviewed showed improvement. Considering the evidence presented in their seminal article, and similar evidence collected by others, are we asking the wrong questions about leadership? Is there a case for leaders being self-made or even emergent?</td>
</tr>
<tr>
<td></td>
<td>Using the above article as the basis, along with relevant theory and concepts relating to leadership development in other articles/texts, you are to write a persuasive essay arguing for or against the belief that leaders are born or self-made. The specific stance you take must be supported with references to academic literature and research. A minimum of 10 academic sources are required. You should refer to these sources using the UTAS Harvard Referencing style.</td>
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<tr>
<td></td>
<td>A persuasive essay requires you to develop a perspective or position on a topic and then defend it. Usually there is no right or wrong answer to the topic statement or question, so the ability to argue your viewpoint becomes critical to your overall mark or grade. A thesis statement is about taking a position. It means you do not ‘sit on the fence’. However, in arguing your position, you should show you are aware of counter positions.</td>
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<td></td>
<td>For this assessment task, you are required to use research to define your thesis statement and present the facts in an orderly fashion as you see them - all of which lead to an inevitable conclusion (i.e. the conclusion you want the reader to come to).</td>
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<tr>
<td></td>
<td>Persuasive essays need to be written in “third person”. That is, to appear objective you need to take yourself, as the author, and the reader out of the equation. This means not using “I”, “me” (or first person) and “us”, “we” (or second person).</td>
</tr>
<tr>
<td>How to structure your persuasive essay</td>
<td>The <em>introduction</em> in a persuasive essay should have links between the topic and an outcome. It must give the reader an</td>
</tr>
</tbody>
</table>
indication of what (topic) your essay will cover, and your viewpoint in relation to this topic. The introduction could contain a question, summary of key issues, or a counter-argument to your viewpoint. The introduction should not contain any supporting evidence (i.e. quotes, references etc.) for your viewpoint nor a solution to the topic or problem at hand.

The body of the essay should discuss key issues presented in a logical and clear manner, so to persuade the reader of your position. Each paragraph/new issue within the body should provide evidence to support your viewpoint. Evidence in this instance should be sourced from theory and research, published by academic sources such as journal articles. Where a key aspect of your argument extends to more than one paragraph, be mindful that each paragraph should not contain more than one issue or provide supporting evidence for more than one issue. It is a good idea to re-state your position throughout the body of the essay, as it can be easy for readers to forget your position or persuasive stance.

The conclusion of the essay should mirror the introduction. That is, it should summarise for the reader the key issues raised in the body, and offer a solution or suggestion to the topic or problem. The conclusion should not contain any references, nor introduce any new issues.

Remember

In the early stages of the essay writing process, you will probably want to alter the wording and maybe even the emphasis of your thesis statement. Expect your thesis statement to evolve as you:

- gain new insights
- find more pertinent evidence
- develop your understanding of the topic.

(Source: www.student.uwa.edu.au/__data/assets/pdf_file/0004/2747092/ES1-Thesis-statements.pdf)

<table>
<thead>
<tr>
<th>Criterion</th>
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<tbody>
<tr>
<td>Criterion 1</td>
<td>Explain organisational leadership theories and concepts. 1</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Critically evaluate approaches to leadership considering organisational and cultural contexts. 1</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Critically evaluate how various leadership approaches impact on self, employees, organisations and key stakeholders. 3</td>
</tr>
</tbody>
</table>
Criterion 4
Communicate orally and in writing, the impact of leadership on organisational performance.

Task length
2500 words (+/- 10%). Please note this word limit does not include the Reference List at the end of your essay, but does include in-text references.

Due by date
Wednesday 3 October 2018, 11:59pm AEST

WHAT LEARNING OPPORTUNITIES ARE THERE?

Required readings
This unit does not have a prescribed text. Instead, each week students are required to read 1 or 2 journal articles that correspond to each topic in the Unit Schedule (see page 15 of this unit outline). These readings are available and downloadable via the UTAS Library Reading List (for details, see below).

Recommended readings/ texts
The following texts contain information and perspectives on leadership, and are considered an additional resource to the required readings and materials presented in MyLO.


Daglish, C & Miller, P 2010, Leadership, understanding its global impact, Tilde University Press, Melbourne.


Yukl, G 2010, *Leadership in organisations*, 7th edn, Pearson, Upper Saddle River. (At the end of this book there is a very large list of leadership references).

**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.

**Activities**

**Details of teaching arrangements**

**Recorded lectures**

There will be a series of pre-recorded lectures available through the MyLO Learning Hub. These lectures (and corresponding lecture slides) provide an overview of the topic and learning activities for that week.

Students are expected to have watched the lecture before attending their workshop, or engaging in online discussion if they are a distance student.

**On-campus workshops**

There will be a series of twelve on-campus workshops commencing in Week 2. These workshops will be two hours in duration. On-campus students must sign up to a workshop via MyLO by the end of Week 1.
Arrangements for students studying via Distance

Students studying via distance will have access to pre-recorded lectures, online asynchronous discussion, and synchronous discussion and support via live webinars (dates and times for these will be announced in Week 1). The main communication and learning portal for distance students is the Distance Discussion board in MyLO. We strongly encourage students to subscribe to this discussion board, so they receive updates and notification of new posts. In addition, the Distance Discussion board is the forum where distance students will engage with Assessment Item 1.

Specific attendance/performance requirements

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

1. MyLO access; especially the Learning Hub
2. Workshop attendance if studying on-campus; posts to the Distance Discussion board if studying via distance

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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC</th>
<th>READINGS (ACCESS VIA MYLO OR UTS LIBRARY READING LIST SERVICE)</th>
<th>ASSESSMENT DUE DATES/OTHER INFORMATION</th>
</tr>
</thead>
</table>
| 1    | 16 July        | Unit overview; and The nature and importance of leadership | **Compulsory:** Kaiser, RB, Hogan, R & Craig, SB 2008, ‘Leadership and the fate of organizations’, *American Psychologist*, vol. 63, no.2, pp. 96.  
| 3    | 30 July        | Leadership development | **Compulsory:** Hannah, S & Avolio, B 2011, ‘Ready or not: how do we accelerate the developmental readiness of leaders?’ *Journal of Organisational Behaviour*, vol. 31, pp. 1181-1187.  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Theme</th>
<th>Recommended</th>
<th>Compulsory</th>
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</thead>
</table>

**Assessment Item**

2 Group Sense Making and Reflection due this week

**Mid-semester break (Monday 3 September – Friday 7 September inclusive)**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Compulsory</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1 October</td>
<td>Leading change in a cross-cultural context</td>
<td>Javidan, M, Dorfman, RW, Sully de Luque, M &amp; House, RJ 2006, ‘In the eye of the beholder: cross cultural lessons in leadership from project GLOBE’, <em>Academy of Management Perspective</em>, vol. 20, no. 1, pp.</td>
<td>Assessment Item 3 Group Presentations start this week Assessment Item</td>
</tr>
</tbody>
</table>
67-90.


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**12**  8 October

- **Where are we now with leadership?**

  **Compulsory:** To be advised in MyLO


**Assessment Item 3**

3 Group Presentations continue this week

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**13**  15 October

- **Unit review and final reflections**

  No readings, as final week dedicated to conducting a review of the unit with respect to the learning outcomes; and exploring your self-awareness of your leadership identity.

**Assessment Item 3**

3 Group Presentations continue this week

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**Examination Period:** Saturday 27 October to Tuesday 13 November (inclusive)

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**ACCREDITATION**

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**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](#).