Tasmanian School of Business & Economics (TSBE) (School)
College of Business and Economics (College)

BMA328
LEADERSHIP IN ORGANISATIONS

12.50 Credit points

Semester 2, 2019
Unit Outline

Unit Coordinator
Dr. Toby Newstead
CONTACT DETAILS

Unit coordinator

Unit coordinator: Dr. Toby Newstead
Campus: Launceston
Email: Toby.Newstead@utas.edu.au
Phone: 613 6324 3127
Room location and number: A248
Consultation hours: By Appointment

Lecturer

Hobart Lecturer: Dr. Roshni Narendran
Campus: Sandy Bay
Email: Roshni.Narendran@utas.edu.au
Phone: 613 6226 5540
Room location and number: Room 414, Centenary Bldg
Consultation hours: By Appointment
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT IS THE UNIT ABOUT?</td>
<td>2</td>
</tr>
<tr>
<td>Unit Description</td>
<td>2</td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Quality Statement</td>
<td>3</td>
</tr>
<tr>
<td>Alterations to the Unit as a Result of Student Feedback</td>
<td>3</td>
</tr>
<tr>
<td>Prior Knowledge &amp;/or Skills</td>
<td>3</td>
</tr>
<tr>
<td>HOW WILL I BE ASSESSED?</td>
<td>4</td>
</tr>
<tr>
<td>Assessment Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Assessment Details</td>
<td>4</td>
</tr>
<tr>
<td>How Your Final Result is Determined</td>
<td>14</td>
</tr>
<tr>
<td>Submission of Assignments</td>
<td>14</td>
</tr>
<tr>
<td>Academic Referencing</td>
<td>16</td>
</tr>
<tr>
<td>Academic Misconduct</td>
<td>17</td>
</tr>
<tr>
<td>Student Behaviour</td>
<td>18</td>
</tr>
<tr>
<td>WHAT LEARNING OPPORTUNITIES ARE THERE?</td>
<td>19</td>
</tr>
<tr>
<td>MyLO</td>
<td>19</td>
</tr>
<tr>
<td>Resources</td>
<td>19</td>
</tr>
<tr>
<td>Activities</td>
<td>20</td>
</tr>
<tr>
<td>Communication</td>
<td>22</td>
</tr>
<tr>
<td>Concerns and Complaints</td>
<td>23</td>
</tr>
<tr>
<td>Further Information and Assistance</td>
<td>23</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>24</td>
</tr>
<tr>
<td>ACCREDITATION</td>
<td>29</td>
</tr>
<tr>
<td>AACSB Accreditation</td>
<td>29</td>
</tr>
</tbody>
</table>
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 unique 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.
Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

Changes were made to the weekly topics to reflect current trends in leadership scholarship. Some more contemporary readings have been added and the study questions have been updated. New additional resources such as videos, case studies and articles have 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 Questions and Discussion</td>
<td>Weekly, Weeks 2-11</td>
<td>15%</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Assessment Task 2: Sensemaking and Reflective Writing</td>
<td>Wednesday 21 August 2019</td>
<td>25%</td>
<td>LO2</td>
</tr>
<tr>
<td>Assessment Task 3: Group Presentation and Feedback Report</td>
<td>Week 10 or 11</td>
<td>30%</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>Assessment Task 4: Persuasive Essay</td>
<td>Friday 18 October 2019</td>
<td>30%</td>
<td>LO1, LO3</td>
</tr>
</tbody>
</table>

#### Assessment details

**Assessment Task 1 (AT2): Study Questions and Discussion**

**Task description**

**Study Question and Discussion**

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) one or two questions that relate to the week’s key topic area.

Study Questions will be available through MyLO in each week’s Learning Hub content folder. As part of your preparation for discussions, 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 submit their answers to MyLO every week (weeks 2-11) before their weekly workshop and to bring a copy of their answers to workshop to discuss.
**Distance students** will be required to post their answers to the weekly questions via the Distance Discussion board in MyLO, and to comment on the discussion posts made by others from time to time.

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 written study question answers, and contribution to the discussion (in on campus workshops on distance Discussion Boards). This is an important opportunity for your emergent thoughts regarding leadership and your own leadership identity to be surfaced and expressed.

Students (in workshops and on distance discussion boards) are expected to respect and engage with 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 written 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.

