



THE UNIVERSITY OF
WESTERN AUSTRALIA
Achieve International Excellence

Unit Outline*

MGMT8623

Leadership Effectiveness

EMBA

**Trimester 2, 2011
Crawley**

W/Prof Steven L McShane



Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School **Unit Outline Supplement** available on the Current Students web site <http://www.business.uwa.edu.au/students>

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UNIT DESCRIPTION

“Any business school committed to developing leaders needs to offer courses and other experiential opportunities that enable students to develop greater awareness of themselves, their motivations, and their strengths and shortcomings” (Bill George, Harvard Business School, August 2010)

“The leader of the past knew how to tell. The leader of the future will know how to ask.” (The late Peter Drucker, as told by Dave Ulrich. University of Michigan, 2010)

Introduction

The purpose of this unit is to help you develop the skills and knowledge required to be an effective leader. This unit also presents several models of leadership. You will learn skills in relation to coaching, giving and receiving feedback, emotional intelligence, other leadership competencies. Students will discover and reflect on their own leadership competencies and focus on the development of specific skill areas throughout this unit. This unit will involve self-assessment, experiential learning and development of plans and actions to improve personal and interpersonal skills in a number of areas. By the end of the term, you should have developed your own leadership skills and gained a better awareness of the meaning and practice of leadership.

Unit content

Leadership Effectiveness is all about leadership, but this domain is both broad and deep. The unit examines the different perspectives of leadership, including transformational leadership, managerial leadership, leadership competencies, implicit leadership, and shared leadership. This unit also explores your personal competencies, relying on self-assessments, class activities, and 360-degree feedback. In addition, this unit examines the role of leaders in change management. Finally, this unit examines topics related to leadership, such as decision making and leading social networks.

The goal of the unit

The goal of this unit is to help students gain a more complete and contemporary understanding of leadership, and to develop within themselves competencies relevant to effective leadership. This is one of the three core objectives of the UWA MBA – to help students develop their leadership potential.

Learning outcomes

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

- Understand and apply several leadership theories and perspectives.
- Investigate and prescribe change management strategies for organisations.
- Assess, critically analyse, and reflect on your personal competencies, values, styles related to leadership, and develop action plans to improve your leadership and career potential.
- Understand your communication competence, including presentation skills, as a leader and know how to improve your communication capability.
- Demonstrate effective coaching competencies and reflect on your coaching strengths as well as areas requiring further development.
- Understand the leadership of decision making and supporting shared leadership.

Prerequisites

The prerequisite for this unit is Organisational Behaviour (MGMT8501).

Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Develop the capacity to think, reason and analyse logically and creatively through discussion of case studies, realistic scenarios, and diagnosis of an organisation in the team project.
- Develop the capacity to become a more effective leader through self-awareness, self-reflection, and knowledge of effective leadership competencies.
- Question conventional wisdom about leadership in organisations through discussion of cases and realistic scenarios, diagnosis of an organisation's practices in the team project, and in-class and online discussions about leadership in contemporary organisations.
- Develop competencies for working more effectively in teams through the team project assignment and weekly class activities involving discussions in teams.
- Develop spoken and written English communication skills through in-class discussions, public speaking activity, case debriefing presentations, field interviews for the team project, team project report writing, and online forum discussions.
- Improve your information literacy by locating and applying a range of information sources to research management and organisational behaviour issues for the team project and online discussion forums.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This unit relies on a variety of strategies beyond lectures to assist the learning process. A major objective of this unit is for students to discover more about their current leadership capabilities and potential. Therefore, the unit makes extensive use of self-assessments, in which students complete and self-score their results on several relevant leadership competencies. A 360-degree assessment is also included for this purpose. A few class exercises supplement the self-reflection process. Another way to learn about leadership is to understand and evaluate how leader engage in organisational change. Therefore, this unit includes a team project on leading change within an organisation. Finally, this unit includes case studies and class discussion to encourage critical thinking about leadership concepts and practices.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

Unit coordinator/lecturer	
Name:	W/Prof Steve McShane
Email:	steven.mcshane@uwa.edu.au
Phone:	6488 1452
Consultation hours:	Wednesdays 4:00-5:50pm Saturdays before and after class Also available by appointment or phone conversation (please email to coordinate time), as well as email consultation at most times.
Lecture day and time:	21 May, 4 June, 18 June, 2 July, 16 July, 30 July
Lecture venue:	BUSN:201 Case Study Room

Your Lecturer

Steve McShane is Winthrop Professor of Management at the University of Western Australia. He has also served on the business faculties at Simon Fraser University and Queen's University in Canada. He received his Ph.D. from Michigan State University, Master of Industrial Relations (MIR) from University of Toronto, and BA from Queen's University in Canada. Steve is a past president of the Administrative Sciences Association of Canada (ASAC) and is an Honorary Professor at Universiti Tunku Abdul Rahman (UTAR) in Malaysia.

