MGMT201
Leading Self
S1 Day 2016
Dept of Marketing and Management

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General Information

Unit convenor and teaching staff
Lecturer in Charge
Brett White
brett.white@mq.edu.au
E4B Room 104
Thursdays 11:00am - 12:00pm

Rebecca Young
rebecca.young@mq.edu.au

Credit points
3

Prerequisites
(15cp including BBA102) and admission to BBusLeadCom

Corequisites

Co-badged status

Unit description
Leadership begins with knowing who you are. In this unit, students will be introduced to tools for self-reflection. Students will examine methods, skills, and strategies that will help them achieve career objectives. This unit also examines leadership theories, traits and behaviours and will provide students with discipline specific knowledge and skills, as well as the opportunity to conduct a comprehensive self-analysis. Outcomes from this unit will help students understand themselves and the foundations of leadership.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Explain key concepts and theories in leadership
2. Recognise change processes and impediments to change
3. Apply self-management techniques to better manage stress
4. Formulate career plans
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Essay</td>
<td>30%</td>
<td>Week 6, Friday 8 April at 4pm</td>
</tr>
<tr>
<td>Self Reflective Journal</td>
<td>20%</td>
<td>Commencing Week 3 - Week 11</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
<td>Commencing Week 5 in tutorials</td>
</tr>
<tr>
<td>Action Learning Report</td>
<td>35%</td>
<td>Week 13, Friday 10 June by 4pm</td>
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</tbody>
</table>

Leadership Essay
Due: **Week 6, Friday 8 April at 4pm**
Weighting: **30%**

Essay on leadership

**Submission:**
Via iLearn in week 6 no later than 4:00pm Friday 8 April 2016.

**Extension:**
No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

**Learning Outcomes:**
1. Explain key concepts and theories in leadership

Please see Leadership Essay Guide on iLearn for further details

This Assessment Task relates to the following Learning Outcomes:
- Explain key concepts and theories in leadership

Self Reflective Journal
Due: **Commencing Week 3 - Week 11**
Weighting: **20%**

Students will be required to submit five personal journal entries of approximately 250 words on designated weeks throughout the semester.
These self reflective journal entries will cover topics including self-awareness, leadership and management, personality traits, time management, and stress.

Submission:
Via iLearn in weeks 3, 5, 7, 9 and 11

Extension:
No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

Learning Outcomes:
2. Recognise change processes and impediments to change
3. Apply self-management techniques to better manage stress

Please see Self Reflective Journal on iLearn for further details

This Assessment Task relates to the following Learning Outcomes:
- Explain key concepts and theories in leadership
- Recognise change processes and impediments to change
- Apply self-management techniques to better manage stress

Group Presentation
Due: Commencing Week 5 in tutorials
Weighting: 15%

In groups of four (4), students will select a topic area and source an academic reading to present to the tutorial. The presentation will provide a brief analysis of the article and the contemporary thought on the topic. This must NOT be a summarised version. Groups will also need to complete a peer evaluation in week 13

Students must send the lecturer a reference to the article the day before the lecture (Wednesdays by 12pm) and the reading will be available to the rest of the unit cohort on iLearn.

Submission
In tutorials commencing week 5

Extension:
No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for
cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

Learning Outcomes
1. Explain key concepts and theories in leadership
2. Recognise change processes and impediments to change

Please see Group Presentation Guide on iLearn for further details

This Assessment Task relates to the following Learning Outcomes:
• Explain key concepts and theories in leadership
• Recognise change processes and impediments to change
• Formulate career plans

Action Learning Report
Due: Week 13, Friday 10 June by 4pm
Weighting: 35%

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

Learning Outcomes
2. Recognise change processes and impediments to change
3. Apply self-management techniques to better manage stress
4. Formulate career plans

Please see Action Learning Report Guide on iLearn for further details

This Assessment Task relates to the following Learning Outcomes:
• Explain key concepts and theories in leadership
• Recognise change processes and impediments to change
• Apply self-management techniques to better manage stress
• Formulate career plans

Delivery and Resources
Classes
This unit is comprised of:
13 x 2 hour lectures
12 x 1 hour tutorials commencing week 2

The timetable for classes can be found on the University website: http://timetables.mq.edu.au

Attendance will be taken in class. Attendance in class will allow the student to gain the maximum benefit. It is expected that all students will interact and engage in the class environment.

Prescribed Text

There is NO prescribed text for this unit. Readings and other materials will be made available via iLearn and the Macquarie University Library website: http://www.mq.edu.au/about/campus-services-and-facilities/library

Note:

It is imperative that students keep abreast of current developments both in Australia and abroad via the public and popular media in respect to leadership. At the beginning of each lecture, students will be required to participated in a discussion of the preceding week’s newsworthy items.

Technology Used and Required

Students will need access to a personal computer and to be familiar with a web browser to access the unit web page. Students are also required to access the companion website which accompanies the text. Students are expected to utilise the library resources when preparing their essays and group report/presentation.

Unit web page

The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MQ/

Consultations

Consulation hours are as listed or by appointment.

Successful Completion of Unit

In order to complete this unit, students must obtain a total mark of 50% or higher.