**Scoring system**

**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 Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain organisational leadership theories and concepts.</td>
<td>LO1</td>
</tr>
<tr>
<td>2</td>
<td>Critically evaluate approaches to leadership considering organisational and cultural contexts</td>
<td>LO1</td>
</tr>
<tr>
<td>3</td>
<td>Explore beliefs and values in line with leadership theories and approaches.</td>
<td>LO2</td>
</tr>
<tr>
<td>4</td>
<td>Communicate orally and in writing, the impact of leadership on organisational performance.</td>
<td>LO3</td>
</tr>
</tbody>
</table>

**Task Length**
N/A

**Due by date**
Cumulatively assessed, commencing Week 2 and concluding Week 11
**Assessment Task 2 (AT2): Sensemaking and Reflective Writing**

**Sensemaking and Reflective Writing.**
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 are 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 the context of your own personal beliefs or experiences.

**Phase 3: Validation of Meaning (5%)**
With reference to the comments of your peers (Phase 2), you are now required to validate your analysis of the situation (i.e. what you think
this all means), by asking for feedback from more than one person external to this unit. In other words, in this phase you are required to evaluate if the meaning you have 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 be noted in this final phase.

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

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<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Define and analyse personal beliefs, dispositions, experiences and attitudes towards the meaning of leadership and seek feedback on this analysis.</td>
<td>LO2</td>
</tr>
<tr>
<td>2</td>
<td>Reflect on development of personal beliefs, dispositions, and attitudes and how this reflection may influence perspectives and approaches.</td>
<td>LO2</td>
</tr>
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</table>

**Task Length**
Phases 1, 2, and 3 should each be about 300 words in length. Phase 4 can be up to, but no more than, 500 words in length. Overall, your assignment should be 1500 words (+/- 10%).

**Due by date**
Wednesday 21 August 2019, 11.59pm AEST
### Assessment Task 3 (AT3): Presentation and Feedback Report

<table>
<thead>
<tr>
<th>Task Description</th>
<th><strong>Group Presentation and Feedback Report</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task description</strong></td>
<td>For this assessment task you will work in groups to deliver an oral presentation that profiles a real-life leader or CEO, and individually to produce a Feedback Report. Groups will comprise 4 or 5 students, and will be formed early in the semester.</td>
</tr>
<tr>
<td></td>
<td>Each group will choose a real-life ‘leader’ to profile, from one of the following lists:</td>
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<tr>
<td></td>
<td>No two groups within the same cohort can profile the same leader, so once a selection is made, groups must immediately inform their tutor and classmates and commit to their choice.</td>
</tr>
<tr>
<td><strong>On campus students</strong></td>
<td>will present during workshops in Week 10 or 11. Groups will be allocated to one of these weeks depending on the make-up of their workshop.</td>
</tr>
<tr>
<td><strong>Distance students</strong></td>
<td>will be required to present in an online format, via a live webinar in Week 10 or 11. Webinar presentation times will be confirmed in Week 8.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td>For the oral presentation, groups are expected to prepare visual materials such as a PowerPoint presentation. Each group’s</td>
</tr>
</tbody>
</table>
Your oral presentation 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, what have you learned personally from the leader, and why are these ‘lesson/s’ 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.

**Feedback Report:**

Each member of the group is to prepare an individual Feedback Report. Each student must write a Report individually (not as a group). Feedback Reports are to consist of peer-feedback (+/-150 words for each member of your group) and self-reflection (+/- 300 words). In the report, you must provide positive, constructive, respectful feedback for each member of your group. Feedback should focus on how the member contributed to group processes in preparing the presentation, and their presentation style. You must also provide a self-evaluation. The self-evaluation component of your Feedback Report must demonstrate critical reflection on your own experiences and contributions to group processes in preparing the presentation, and your presentation style.

Feedback Reports are to be written in a clear, concise manner and posted to MyLO by 11.59pm the day you present. Delivery of your peer feedback to other members of your group will be facilitated in Workshop (On Campus students) or via group Discussion Boards (Distance Students).
For both your Presentation and Feedback 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. 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 for the presentation, unless 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 Number</th>
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<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research findings are communicated to the audience in an oral format.</td>
<td>LO1</td>
</tr>
<tr>
<td>2</td>
<td>Critically evaluate the leadership approach of the chosen leader and how this may impact on self, employees, organisations and/or key stakeholders (i.e. describe leadership lessons)</td>
<td>LO1, LO3</td>
</tr>
<tr>
<td>3</td>
<td>Articulate constructive and positive feedback and evaluation on members’ contributions to group processes and presentation style.</td>
<td>LO2, LO3</td>
</tr>
<tr>
<td>4</td>
<td>Students work in a team and manages group processes</td>
<td>LO2</td>
</tr>
</tbody>
</table>

**Task Length**
10-minute Group Presentation
+/- 1000-word individual Feedback Report

**Due by date**
Week 10 or 11
Assessment Task 4: Persuasive Essay

Task description

Persuasive Essay
Students are required to write a persuasive essay addressing one of the following questions:

1. What are three of the most important attributes of a leader?
2. What are the biggest challenges of leadership today?
3. To whom or what should a leader be most loyal?