Steve has published or presented several dozen research articles on such diverse topics as values-driven organisations, emotions and decision making, pay equity, media bias in business magazines, and organisational learning. He is also the lead author of several widely adopted organisational behaviour textbooks: *M: Organizational Behavior*, 1st edition (2012) and *Organizational Behavior*, 5th edition (2010) with Professor Mary Ann Von Glinow (Florida International University), *Organisational Behaviour on the Pacific Rim*, 3rd edition (2010) with Professor Mara Olekalns (Melbourne Business School) and Professor Tony Travaglione (Curtin University), *Canadian Organizational Behaviour*, 7th edition (2009) with Professor Sandra Steen (U. Regina), as well as adaptations or translations in India, China, Taiwan, and Quebec. Steve also co-authored *Principles of Management*, 1st edition (2008) with Professor Charles Hill (University of Washington), which has also been adapted in China and Canada.

TEXTBOOK(S) AND RESOURCES

Unit website

<http://www.webct.uwa.edu.au>

Required Readings(s)

The required readings for this unit are listed below by assigned class date. (See the unit schedule to identify when each reading is assigned.) There is no required textbook for this unit.

1. McShane, S. L. & Von Glinow, M. A. (2012) "Chapter 11: Leadership in Organizational Settings," In McShane and Von Glinow, M: *Organizational Behavior 1e* (New York: McGraw-Hill/Irwin), pp. 212-231.
2. Northouse, Peter G. (2009), "Chapter 9: Transformational Leadership," In *Leadership: Theory and Practice*, 5th ed (Upper Saddle River, NJ: Pearson Education), pp. 171-204.
3. Bennis, W. and Nanus, B. (1985). "Chapter 3: Strategy I: Attention through Vision," In *Leaders*, (New York: HarperCollins, 1985, 1997), pp. 80-101.
4. Kouzes, J. M. and Posner, B. Z. (2007) "Chapter 4: Set the Example," In *Leadership Challenge*, 4th ed (San Francisco: Jossey-Bass), pp. 73-102.
5. Levy et al, (2007), "What We Talk About When We Talk About a 'Global Mindset': Managerial Cognition in Multinational Corporations," *Journal of International Business Studies*, 38, pp. 231-258.
6. Bennis, W., (2009) "The crucibles of authentic leadership," In *The Essential Bennis*, W. Bennis & P. W. Biederman (Eds.) (San Francisco: Jossey-Bass), pp. 238-251.
7. George, B. (2003). "Chapter 1: Leadership is Authenticity, Not style," In *Authentic Leadership* (San Francisco: Jossey-Bass), pp. 11-25.
8. Yukl, Gary (2010) "Chapter 2: Managerial Traits and Skills," *Leadership in Organizations*, 7th ed (Upper Saddle River, NJ: Pearson Education), pp. 43-75.
9. Day, D. V., Harrison, M. M., and Halpin, S. M. (2009), "Chapter 5: Identity Development," In *An Integrative Approach to Leader Development: Connecting Adult Development, Identity, and Expertise* (New York: Psychology Press), pp. 57-70.
10. Goleman, D. (2001). "Chapter 3: An EI-Based Theory of Performance," In C. Chernis & D. Goleman (eds.) *The Emotionally Intelligent Workplace* (San Francisco: Jossey-Bass), pp. 27-44
11. McShane, S. L. (2006), "Organisational Decision-making," In Peter Murray et al., *Contemporary Issues in Management and Organisational Behaviour*. (Sydney: Thomson), pp. 136-165.
12. Lawrence, Paul R., "Chapter 2: A Brain Designed for Leadership?," In *Driven to Lead* (San Francisco: Jossey-Bass), pp. 11-52.
13. Finkelstein, S. (2003) "Seven habits of spectacularly unsuccessful executives," *Business Strategy Review*, vol. 14 (Winter), pp. 39-50.
14. Spears, L. C. (2004), "Practising Servant-Leadership," *Leader to Leader* (Fall), pp. 7-11.
15. Pfeffer, J. and Sutton, R. I. (2006), "Chapter 8: Are Great Leaders in Control of Their Companies?" in *Hard Facts, Dangerous Half-Truths, & Total Nonsense* (Boston: Harvard Business School Press), pp. 187-214.

