This unit covers key leadership and management skills such as clarifying personal vision, coaching, goal setting, conflict management, stress management, emotional intelligence and communication skills. Exercises and assignments are used to develop personal and interpersonal effectiveness. Students receive a 360-degree assessment of their skills on major leadership dimensions from five work colleagues. This is used to establish individual development needs and provide a measure of improvement throughout the unit. Major competency models of leadership and management are covered so that students become familiar with the research and practice of leadership development.
Contents

UNIT DESCRIPTION
Introduction
The Goal of the Unit
Learning Outcomes
Prerequisites
Key Dates

TEACHING AND LEARNING RESPONSIBILITIES
Teaching and Learning Strategies
Charter of Student Rights
Use of Student Feedback

ASSESSMENT MECHANISM
Purpose of Assessments
Assessment Details Summary
Standard of Assessment
Details of Graded Assessments
Non-graded Activities
Submitting Assignments
Ethical Scholarship, Academic Literacy and Academic Misconduct
Acknowledgements and Plagiarism
Referencing
Appeals Against Academic Assessment

READINGS AND RESOURCES
Unit Website
Required Readings
Additional Resources and Reading Material
Databases

UNIT STRUCTURE
Seminar Schedule
Attendance
Taping Lectures
Contact details

<table>
<thead>
<tr>
<th>Unit Web Site URL</th>
<th>Professor Steven L McShane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:smcshane@gsm.uwa.edu.au">smcshane@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+618-6488-1452</td>
</tr>
<tr>
<td>Fax:</td>
<td>+618-6488-1072</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>During teaching blocks, I would be pleased to meet with you before or after class. I am available most other times via e-mail.</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td>7:00-10:00pm on 9, 11, 20 Jan., 2, 20, 21 Feb., and 2, 10 Mar.</td>
</tr>
<tr>
<td></td>
<td>9:00am-6:00pm on 8 Jan., and 19 Feb.</td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>PSB Academy, Tao Pao</td>
</tr>
</tbody>
</table>

Your lecturer

Steve is Professor of Management in the Graduate School of Management. 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, 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 Honourary Professor at Universiti Tunku Abdul Rahman (UTAR) in Malaysia.

Steve has published or presented dozens of research articles on such diverse topics as emotions and decision making, pay equity, media bias in business magazines, and organizational learning. He is also the lead author of four organizational behaviour textbooks: Organizational Behavior, 3rd edition (2005) and Organizational Behavior: Essentials 1st edition (2006) with Professor Mary Ann Von Glinow (Florida International University), Organisational Behaviour on the Pacific Rim, Enhanced edition (2005) with Professor Tony Travaglione (Charles Sturt University), Canadian Organizational Behaviour, 6th edition (2006). These are among the top-selling OB textbooks in North America, Asia, and Oceania, and have been adopted by the top-ranked universities in these regions of the world. Along with writing books and research, Steve has also given invited talks – over 40 from 2003 to 2005 -- to faculty and students at universities around the world.
UNIT DESCRIPTION

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, conflict resolution, and other leadership competencies. Students will be required to review their own leadership and managerial competencies and to 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 of leadership.

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 GSM 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.
- Recognise your personal values and leadership style, and develop an action plan to improve your leadership potential.
- Understand emotional intelligence and your EI strengths as well as areas requiring further development.
- Evaluate your presentation skills as a leader and know how to improve this competency.
- Demonstrate effective coaching competencies and reflect on your coaching strengths as well as areas requiring further development.
- Reflect on your conflict resolution skills and identify different approaches to resolving conflict.
- Know how to use power and influence more effectively as a leader.
- Analyse your own leadership development needs.
- Investigate and prescribe leadership development strategies for yourself and your organisation.

