



# MGSM876

## Leadership and Motivation

Term 1 Hong Kong 2018

*MGSM Degree Programs*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	12
<u>Changes from Previous Offering</u>	16
<u>Alignment of this unit with MGSM's mission-driven attributes</u>	16
<u>Attendance Policy (MGSM)</u>	17
<u>Content Disclaimer</u>	17
<u>Session topics and readings</u>	17

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Professor in Management (Leadership)

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Contact via +61 (2) 9850 9930

Hong Kong campus Block class First block: 12 – 14 January 2018 Second block: 19 – 21 January 2018

Credit points

4

Prerequisites

Admission to MBA or MMgmt or PGCertMBAExt or GradCertMgtPostMBA or MSusDev or MASurg or MAMed or DAdvSurg or DAdvMed or GradDipSpSurg or GradDipSpMed or GradCertClinLship or MSocEntre or GradCertSocEntre

Corequisites

Co-badged status

Unit description

This unit explores the practices and philosophies underpinning leadership and motivation, encouraging students to develop integrative, complex thinking. Case studies from around the world enable participants to evaluate theoretical and empirical contributions to leadership while reflecting on their own leadership and motivation practices. The unit focuses on leadership's important contribution to high performance and resilience in an enterprise, with particular emphasis on sustainable leadership practices. The overriding objective is to equip students with a theoretical understanding and set of tools and frameworks that enable them to diagnose leadership issues and propose responsible solutions in complex, diverse global contexts.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in

order to lead and manage people effectively.

Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.

Critically reflect on the importance of following ethical leadership principles and leading with integrity.

Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.

Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Current Topic Presentation</u>	15%	No	From Saturday, 13 January 2018
<u>Case / Consultants' Report</u>	35%	No	12 February, 2018, 6pm HK time
<u>Individual Learning Assignment</u>	50%	No	25 February, 2018, 6pm HK time

### Current Topic Presentation

Due: **From Saturday, 13 January 2018**

Weighting: **15%**

**Length:**

20 minutes (strictly enforced)

**Format:**

Presentation

**Due:**

Starting as of **Saturday, 13 January 2018** in class.

**Weighting:**

15%

Each syndicate group will be assigned a current topic in leadership to research and then present their findings on issues arising under that topic to the class. You should meet with your group early on in the term to allow time to prepare your presentation. Contact [Gayle.Avery@mgsm.edu.au](mailto:Gayle.Avery@mgsm.edu.au) with your proposed structure and any questions you may have about researching your topic.

Topics have been chosen that relate to the material to be discussed in the associated session. To start you off, a number of questions are provided with each topic, together with some links to

research or examples relevant to the topic. **You are not expected to cover the entire set of questions within your topic**, but should choose aspects to present to the class within the time available. You should consider the pros and cons of the topic, many of which are very new and still highly controversial. The objective is to familiarize the class with various sides of the arguments supported by evidence.

Among other things, the presentation should cover:

1. Introduction – why is this topic important?
2. What are the key issues involved?
3. What does research say about the topic?
4. What practical examples or actions can we see? Who is doing it? Who is not?
5. What are the likely benefits of this aspect of leadership?
6. What are the likely consequences of overlooking this aspect of leadership?
7. When, if ever, is this likely to become an issue for leaders?

Please note: Groups 1-3 will present on the first weekend; Groups 4-6 on the second weekend.

The time allotted to each group's presentation is strictly limited to **20 minutes**. Up to 10 minutes discussion and fielding of questions from the rest of the class will follow afterwards. Marks will be deducted for going over time during the presentation, but not if the presentation sparks a longer discussion.

The presenting group is required to submit a copy of the script or any powerpoint slides used within one week following the presentation. This will be posted on the class wiki. **Note:** This is not intended to create additional work for the group. Normally materials used during the presentation can be submitted as they are without any further modification.

Group presentations will take place in class starting from **Saturday, 13 January 2018**. Please refer to this outline and the class webpage for presentation details.

**Note: *Each member of the syndicate group is required to participate equally in the presentation (including in the speaking part), which is expected to be presented in a creative and interesting way.***

On successful completion you will be able to:

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## Case / Consultants' Report

Due: **12 February, 2018, 6pm HK time**

Weighting: **35%**

**Length:**

5,000 words (max)

**Format:**

Report

**Due:**

12 February, 2018, 6pm HK time in hard copy format (submitted to Hong Kong Campus) and softcopy uploaded to [MGSM iLearn](#)

**Weighting:**

35%

Syndicate groups are asked to 'diagnose' the leadership and motivational aspects of an organisation known to the group, using the theories, models and tools covered in this course. Each group should decide on one organisation, division or team to study. It will be necessary to choose an organisation where you can access information from different perspectives (including followers') and at appropriate levels in order to investigate leadership and motivation issues.