16. Kotter, J. P., "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review*, January 2007, pp. 96-103 (orig: HBR, 1995).
17. McShane, S. L., Olekalns, M., and Travaglione, T. (2010) "Chapter 15: Organisational Change," In *Organizational Behaviour on the Pacific rim*, 3e (Sydney: McGraw-Hill Australia).
18. Axtell, Roger E. (1992), "Chapter 2: Organization of Business Speeches," In *Do and Taboos of Public Speaking* (New York: John Wiley & Sons), pp. 25-45.
19. Denning, S. (2005), "Chapter 2: Telling the Story Right," In *The leader's Guide to Storytelling* (San Francisco: Jossey-Bass), pp. 25-43.
20. Cialdini, Robert B. (2001), "Harnessing the Science of Persuasion," *Harvard Business Review*, October, pp. 72-80
21. Goldsmith, M. (2002), "Try Feedforward Instead Of Feedback", *Leader to Leader*, No. 25 (Summer) pp. 11-15
22. Coe, Cindy et al (2008), "Chapter 6: CLEAR Coaching Skills," In *Coaching for Commitment* (New York: John Wiley & Sons), pp. 105-148.
23. Marquardt, M. (2005), "Chapter 4: Asking the Right Questions," In *Leading with Questions*. (San Francisco: Jossey-Bass), pp. 63-76.
24. Buckingham, M. and Coffman, C. (1999). "Chapter 5: The Third Key: Focus on Strengths," In *First, Break All the Rules* (New York: Simon & Schuster), pp. 141-174.
25. Orem, S.L., Binkert, J., and Clancy, A. L. (2007) "Chapter 3: the Foundation of Appreciative Coaching-- Part I," In *Appreciative Coaching* (San Francisco: Jossey-Bass), pp. 36-57.
26. Gardner, J. W. (1990), "Chapter 13: Sharing Leadership Tasks," In *On Leadership* (New York: Free Press), pp. 138-156.
27. Seers, A, Keller, T., and Wilkerson, J. M. (2004), "Can team members share leadership?" In C. L. Pearce and J. A. Conger (eds.) *Shared Leadership: Reframing the Ways and Hows of Leadership* (Thousand Oaks, CA: Sage), pp. 77-102.
28. Cross, R., and Parker, A. (2004), "Chapter 6: Building Bridges," In *The Hidden Power of Social Networks*, (Boston: Harvard Business School Press), pp. 91-109.

Software requirements

The University only permits the use of calculators in examinations when the calculator has an approved sticker. If the student does not have an approved sticker on their calculator, they will not be permitted to use the calculator. Since this is a University wide policy it is not possible for unit coordinators to grant on the spot exemptions. Calculators can be approved at the Business School Student Centre between 9.00am – 4.30pm Monday to Friday. Further information is available on the Business School web site, see <http://www.business.uwa.edu.au/studentnet/assessments>.

Selected additional resources and reading material

- Antonakis, J., A. T. Cianciolo, and R. J. Sternberg (eds.) (2004). *The Nature of Leadership*, (Thousand Oaks, CA: Sage).
- Avolio, B. J. and F. J. Yammarino, eds., (2002) *Transformational and Charismatic Leadership: The Road Ahead* (Greenwich, CT: JAI Press)
- Bass, B. M and R. E. Riggio (2006) *Transformational leadership* 2nd ed. (Mahwah, N.J. : L. Erlbaum Associates, 2006