Prerequisites
The prerequisites for this unit are:

Completion of Stage 1
Key dates
8 January: First class
20 January: Purchase MBTI Form M from PSB before this date
2 February: Five-minute speeches – prepare speech in advance
6 February (Monday before midnight): Submit Assignment 1 via WebCT
19 February: Email team member list for team project
13 March (Monday before midnight): Submit Assignment 2 via WebCT
21 March (Tuesday before midnight): Submit Assignment 3 (team project) via WebCT

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. Several class exercises supplement the self-reflection process. Another way to learn about leadership is to understand how organizations develop leaders. Therefore, this unit includes a team project that involves gathering information about and evaluating the leadership development activities of an organization. Finally, this unit includes case studies and class discussion to encourage critical thinking about leadership concepts and practices.

Charter of student rights
This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at:

Use of student feedback
The Graduate School of Management and the PSB Academy make extensive use of course evaluations and other forms of feedback from students to continuously improve the quality of MBA teaching and course structure. For instance, based on earlier student feedback, this unit has added more structured learning (such as the team project), confidential reflection materials (e.g. self-assessments, 360 degree feedback), and small file size PDFs of lecture notes.
ASSESSMENT MECHANISM

The purpose of assessments

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 analysis of leadership in a feature film (Assessment 1) is intended for you to apply leadership concepts so you have a better understanding of these concepts in realistic situations. The leadership reflection report (Assessment 2) 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 Team Project (Assessment 3) is intended for you to understand how an organisation has developed leadership competencies, which serves as a role model and allows you to generate critical thinking about how you and your organisation can do so.

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 then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment details summary

The final grade for this unit will be determined as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analysis of Leadership in a Feature Film</td>
<td>25</td>
<td>6 February (11:59pm)</td>
</tr>
<tr>
<td>2. Leadership Reflection Report</td>
<td>30</td>
<td>13 March (11:59pm)</td>
</tr>
<tr>
<td>3. Leadership Development Team Project</td>
<td>35</td>
<td>21 March (11:59pm)</td>
</tr>
<tr>
<td>4. Class Involvement</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Details of Graded Assessments

Assessment 1: Analysis of Leadership in a Feature Film (25%)

You will view and write a report not exceeding 1,200 words that describes and analyses the leadership of one central character in a full-length motion picture (not documentary). In other words, evaluate the extent to which the individual in the film is an effective leader. The report should include plenty of specific examples as evidence of the individual's leadership.

The analysis will be written around the following leadership elements: (1) leadership values; (2) leadership vision; (3) leadership communication (communicating the vision); (4) enacting the vision; and (5) building commitment to the vision. The report should be organized with clear subheadings representing these leadership concepts. The only literature sources required for this assessment are Readings 1-9 as well as any class notes. References should be used when citing specific leadership concepts from the readings.

The film you select may be recent or older. Your instructor can recommend a specific film, although students are encouraged to identify films on their own. You should minimize the risk of collusion with other students by preparing this report alone and, where possible, selecting a different film from others (desirable, but not essential). You will be responsible for being able to view the film and ensuring that the film’s content is sufficiently rich in leadership content to write this assignment. (You may want to ask the instructor to decide if the film is appropriate for this assignment.)

Evaluation Criteria

1. Logical analysis and evaluation. Is the student’s evaluation of the film character supported by the evidence provided (or with the film in general)? How well do the examples logically relate to the leadership concept or practice identified in connection with those examples?

2. Readings anchor the report’s conceptual foundation: To what extent does the report base its conceptual information on Readings 1 through 9? Has the student demonstrated through the analysis and evaluation a good understanding of the relevant concepts? It is not necessary to refer to all nine readings, but most of them will prove relevant to the analysis to some degree. Also, the report does not provide any extensive summary of the literature. Rather, the report is appropriately anchored by relevant readings, which involves identifying relevant concepts and citing the readings for each concept.

3. The report has sufficient substance: How many examples and in what degree of detail does the report provide evidence to support its evaluation of the leader in the feature film? The goal here is not to stuff the report with as many examples as possible. Rather students need to balance quantity with quality of examples.

Please upload your report to your WebCT assignment space by the due date and time.
Assessment 2: Leadership Reflection Report (30%)

Each student, working alone, will submit a 2,500 word report reflecting on his/her personal leadership discoveries and goals derived from the various assessments and experiential activities in this unit. To prepare for this report, you should maintain a personal journal (separate from class notes) in which you write your thoughts and discoveries as soon as possible after each assessment and classroom activity.