The group should identify and analyse the leadership/motivation issues surrounding a particular incident or event that could have been handled better, or cover general leadership approaches within the chosen organisation (or a part of an organisation). Are the leadership/motivation practices and philosophies appropriate for where the organisation is heading? Do people, systems and leadership align?

The purpose of this assignment is to analyse the leadership and motivation strengths and weaknesses within a particular organisation/relating to a particular event through the lens of diverse theories, models and frameworks.

Your challenge is to advise top management on the leadership in the organisation, on how a specific event might be remedied or have been handled better (which of these applies will depend on the approach the group takes). Consider a range of stakeholders, include leaders and followers; consider the alignment with strategy and the approaches taken to achieving alignment (if any). Consider the appropriateness of leadership paradigms operating in the firm. Where within the organisation is the chosen leadership sustainable and where not? Are there any national cultural issues involved? How might the firm address the issues you have identified? What is the outlook for future leadership in this organisation?

In writing up the results of this assignment, the group should apply perspectives, theories, models, concepts etc. from this unit to their chosen organisation or part of an organisation. The final report should include a leadership strategy, plan or other advice appropriate to the organisation, establishing priorities for any recommended action.

The project is to be submitted as a written group "consultants" report, stating the contribution of each member to the task and uploaded to iLearn. Deadline: **12 February, 2018**.

The report should be a maximum of **5000 words** long (12 point font, 1.5 line spacing, 2.5 cm margins) plus any relevant material in appendices, and should include the following (not necessarily in this order):

- Member contribution statement (see below)
- Executive summary (this is a required part of the report and contributes to the word count, usually about ½ page long)
- Introduction, scope and rationale for the choice of incident, organisation/division to study
- A brief description of the organisation itself and the people involved
- A succinct description of the incident and its ramifications
- Identification of the leadership/motivation issues
- Interpretation of the outcomes and their implications for the organisation, giving explicit consideration to relevant leadership & motivation theories, research, literature and any current debates, as well as the needs of the organisation.
- Conclusion about the significance of the findings for any key debates identified in the literature, implications for leadership theory/research, and lessons learnt for improving leadership and motivation behaviour
- Recommendations for future leadership/motivation strategies for the organisation
- List of references actually used in the report.

Please note the following on preparation and presentation of the report:

- Data collection strategy must be clearly outlined (who, when, where), ie what is the source of the information?
- The report must refer to and analyse a range of conceptual material including that covered in the course, linking it with the data that are collected or other forms of evidence to support your claims.
- The report should be clearly written and argued, and well referenced with evidence from the literature and original sources as appropriate.

***Note: Each member of the group is expected to participate equally in the preparation of the report. Individual performance in the Group assignment will be assessed as per the Member Contribution Statement in Group Report.***

### **Member contribution statement**

At the time of handing in the assignment, an indication of exactly what each member did for the project must be provided. The group needs to agree on what percentage of the final mark each person should receive. Please indicate this as follows on the cover sheet of the assignment:

Name of member 1    %                      Name of member 2    %

Name of member 3    %                      Name of member 4    %

If the group assesses the contribution of each member as equal, each member will receive 100% of the final mark subject to the final decision of the lecturer. In cases where the group decides that some members did not contribute equally, the proportional contribution should be reflected in the above percentages.

On successful completion you will be able to:

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## Individual Learning Assignment

Due: **25 February, 2018, 6pm HK time**

Weighting: **50%**

### **Length:**

3,500 words (max)

### **Format:**

Report

### **Due:**

25 February, 2018, 6pm HK time in hard copy format (Submitted to Hong Kong Campus) and softcopy uploaded to [MGSM iLearn](#)

### **Weighting:**

50%

This exercise is intended to enable you to learn a great deal about leadership in practice, and to help develop your own leadership potential. You are required to submit a **3,500 word** assignment on your leadership and/or motivation experiences, reflecting on and incorporating

material covered in this subject and showing applications of it to your own leadership behaviour and experiences.