Using relevant theory, concepts, and academic sources relating to leadership and/or leadership development, write a persuasive essay arguing your answer to one of the above questions.

The specific stance you take must be supported with references to academic literature and research. A minimum of 10 academic sources (peer-reviewed journal articles) are required. You should refer to these sources using the UTAS Harvard Referencing style.

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.

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). 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.

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).

How to structure your persuasive essay:
It is suggested you include a title for your essay, with clear reference to your chosen topic (i.e. which question you are answering).

The introduction in a persuasive essay should have links between the topic and an outcome. It must give the reader an indication of what (topic) your essay will cover, the stance your essay will take, and how you will defend it. The introduction could contain a question, summary of key issues, or a counterargument 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 introduce any new issues.

Note:
Throughout 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
- refine your written arguments.

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<tr>
<td>1</td>
<td>Explain organisational leadership theories and concepts.</td>
<td>LO1</td>
</tr>
<tr>
<td>2</td>
<td>Critically evaluate approaches to leadership considering organisational and cultural contexts.</td>
<td>LO1</td>
</tr>
<tr>
<td>3</td>
<td>Critically evaluate how various leadership approaches impact on self, employees, organisations and key stakeholders.</td>
<td>LO3</td>
</tr>
<tr>
<td>4</td>
<td>Communicate orally and in writing, the impact of leadership on organisational performance.</td>
<td>LO3</td>
</tr>
</tbody>
</table>

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

Due by date
Friday 18 October 2019, 11.59pm AEST
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the Unit Coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

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 a perfect system, items sometimes go astray.

Requests for extensions

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.

**Penalties**

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. Assessment items submitted more than five (5) days late will not be accepted. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

**Review of results and appeals**

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library:

http://utas.libguides.com/content.php?pid=27520&sid=199808

The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. 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 second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at:


This guide provides you with useful information about the structure and style of assignments in the TSBE.

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 how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your Unit Coordinator or lecturer.
Plagiarism

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, copying another student's work.

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. You may also find the Academic Honesty site on MyLO of assistance.

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 the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic misconduct

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, and 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 Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
Student Behaviour

The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the ServiceDesk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

This unit does not have a prescribed text. Instead, each week students are required to read a 1 or 2 journal articles that correspond to each topic in the Unit Schedule and are available via the unit Reading List.

Recommended readings

Recommended readings will be made available in the content folders in MyLO and via the unit Reading List.

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.

Other Required Resources

In addition to the texts/software recommended above, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in:

- Academy of Management Perspectives
- Academy of Management Journal
- Academy of Management Review
The University is committed to high standards 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.

**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.**
Details of teaching arrangements

This unit comprises weekly recorded lectures which will be uploaded to MyLO, face-to-face workshops (on-campus students) and online interactions (distance students) via MyLO. **There are no face-to-face lectures for this Unit.**

Students are expected to complete the required weekly reading prior to viewing the recorded lecture and attending the workshop (on campus students) or participating in the online discussion forum and other online learning activities (distance students).

**On campus workshops** will be delivered in Weeks 2-13. These are two-hour classes and it is expected that students will complete the required reading(s) and view the recorded lecture for the week prior to attending the workshop. Students should come to the workshops with their prepared answers to the weekly discussion questions (AT1, weeks 2-11) – which also need to be submitted to MyLO prior to the workshop. Workshops are designed to deepen knowledge covered in the associated readings and lectures and to assist in the development of students’ skills in analysing and discussing leadership theories and concepts, their own leadership identity, and the impact of leadership on organisational performance.

**Distance students** are required to participate in weekly online discussion forums by posting their answers to the weekly study questions (Weeks 2-11 (inclusive)). Discussion forums will also be a primary source of asking and exchanging information regarding content and assessment for the unit. It is expected that distance students engage with the Distance Student Discussion Board multiple times per week. A series of webinars will also be offered across the semester for students studying via distance. These webinars are designed to further develop students’ understanding of topics covered in the lectures and associated readings and learning activities.

**Specific attendance/performance requirements**

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. During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.
Teaching and learning strategies

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.

Work Health and Safety (WHS)

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 Work Health and Safety website and policy.