Your assessment scores and personal journal entries remain private to you. This assessment only requires you to document to the instructor your interpretation and analysis of the information from these sources. You may, of course, report scores and quote journal entries if you wish. However, the report will mainly discuss how this information frames your personal understanding of your leadership skills, potential, and future strategies.

In your leadership reflection report, you should refer the following:

- Self-assessments
- In-class experiential activities
- Speaking presentation exercise
- Coaching exercise (2 sessions)
- 360 degree feedback (relate to self-assessments where appropriate)

Although students choose how to organize the leadership reflection report, the most effective approach seems to be to write around a set of specific leadership competencies and describe the relevant activities relating to each competency. Some activities may be mentioned more than once where they apply to more than one competency, but the information provided would not be repetitive because each competency is unique. Also, some competencies will have more than one relevant activity (a 360 degree dimension and a class activity, for example), so these pieces of information need to be integrated.

Your report should state and/or explain: (a) what you learned about yourself as a leader (your positive discoveries and, to the extent you wish to reveal, the areas requiring improvement; (b) the practical implications for your future leadership and career strengths and preferences; and (c) what specific personal development goals and strategies that would improve your leadership capabilities in the future. This information to apply to each competency related to the self-reflection learning in this unit. This report does not require any library research. Class readings may be used, where appropriate, but most writing will be around analysis of and recommendations from the self-reflection information.

**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.
Assessment 3: Leadership Development Team Project (35%)

Students will form teams of between 4 to 6 people. I will intervene in team formation only if issues arise or some people have too few or too many team members. Teams need to submit the names of team members to me by 19 February.

Each team will prepare a report not exceeding 4,000 words on how a specific organisation develops leaders – This involves collecting information from a specific organisation regarding formal leadership development practices. The report will fully document the organization’s leadership development activities, and evaluate these activities in the context of existing knowledge about leadership and leadership development. The team is expected to research leadership development literature using library resources, including full-text databases for contemporary knowledge on this topic.

Evaluation Criteria (from highest to lowest weight)

1. Thorough evaluation of leadership development practices against existing knowledge. Are the leadership development practices evaluated thoroughly or superficially? Are key issues in the literature regarding relevant practices recognised and discussed or overlooked? For instance, if the literature clearly points to certain problems or benefits with a particular leader development practice used by the people you interviewed, the report is expected to comment on those issues in the context of the current literature. Given the word limit, the report must provide a reasonable balance between quality and quantity of information and explanation.

2. Quality and contemporariness of literature foundation. This report is not expected to be a state-of-the-art treatise on leadership development theory and practice. However, it must make good use of existing knowledge to evaluate the practices of the organisation or industry studied. This means that the literature cited should be sufficiently plentiful and up-to-date. For example, a good report would recognise (from the literature) more recent variations of a leadership development practice used by the people interviewed.

3. Clarity, logic, and organization of the report. This is a potpourri on “soundness” and “flow” issues in a report. Are the descriptions of practices and literature understandable and succinct (not too verbose)? Does the structure of the report allow the information and explanations to flow smoothly? Do the explanations make sense to the reader? Does the literature used to support an explanation really relate to the practice specified?

The team report should be uploaded to the WebCT assignment space of one or more team members. Other team members may, at their discretion, leave their WebCT space blank, provide a note indicating who was responsible for submitting the report, or submit a final copy. The important point is that every student is identified with the team projects submitted before the due date.

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.
Assessment 4: Class Involvement (10%)  
Leadership Effectiveness is a high involvement unit, in which students are expected to fully participate in class activities and discussions. Small group work will be the norm during class time, so active involvement is critical for your development and learning. You also need to read the articles and complete the relate self-assessments before class to benefit fully from this unit. Within your comfort zone, be prepared to bring leadership issues to class and discuss them as they arise in various themes throughout this unit.