- Bennis, W. and B. Nanus (1985) *Leaders: The Strategies for Taking Charge* (New York: Harper & Row).
- Boyatzis, R. and McKee, A. (2005), *Resonant Leadership* (Boston: Harvard Business School Press).
- Cameron, K. (2008). *Positive Leadership* (San Francisco: Berrett-Koehler)
- Caruso, D.R. and Salovey, P. (2004). *The Emotionally Intelligent Manager* (San Francisco: Jossey-Bass).
- Charan, R., C. Burke, and L. Bossidy, (2002) *Execution: The Discipline of Getting Things Done* (New York: Crown Business).
- Clawson, J. G. (2006). *Level three leadership : getting below the surface /* (Upper Saddle River, N.J. : Pearson/Prentice Hall).
- Conger, J. A. and Kanungo, R. N. (1998) *Charismatic Leadership in Organizations* (Thousand Oaks, CA: Sage).
- Conger, J. A. et al., (1999) *The Leader's Change Handbook* (San Francisco: Jossey Bass)
- Denning, Stephen (2005), *The Leader's Guide to Storytelling* (San Francisco: Jossey-Bass).
- Finkelstein, S. (2003) *Why Smart Executives Fail*, (N. Y.: Viking)
- Gladwell, M (2005) *Blink: The Power of Thinking without Thinking* (London: Allen Lane/Penguin).
- Goleman, D., Boyatzis, R., and McKee, A. (2002). *The New Leaders* (UK: Little, Brown).
- Khurana, R. (2002). *Searching for a Corporate Savior: The Irrational Quest for Charismatic CEOs* (Princeton, NJ: Princeton University Press).
- Kouzes, J. M. and Posner, B. Z. (2007) *The Leadership Challenge*, 4th ed (San Francisco: Jossey-Bass).
- Lord, R. G. and D. J. Brown, (2004). *Leadership Processes and Self-Identity: A Follower-Centered Approach to Leadership* (Mahwah, NJ: Lawrence Erlbaum Associates).
- Manz, C. C. and C. Neck, (2004) *Mastering Self-Leadership*, 3rd ed. (Upper Saddle River, NJ: Prentice Hall, 2004).
- Marquardt, M. (2005), *Leading with questions*. (San Francisco: Jossey-Bass),
- Northouse, P. G. (2004) *Leadership: Theory and Practice* 3rd ed (Thousand Oaks, Calif.: Sage),
- Pearce, C. L. and J. A. Conger (eds.) (2003). *Shared Leadership: Reframing the Ways and Hows of Leadership* (Thousand Oaks, CA: Sage),
- Quinn, R. E. (2004) *Building the Bridge as You Walk on It: A Guide for Leading Change* (San Francisco: Jossey-Bass).
- Spreitzer, G. M. and Quinn, R. E. (2001). *A Company of Leaders*, (San Francisco: Jossey-Bass).
- Weiss, T. (2003) *Coaching Competencies and Corporate Leadership*. (Boca Raton, FL: St. Lucie Press).
- Yukl, G. A. (2006) *Leadership in Organizations*, 6th ed.(Upper Saddle River, NJ: Pearson Education).

Databases

Your team project will require investigation of many journal articles and books. Almost all journal articles (and some books) are available online at the University of Western Australia Library web site. Journal databases include Science Direct, Wiley Interscience, EBSCO (Business Source Elite), Web of Knowledge, ProQuest 5000, SpringerLink, JStor, Informaworld, Factiva, and others.

The University of Western Australia Library web site offers a rich source of information on how to access these journals and ebooks. The library web site also includes guides to proper referencing (e.g. Harvard, Chicago styles). Here are library web page addresses for some of these resources:

<http://libguides.library.uwa.edu.au/content.php?pid=71627>

<http://www.library.uwa.edu.au/students/guides>

UNIT SCHEDULE

Key Dates

Date	Event
21 May	First class
5 to 12 June	Online discussion forum 1 (Topic announced when forum opens on WebCT)
18 June	Team list completed on WebCT by this date
2 July	Midterm examination (3 hours, open-book, in class)
3 to 10 July	Online discussion forum 2 (Topic announced when forum opens on WebCT)
16 July	Five-minute speeches – prepare speech in advance
28 July (9am)	Team project due (submit to WebCT by 9:00am)
5 August (9am)	Self-reflection reports due (submit to WebCT by 9:00am)