Communication

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement 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 Ask the Class Discussion forum on the unit’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 the appropriate teaching staff member by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

**Concerns and complaints**

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

**Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
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<tr>
<th><strong>Week</strong></th>
<th><strong>Date</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Assessments</strong></th>
</tr>
</thead>
</table>
| 1       | 15 July  | The nature and importance of leadership | **Required:**  
**Recommended:**  
Kruse, K 2013, ‘What is leadership?’ *Forbs* online.  
Kotter, J 2013, ‘Management is (still) not leadership’, *HBR* online. | Post/Submit Study Questions before Workshop 1 (Week 2) |
| 2       | 22 July  | The evolution of leadership thought | **Required:**  
**Recommended:**  
| 3       | 29 July  | Leadership development            | **Required:**  
**Recommended:**  
Murphy, S 2018, ‘Leadership development starts earlier than we think’. In R. Riggio (Ed.), *What’s Wrong with Leadership? Improving* | Post/Submit Study Questions before Workshop 3 (Week 4) |
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<th>WEEK</th>
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<td><strong>Required:</strong></td>
<td>Post/Submit Study Questions before Workshop 4 (Week 5)</td>
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<td><strong>Recommended:</strong></td>
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<td>5</td>
<td>12 August</td>
<td>Servant leadership</td>
<td><strong>Required:</strong></td>
<td>Post/Submit Study Questions before Workshop 5 (Week 6)</td>
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<td><strong>Recommended:</strong></td>
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<td>6</td>
<td>19 August</td>
<td>Authentic leadership</td>
<td><strong>Required:</strong></td>
<td>AT2 – Sensemaking and Reflective Writing Due: Wednesday 21</td>
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<td>Week</td>
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<td>7</td>
<td>26 August</td>
<td>Values and character in leadership</td>
<td><strong>Recommended:</strong>&lt;br&gt;Crawford, J, Dawkins, S, Martin, A, &amp; Lewis, G 2019, 'Putting the leader back into authentic leadership: Reconceptualising and rethinking leaders', <em>Australian Journal of Management</em> (Sage Publications Ltd.), online.&lt;br&gt;doi:doi.org/10.1177/0312896219836460</td>
<td>August 2019, 11.59pm AEST&lt;br&gt;Post/Submit Study Questions before Workshop 6 (Week 7)</td>
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<td><strong>Recommended:</strong>&lt;br&gt;Prilleltensky, I 2000, 'Value-based leadership in organizations: Balancing values, interests, and power among citizens, workers, and leaders', <em>Ethics &amp; Behavior</em>, vol. 10, no. 2, pp. 139-158.</td>
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<td><strong>Mid-semester break 2 – 8th September</strong></td>
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<td>8</td>
<td>9 Sept</td>
<td>Destructive / corrupt leadership</td>
<td><strong>Required:</strong>&lt;br&gt;Boddy, C 2011, 'The corporate psychopaths theory of the global financial crisis', <em>Journal of Business Ethics</em>, vol. 102, no. 2, pp. 255-259.</td>
<td>Post/Submit Study Questions before Workshop 8 (Week 9)</td>
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<td><strong>Recommended:</strong>&lt;br&gt;O’Reilly, CA, Doerr, B, Caldwell, DF, &amp; Chatman, JA 2014, ‘Narcissistic</td>
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<td>WEEK</td>
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| 9    | 16 Sept        | Leadership ethics | **Required:**
**Recommended:**
| 10   | 23 Sept        | Leading in a globalised world | **Required:**
**Recommended:**
Post/Submit Study Questions before Workshop 10 (Week 11) |
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<th>Week</th>
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<th>Reading</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>12</td>
<td>8 October</td>
<td>Where are we at?</td>
<td><strong>Required:</strong>&lt;br&gt;Hannah, ST, Sumanth, JJ, Lester, P, &amp; Cavarretta, F 2014, ‘Debunking the false dichotomy of leadership idealism and pragmatism: Critical evaluation and support of newer genre leadership theories’, <em>Journal of Organizational Behavior</em>, vol. 35, pp. 598-621.&lt;br&gt;&lt;br&gt;<strong>Recommended:</strong>&lt;br&gt;The State of Australian Leadership Report</td>
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<td>13</td>
<td>14 October</td>
<td>Review and reflection</td>
<td><strong>Required:</strong>&lt;br&gt;Re-read all your discussion posts.</td>
<td>AT4 - Essays Due: Friday 18 October 2019, 11.59pm AEST</td>
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Exam Period 26 October – 12 November (inclusive)
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.