Non-graded Activities  
This unit relies extensively on experiential learning, including activities that require pre-class preparation and/or knowledge. Students must participate in these non-graded assignments to pass the unit. In addition, all of these activities provide raw material towards the graded leadership reflection report. Here are the main non-graded activities:

- **Assessments**: You will complete several self-assessments relating to a variety of leadership competencies. Students will also distribute a 360-degree assessment to at least five people who know them well enough. All assessments may remain privately known to you. The leadership reflection report only requires you to discuss what you learned from these assessments, including their practical implications and application for personal goals. Although the assessment results are private, you must complete each assessment by the date indicated.

- **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 a leadership 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.

- **Coaching exercise (2 sessions)**: Each student will be a coach and coachee with another student in two separate sessions. Students will rank order the themes on which they want to be coached and on which they feel well qualified to coach others, such as work-life balance, statistics skills, presentation skills, or sports skills. Another student will provide coaching support regarding that theme on two occasions -- an initial coaching session and a follow-up session for approximately 30 minutes in each session. After each session, the coachee will confidentially provide the coach with constructive feedback regarding his/her coaching skills. This verbal feedback will not be graded; instead coaches consider this feedback in their leadership reflection report.

- **Other 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.
Submitting assignments
All assignments will be submitted by uploading the files to WebCT. The team report should be uploaded to the WebCT assignment space of one or more team members, as described in the team project description above.

If a student is unable to submit an assignment via WebCT, he/she should e-mail a copy to Steve McShane AND submit a copy of the report directly to PSB reception staff; a standard cover sheet should be used and a receipt issued.

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 beyond the stated length will also attract a penalty.

Assignments will be returned in class or evaluation with comments posted on your WebCT space. It is the intention that the assignments will be graded and returned within two weeks of submission.

ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct
Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, websites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf

This is linked to from the how to Use Endnote page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.
Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html

READINGS AND RESOURCES

Unit website

We will use WebCT for uploading assignments and providing some communication between students and the professor. Therefore, students should have access to a computer with internet access. You may gain access to this unit’s WebCT web site by going to the web address below, clicking “Log In” for enrolled students, and providing the relevant ID and password. Then select the unit name -- “Leadership Effectiveness”. (If more than one unit appears, select the unit specifying 2006 Quarter1 Singapore. Instructions on using WebCT are available through online help information at the UWA WebCT web site. The first teaching block will also offer instruction, if required.


Required readings

Please purchase the MBTI Form M from PSB prior to class. The MBTI Form M will be distributed during the class to those who paid in advance.

No textbook is required for this unit. All required readings are available for downloading directly from the UWA library website (www.library.uwa.edu.au). Select the “Course Materials” link on the upper right side of the UWA library web site. Then select “Find course materials for your unit” found on the bottom left side of the next web page. Next, select either “Retrieve by unit” (MGMT8623) or “Retrieve by lecturer” (McShane). You will need your UWA library card details to access these readings. Please note that most of these PDF files are large, so consider using a broadband source to download or, if using dial-up, expect up to several minutes to download each file.

Additional Resources and Reading Material


Databases

ProQuest 5000
EBSCO (Business Source Elite)
Science Direct
Wiley Interscience
Springer Link
Blackwell Synergy
Factiva
Web of Knowledge
# UNIT STRUCTURE