Date	Topic	Readings
21 May	<p>Introduction to unit and assignments</p> <p>Perspectives of leadership</p> <ul style="list-style-type: none"> • Lecture: Leadership perspectives overview • Activity: Leadership perspectives video case <p>Activity: CEO Surprises</p> <p>Activity: (described in class)</p> <p>Transformational, charismatic, managerial leadership</p> <ul style="list-style-type: none"> • Lecture: Transformational & charismatic leadership • Lecture: Managerial leadership <p>Leading Across Cultures</p> <ul style="list-style-type: none"> • Lecture/discussion: Global mindset <p>Overview of Leader 360 and self-assessments</p>	<p>1-McShane (2012)</p> <p>2-Northouse</p> <p>3-Bennis/Nanus</p> <p>4-Kouzes/Posner</p> <p>5-Levy</p>

Date	Topic	Readings
4 June	<p>BEFORE CLASS: Please complete the following self-assessments. Bring your results to class (for personal viewing): (a) emotional intelligence, (b) leadership motives (3 scales)</p> <p>Activity: Leader case study (Nardelli) (Leader perspectives)</p> <p>Leader authenticity, identity, motives, and values</p> <ul style="list-style-type: none"> • Lecture: Authentic leadership • Lecture: Leader identity and motivation • Activity: Class values <p>Activity: Leader video case study (Leader perspectives)</p> <p>Leadership Competencies</p> <ul style="list-style-type: none"> • Lecture: Leader competencies • Lecture: Leader identity and motives <p>Emotions, emotional intelligence and leadership</p> <ul style="list-style-type: none"> • Lecture: emotions & emotional intelligence • Activity: Emotional intelligence faces test 	<p>6-Bennis (2009)</p> <p>7-George</p> <p>8-Yukl</p> <p>9-Day et al</p> <p>10-Goleman</p>
5 to 12 June	<p>Online discussion forum I @ WebCT Topic announced when forum opens</p>	
18 June	<p>BEFORE CLASS: Please complete the following self-assessments. Bring your results to class (for personal viewing): (a) decision making scale, (b) Jungian type self-assessments.</p> <p>Decision Making and Leadership</p> <ul style="list-style-type: none"> • Lecture: Leader decision making • Activity: Ethics vignettes • Lecture: Jungian theory <p>Activity: Manager Hot seat video case I</p> <p>Servant and implicit leadership</p> <ul style="list-style-type: none"> • Lecture <p>Activity: Leader case study (handout) Midterm exam review/practice Video: Big Dogs Video I</p>	<p>11-McShane (2006)</p> <p>12-Lawrence</p> <p>13-Finkelstein</p> <p>14-Spears</p> <p>15-Pfeffer</p>
2 July	<p>BEFORE CLASS: Please complete the following self-assessment. Bring your results to class (for personal viewing): Personality (IPIP-Big 5 inventory)</p> <p>MIDTERM EXAMINATION (morning)</p> <ul style="list-style-type: none"> • 3 hours, open book <p>Change management strategies</p> <ul style="list-style-type: none"> • Lecture: Kotter's leading change model • Lecture: Managing change strategies • Activity: case study (handout) <p>Leading through communication</p> <ul style="list-style-type: none"> • Lecture: Persuasive communication and public speaking • Video: Big Dogs video2 <p>Team project time</p>	<p>16-Kotter</p> <p>17-McShane (2010)</p> <p>18-Axtell</p> <p>19-Denning</p> <p>20-Cialdini</p>

Date	Topic	Readings
3 to 10 July	Online discussion forum 2 @ WebCT Topic announced when forum opens	
16 July	<p>BEFORE CLASS: Prepare 5-minute presentation</p> <p>BEFORE CLASS: Please complete the following self-assessments. Bring your results to class (for personal viewing): (a) Listening, (b) Conflict handling.</p> <p>Activity: Student Presentations</p> <p>Leadership Coaching and Conflict Handling</p> <ul style="list-style-type: none"> • Activity: Coaching skills • Lecture: Coaching foundations, active listening, stem-probe interviewing • Lecture/activity: Conflict handling • Video: Conflict handling <p>Personality and leadership</p> <ul style="list-style-type: none"> • Activity: Personality quiz • Lecture: Personality and leadership 	21-Goldsmith 22-Coe 23-Marquardt
28 July, 9AM	Team Project Report due by 9AM Today	
30 July	<p>BEFORE CLASS: Please complete the following self-assessments. Bring your results to class (for personal viewing): Influence tactics.</p> <p>Appreciative/Strengths-based Coaching</p> <ul style="list-style-type: none"> • Lecture: Appreciative/strengths-based coaching • Activity: Strengths-based/Appreciative Coaching <p>Shared leadership and employee involvement</p> <ul style="list-style-type: none"> • Lecture: Shared leadership and involvement • Activity: Involvement scenarios <p>Leadership power, influence, networks</p> <ul style="list-style-type: none"> • Lecture: Influence tactics, social networks • Activity: Social network analysis <p>Activity: Manager's Hot Seat video2</p> <p>Leadership unit final comments</p>	24-Buckingham 25-Orem 26-Gardner 27-Seers 28-Cross
5 Aug, 9AM	<p>Leader Self-Reflection Report due by 9AM Today</p> <p>NOTE: No Final Exam for MGMT8623</p>	