Unit Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic Areas</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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</tr>
<tr>
<td>1</td>
<td>Thursday, 3 March 2016</td>
<td>Introduction</td>
<td>NO TUTORIAL</td>
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<tr>
<td></td>
<td></td>
<td>• Self-awareness</td>
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<td></td>
<td></td>
<td>• Self-management</td>
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<td></td>
<td></td>
<td>• Proactive learning</td>
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</tr>
<tr>
<td>2</td>
<td>Thursday, 10 March 2016</td>
<td>What is leadership?</td>
<td>Undertake Signature Strengths Survey</td>
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<td></td>
<td></td>
<td>What makes a good leader?</td>
<td>Personal Values Exercise</td>
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<td></td>
<td></td>
<td>Leader v manager</td>
<td>Designate individual presentation weeks and topics</td>
</tr>
<tr>
<td>3</td>
<td>Thursday, 17 March 2016</td>
<td>Introduction models and theories of leadership</td>
<td>Individual activity – leadership experience and ideas</td>
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<td>Small group activity – Leadership characteristics</td>
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<td><strong>First Self Reflective Journal Entry due</strong></td>
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<tr>
<td>4</td>
<td>Thursday, 24 March 2016</td>
<td>Leadership behaviours and traits</td>
<td>Self Insights</td>
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<td>Self monitoring skills</td>
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<td></td>
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<td></td>
<td>Thinking style</td>
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<tr>
<td>5</td>
<td>Thursday, 31 March 2016</td>
<td>Personal change</td>
<td>Personal change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Change process</td>
<td>Self monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Models of change</td>
<td><strong>Group presentation</strong></td>
</tr>
<tr>
<td></td>
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<td>• Impediments of change</td>
<td><strong>Second Self Reflective Journal Entry due</strong></td>
</tr>
<tr>
<td>6</td>
<td>Thursday, 7 April 2016</td>
<td>Self management</td>
<td>Time management activity and survey</td>
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<td></td>
<td></td>
<td>• Goal setting</td>
<td><strong>Group presentation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time management</td>
<td><strong>Essay Due</strong></td>
</tr>
</tbody>
</table>

Mid-Session Break 11 April - 25 April
| 7  | Thursday, 28 April 2016 | Self-management  
• Introduction to personal decision-making | Case Study and questions  
Group presentation  
Third Self Reflective Journal Entry due |
|----|------------------------|-------------------------------------------------|--------------------------------------------------|
| 8  | Thursday, 5 May 2016   | Stress and resilience  
• Stress | Pressure and Demand Maps (individual)  
A Stress Diary  
SRE Test  
Different type of stressors exercise  
Group presentation |
| 9  | Thursday, 12 May 2016  | Stress and resilience  
• Resilience | Relaxation exercise  
Mindfulness exercise  
“Time to Zip” exercise  
Group presentation  
Fourth Self Reflective Journal Entry due |
| 10 | Thursday, 19 May 2016  | Career management  
• Types of career paths  
• Career/life preferences  
• Career planning | Group presentation  
Individual student presentations |
| 11 | Thursday, 26 May 2016  | Career planning  
• Discovering career options (networking)  
• Career Goals | Networking activity  
30 Second Commercial Exercise  
Group presentation  
Fifth and final Self Reflective Journal Entry due |
Learning and Teaching Activities

Teaching
This unit is taught through lectures, workshopping, activities and tutorial discussions.

Student Learning Expectations
Students are expected to read in advance, prepare presentations for tutorials as required, follow current developments in leadership, be able to apply concepts in tutorials, respond and interact in both tutorials and lectures, demonstrate enthusiasm for the subject area and interact/communicate with fellow students and the lecturer and tutor.

Learning Focus
The focus of this unit is on students developing and extending their own understanding of themselves and their interaction and behaviour with others.

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


Grading Policy prior to Session 2 2016 [http://mq.edu.au/policy/docs/grading/policy.html]


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://students.mq.edu.au/support/) who can provide appropriate help with any issues that arise during their studies.

**IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](http://students.mq.edu.au/support/).

The policy applies to all who connect to the MQ network including students.
Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

• Self Reflective Journal
• Group Presentation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• Explain key concepts and theories in leadership
• Apply self-management techniques to better manage stress
• Formulate career plans

Assessment tasks

• Leadership Essay
• Action Learning Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

• Explain key concepts and theories in leadership
Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Explain key concepts and theories in leadership
- Recognise change processes and impediments to change
- Apply self-management techniques to better manage stress
- Formulate career plans

**Assessment tasks**

- Leadership Essay
- Action Learning Report

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systematically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Explain key concepts and theories in leadership
- Recognise change processes and impediments to change

**Assessment tasks**

- Leadership Essay
- Self Reflective Journal
- Group Presentation
- Action Learning Report
Research and Practice

This unit draws on research from a variety of sources. Students are encouraged to conduct their own independent research on topics relevant to the course. Lectures and tutorials will include regular discussions about current practice as well as theoretical application.

Students can utilise a range of websites, journals and texts in conducting their own research. Examples of these are:

The Conversation - [https://theconversation.com/au](https://theconversation.com/au)
The Leadership Quarterly
Harvard Business Review

This unit will give you extensive practice in applying theoretical knowledge to real world examples.