## Seminar Schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topics</th>
<th>Readings &amp; Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 January 9am – 6pm</td>
<td>Overview of unit and assignments</td>
<td>Readings 1-6</td>
</tr>
<tr>
<td></td>
<td>Introduction to leadership concepts</td>
<td>-- Leader scale</td>
</tr>
<tr>
<td></td>
<td>• Transactional vs transformational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The role of charisma</td>
<td></td>
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<tr>
<td></td>
<td>• Full-range leadership</td>
<td></td>
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<tr>
<td></td>
<td>Vision and leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-- Understanding leadership activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-- Team activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-- Big dogs video1</td>
<td></td>
</tr>
<tr>
<td>9 January 7-10pm</td>
<td>Leadership Values and Competencies</td>
<td>-- Values scale</td>
</tr>
<tr>
<td></td>
<td>• Schwartz’s values model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Authentic leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Overview of leader competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Chicken Run film analysis</td>
<td></td>
</tr>
<tr>
<td>11 January 7-10pm</td>
<td>Empowerment and positive leadership</td>
<td>Reading 7-9</td>
</tr>
<tr>
<td></td>
<td>Self-leadership</td>
<td>--Empower scale</td>
</tr>
<tr>
<td></td>
<td>-- Big dogs video2</td>
<td>--Self-lead scale</td>
</tr>
<tr>
<td></td>
<td>-- Resilience scale</td>
<td>--Resilience scale</td>
</tr>
<tr>
<td>20 January 7-10pm</td>
<td><strong>BEFORE CLASS:</strong> Purchase the MBTI Form M from PSB</td>
<td>Reading 10</td>
</tr>
<tr>
<td></td>
<td>Myers-Briggs Type Inventory</td>
<td>(preferably read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AFTER class)</td>
</tr>
<tr>
<td>2 February 7-10pm</td>
<td><strong>BEFORE CLASS:</strong> Prepare for 5-minute presentation</td>
<td>Readings 11-12</td>
</tr>
<tr>
<td></td>
<td>Student Presentations</td>
<td>-- Prepare 5-min speech</td>
</tr>
<tr>
<td></td>
<td>Discussion of presentation skills and persuasive communication</td>
<td>-- Listening scale</td>
</tr>
<tr>
<td>6 February</td>
<td><strong>ASSIGNMENT 1 DUE:</strong> Analysis of Leadership in a Feature Film</td>
<td></td>
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<td></td>
<td>Submit through WebCT before 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td>Topics</td>
<td>Readings &amp; Preparation</td>
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<tr>
<td>19 February</td>
<td>Intro to performance management</td>
<td>Reading 13-17</td>
</tr>
<tr>
<td>9am – 6pm</td>
<td>• Identifying performance problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Active listening and questioning skills</td>
<td>- Empathy scales</td>
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<td></td>
<td>• Goal setting &amp; constructive feedback</td>
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<td></td>
<td><strong>Emotions and emotional Intelligence</strong></td>
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<tr>
<td></td>
<td>--Faces activity</td>
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<tr>
<td></td>
<td>--Stem-Probe Interview activity</td>
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</tr>
<tr>
<td></td>
<td>-- Coaching preferences form</td>
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<tr>
<td>20 February</td>
<td><strong>First coaching session</strong></td>
<td>Reading 18-19</td>
</tr>
<tr>
<td>7-10pm</td>
<td>Leadership decision making</td>
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</tr>
<tr>
<td>21 February</td>
<td>Leadership decision making (con't)</td>
<td>--Decision scale</td>
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<tr>
<td>7-10pm</td>
<td>--Thin slice exercise</td>
<td></td>
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<tr>
<td></td>
<td>-- Paying price activity</td>
<td></td>
</tr>
<tr>
<td>2 March</td>
<td>Managing conflict</td>
<td>Reading 20</td>
</tr>
<tr>
<td>7-10pm</td>
<td>-- case study</td>
<td>--conflict scale</td>
</tr>
<tr>
<td>10 March</td>
<td><strong>Second coaching session</strong></td>
<td>Reading 21</td>
</tr>
<tr>
<td>7-10pm</td>
<td>Leadership power and influence</td>
<td>-- Influence scale</td>
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<tr>
<td></td>
<td><strong>Summary: Lessons learned</strong></td>
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<tr>
<td>13 March</td>
<td><strong>ASSIGNMENT 2 DUE: Leadership Reflection Report</strong></td>
<td></td>
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<td>Submit through WebCT before 11:59pm</td>
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<tr>
<td>21 March</td>
<td><strong>ASSIGNMENT 3 DUE: Team Project – Leadership Development in an Organization</strong></td>
<td></td>
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<td>Submit through WebCT before 11:59pm</td>
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</tbody>
</table>
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. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Taping Lectures
The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.