ASSESSMENT MECHANISM

The purpose of assessment

The assessments listed below and described over the next few pages are closely connected to the learning outcomes stated earlier in this unit outline. The midterm examination is intended for you to apply leadership concepts so you have a better understanding of these concepts in a variety of realistic situations. The Team Project is designed for you to understand how leaders within an organisation have guided the change process, which serves as a role model and allows you to generate critical thinking about how you and your organisation can do so. The leadership reflection report is intended for you to develop leadership skills through reflection of several class activities, self-assessments, and 360 degree feedback throughout the unit. This assessment also requires you to develop an action plan for enhancing your leadership potential. The online discussion forums are intended to encourage your involvement in online discussion about current issues in leadership.

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

Item	Weight %	Due date	Submission
Midterm examination	25	2 July	
Team Project	30	28 July at 9am	WebCT
Leadership Reflection Report	30	5 August at 9am	WebCT
Online Discussion Forums (7% and 8%)	15	June, July	WebCT
TOTAL:	100		

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

Midterm examination (25%)

The midterm examination is three hours and open-book (you may use your book, class notes, and any written materials). It will include topics up to and including the class prior to this examination. Details of the examination structure and sample questions will be provided in the class before the examination (or earlier). Generally, the exam may include the following: a mini-case, written answer questions, and a small number of multiple-choice questions (to sample breadth of knowledge).

Leading Change Team Project (30%)

This is a field project in which team members will directly contact one organisation to gather information and evaluate that organisation regarding a specific organisational change initiative, including (a) leadership of the change and (b) change management practices. The team report must not exceed 4,000 words (references and appendices are excluded from the word count). Please note that penalties apply to reports that exceed the word limit. An executive summary is NOT required for the submitted report, but should be added to any report sent to the organisation.

The report will evaluate (compared with ideal/best practices) the leadership of the change process as well as specific change management practices. The leadership of change would include various leader behaviours articulated in transformation leadership as well as related leading change topics (creating an urgency to change, change coalition formation, etc.) Change management practices would include selected structured activities and systems introduced to build employee commitment and capabilities for the change. The report will also offer recommendations to improve the change process.

Note that the report does NOT evaluate whether the organisation's practices are actually making the company more effective. Such an evaluation would require extensive surveying and performance measurement, which is beyond the scope of this project. Instead, the leader's behaviour and organisation's change management practices are evaluated against the ideal or "best" practices documented in contemporary literature.

Students will be responsible for forming their own teams (between 5 and 6 people), submitting the team list to the instructor, and gaining access to a specific organisation. Teams will select one organisation that they can personally contact and gather information (interviews, documents, etc.). The organisation must apply these practices sufficiently well for the project team to analyse and evaluate. In other words, while the selected organisation doesn't need to be excellent, the report's potential will be undermined if the team analyses an organisation that has managed change very poorly.

The project report must include a **solid library-based review of relevant contemporary literature** regarding change management practices as well as leading change behaviours. The literature should be recent and sufficient in both quality and quantity for an MBA-level report. The report is NOT intended to be a detailed literature review. Instead, the solid literature foundation describes ideal or best practice leader behaviours relevant to change and a limited set of high-priority change management practices. The literature provides a template against which the company's leaders and change management practices are evaluated. This information also provides the foundation as well as specific exemplars of recommended improvements. The report rely on books, journals, magazines, and possibly even newspapers. Please see the "Databases" section above in this unit outline for names of the main full-text online publication sources.

The report must use a referencing system acceptable to UWA (e.g. Harvard, APA, or Chicago style), and must cite references where the information is presented throughout the report. The report must preserve the anonymity of the organisation and its staff unless you have express permission by the organisation to do otherwise. The organisation may request a copy of this report.

A team space will be created on WebCT where the team can upload one copy of the final report. The team report will also be submitted to Turnitin for originality. A Turnitin score of 15% or less (excluding quotations and references) is considered acceptable. Please note that there are penalties for reports that exceed the maximum length and/or are submitted late (see "Submission of assessments" section of this unit outline).

Evaluation Criteria

All six criteria described below will be considered when assigning the project grade. The first three criteria – diagnostic logic, appropriate scope, and research foundation – are the most important and therefore receive more weight than the latter three criteria.

Diagnostic Logic.

The diagnosis of the leader's activities and the organisation's change practices, and other issues in the topic should be logically, including demonstrating a good "fit" with concepts, theories, and models. In other words, evaluate corporate practices using expert sources (conceptual models, expert statements, past practices described in the literature), not your own gut feel that these practices "look good."

Appropriate Scope.

The report should be well balanced with respect to depth and breadth of discussion. Teams should avoid discussing too many practices, which would allow only a broad, superficial presentation of information and discussion. At the same time, the report should have sufficient breadth that it captures the most important elements of the actual and ideal change initiative as well as leadership behaviours. Studying a change initiative that involved few practices or leadership activities would therefore undermine the report's potential.

Research Foundation.

The report should be based on a complement of up-to-date and relevant literature beyond the course readings. All literature must be appropriately referenced using an acceptable citation method. Although outside literature is required, this is an applied report, not a literature review paper. Thus, information must be presented concisely and integrated with the corporate information throughout the report.

Report Organisation.

The report should present information efficiently and organise it logically. The report should use headings and subheadings to effectively guide the reader and should avoid unnecessarily repeating information. The content of the report should 'flow' easily so that the reader does not have difficulty understanding it or following the discussion. For example, the subheadings and material within each subheading should be linked logically. Information from the organisation should be effectively woven together with the conceptual framework.

Recommendation Soundness.

The report must clearly identify a set of recommendations that correspond to leading change and change management practices discussed in the report. Recommendations should be specific rather than general platitudes. They should flow logically from the diagnosis and information provided.

Report Style.

Please write a cohesive report, not as separate chapters by different people. Spelling and other grammatical errors are unacceptable. The report should be informative, yet concise. Fully cite the sources of all concepts and examples, applying the referencing protocol described later in this unit outline. Finally, the report should be formatted and packaged neatly.

NOTE: All team members receive the same results for their team project. However, students who chronically fall short of a reasonable contribution may receive a lower or no grade if other team members raise this issue. The instructor also reserves the right to add a peer evaluation to this team project if problems occur during the unit in team dynamics two or more groups.

Leadership Reflection Report (30%)

Each student, working alone, will submit a 2,000 word leader reflection report that is anchored around the competencies assessed in this unit (i.e. 360 feedback, self-assessments, and relevant class activities). The report will include: (a) what you learned about yourself as a leader (your positive discoveries and the areas requiring improvement based on the 360 feedback, self-assessments, and class activities); (b) the meaning and practical implications of these results for your leadership and career preferences; and (c) specific personal development goals and action plans that would improve your leadership capabilities in the future.

Your 360 feedback and self-assessment scores remain private to you. The reflection report requires only that you indicate the degree to which you excel or require further development of each competency. You may, of course, report scores if you wish. This report does not require any library research. Class readings may be used, where appropriate.

Your leadership reflection report should specifically include discussion of: (a) leader 360 feedback results, (b) self-assessment results, speaking presentation exercise, and other in-class experiential (not case analyses). However, the report SHOULD NOT be organised around the sources of information. Instead, it should be organised around specific competencies measured by these sources. The report should use subheadings indicating these competency titles. In many instances, a specific competency (e.g. transformational leadership behaviours) will be measured through more than one of these sources. The report will discuss the multiple sources, as well as similarities and discrepancies in results from these sources. Students may want to discuss personality (IPIP and Jungian) results early in the report because later competencies may refer back to those personality scores for comparison.

Evaluation Criteria

1. Logical and sufficient analysis of self-reflection findings for personal competencies and growth.
2. Recommendations (action plans) are logical, relevant, sufficiently specific, and reasonable.
3. Student demonstrates understanding of leadership concepts related to the self-reflection activities.

Please upload your report to your WebCT assignment space by the due date and time. Turnitin checking is NOT required for this assignment. Please note that there are penalties for reports that exceed the maximum length and/or are submitted late.

Assessment 4: Online Discussion Forums (7% and 8%=15%)

Students will participate in **two (2) online discussion forums** operated through this unit's WebCT space. Each forum topic will be "open" for approximately 7-8 days (as specified in this outline). Some forums might involve discussing and debating a current leadership concept or practice. Others might consist of analysis of a business person or event. One or more forums may require additional reading beyond those listed in this unit outline. All forums are asynchronous, so you can participate at any time during the time frame and contribute as many times as you wish. Students are usually divided randomly into teams for each online forum (i.e. there are two or more forums on the topic within each unit).

Evaluation Criteria

Students will receive a grade for the quantity, quality and respectfulness of their contribution to the online forum discussions. Quality of contribution is most important, but quantity and respectfulness also have significant value in determining grades.

Quality.

Quality of participation takes many forms, including insightfulness of ideas, depth of understanding of the topic (including knowledge of related concepts and literature), relevance of new knowledge provided to the forum, and logic or arguments or explanations presented. Quality is also apparent when participants submit communication that takes into account previous discussion in the forum on that issue. Piggybacking (building on the ideas of other participants) is strongly encouraged.

Quantity.

Students are expected to meaningfully participate in all forums. Those who do not participate in a forum will receive a zero grade for that forum. More participation in each forum tends to increase the grade, but only up to a point. Long dialogue, dumping raw information, and random comments don't add value.

Respectfulness.

Students are expected to show respect, consideration, and support for others in the forum. Disagreement is encouraged, but in a way that focuses on issues and motivates further dialogue. Respectfulness also includes giving credit for earlier ideas on which you are piggybacking and acknowledging the existence of previous discussion in the forum on that topic.

This assessment will NOT evaluate grammar or spelling, as long as others understand your message.

Non-graded Activities

This unit relies extensively on experiential learning, including activities that require pre-class preparation and/or knowledge. Participation in these non-graded assignments is critical because they provide raw material for the leader reflection report. Here are the main non-graded activities:

360 Degree Assessment:

Students will receive a 360-degree assessment from at least five people who know them well enough. Specific assessment results may remain private; you only need to provide information in the reflection report indicating degrees of strength and improvement for each competency. The 360-degree survey instrument will be available online and its feedback will be available confidentially to each student confidentially (i.e., the instructor will not know each student's identity unless the student uses an obvious identifier). Details will be provided in class and on WebCT.

Self-Assessments:

You will complete several self-assessments relating to a variety of leadership competencies. All self-assessments and their feedback will be available on a special web site designed for this unit. Students will use the same unique identifier they create for the 360-degree assessment. The instructor will not know each student's identity or results unless the student creates an identifier that makes his/her identity obvious.

Presentation exercise:

Each student will give a 5-minute presentation to a small group (approx 8) of fellow students. Students may choose any topic about which they feel passionate and which has an action orientation. In other words, the presentation is on a topic that requires action and future direction, such as a business opportunity, community service, or social change. The audience will provide anonymous constructive written feedback to each presenter using a rating form provided by the instructor. These results will not be graded; instead presenters consider this feedback in their leadership reflection report.

Class exercises:

This unit includes several in-class exercises to help you discover your leadership strengths and areas for improvement. Each of these activities will make a contribution toward each student's leadership reflection report. After each class with these activities, you should write down your self-reflection discoveries, so they are still fresh in your mind.

Submission of assignments

The team project and leader reflection report will be submitted by uploading the file to WebCT. The online forums are also conducted through WebCT. The team project also needs to be submitted to Turnitin for originality testing. Please allow one day before the assignment deadline for Turnitin analysis.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words over the word limit.

It is the intention that the marked assignments will be returned within two weeks of submission.

Student Guild

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Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer <http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights>).

Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer <http://www.secretariat.uwa.edu.au/home/policies/appeals>).