The emphasis of the assignment must be on the analysis, rather than on just describing the situation. Linkages to course materials, theories, models and literature must be clear and extensive, and sources must be referenced (including any URLs and acknowledging sources of any graphics). The assignment must show **both understanding of relevant theoretical material and its applications** to the real world. To be eligible for a high grade, the assignment needs to be well written, analytical, critical of the theories and concepts where appropriate, well researched beyond the textbook, and clearly showing linkages between theories and models to the leadership and motivation events being discussed.

Choice of leadership events: The choice of leadership events to analyse in this assignment is wide ranging, and could apply to your past, present or future. Examples, which should all use the models, concepts and other materials from this subject during the analysis, include:

1. Analyse a leadership situation from your past or a current event to which you can link the material from this subject. OR
2. Analyse your own leadership mistakes and successes in a particular situation. OR
3. Choose the worst (or best) leader you have ever worked with, and analyse why you regard him/her as the best or worst. OR
4. If you are moving into a new position, you might choose to develop a leadership plan for yourself using materials from this unit. This involves assessing your current leadership behaviours/skills, the kind of leadership required in the new role, and then how to address the resulting gaps.

The assignment is due on **25 February, 2018**. The report should be uploaded to iLearn *and* submitted in hard copy to Hong Kong Campus. The uploaded files should be clearly labeled with your name and headed "(Name) Leadership & motivation assignment". Assessment criteria include:

- Range of leadership & motivation topics addressed
- Depth of analysis rather than description
- Clear **linkages** between course material and applications
- Demonstration of understanding of how to apply research and theory
- Showing **linkages** between different theories and research outcomes and your topic
- Clear writing style and expression (typos & poor grammar lose marks)
- Critical or original thinking
- Appropriate referencing of sources
- Coherent argumentation supporting your conclusion
- Drawing conclusions



- Overall presentation.

***Late assignment penalty (all assignments): 10% per day late except with advance permission.***

**Marking criteria will be made available in class / iLearn)**

On successful completion you will be able to:

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## **Delivery and Resources**

### **Textbook**

**Avery, G. & Bergsteiner, H.** 2011, Diagnosing Leadership in Global Organisations: Theories, Tools and Cases, Tilde University Press: Melbourne. ISBN: 9780734611338

This book provides a set of theoretical frameworks for understanding leadership, and contains cases on organisations from around the world. The theoretical part of this book is essential reading, as are the cases specified below for specific sessions. Considerable background reading (books, articles and web sites) and case study material is also available on the web and on-line from the library.

A free copy can be downloaded and views online - <http://instituteforsustainableleadership.com/research-publications/diagnosing-leadership-in-global-organisations-theories-tools-cases/>.

**MGSM iLearn** The web page for this unit can be found at: <https://ilearn.mq.edu.au/login/MGSM>

## Unit Schedule

### Unit Requirements

You are required to do the following to obtain credit for this course:

- Attend all sessions
- Prepare for all sessions, including reading set materials before class
- Use on-line facilities to find additional materials
- Participate fully in the course, including in syndicate groups
- Complete all assignments on time and to a passing standard.

Required pre-class activities include:

- Complete the textbook readings
- Peruse the class material on MGSM iLearn
- Download the case materials from MGSM iLearn
- Read cases before class

Contact your syndicate group in advance of class meetings and begin preparing your group presentation (syndicate group lists and student contact details are provided on the MGSM876 iLearn page). Contact Gayle Avery with any questions.

### Unit Schedule

Students are required to attend all classes over 2 block weekends as follows.

At MGSM each MBA subject requires on average 160 hours of work, of which 40 hours have traditionally been assigned to face-to-face classroom contact. Meetings are on **Friday-Sunday 12 – 14 January & Friday-Sunday 19 – 21 January 2018**.

Class meetings will be in varied format, offering a mixture of presentations and syndicate work, including:

- Presentation of key issues
- Plenary discussions
- Group/class activities such as simulations, role plays, case studies and guest speakers
- Syndicate presentations, workshops and activities.

Session	Date	Topic
1	12 January 2018	Setting the Scene
2	13 January 2018	Leadership: Approaches

3	13 January 2018	Leadership: Transactional
4	14 January 2018	Leadership: Visionary leadership
5	14 January 2018	Leadership: Organic leadership
6	19 January 2018	Global leadership
7	20 January 2018	Sustainable leadership
8	20 January 2018	Leadership beyond the organisation: Sufficiency Thinking
9	21 January 2018	Diagnosing leadership
10	21 January 2018	Final integration
NO FINAL EXAM		

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

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## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/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/>

## 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 Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

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

## 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](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their

professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## **Assessment tasks**

- Current Topic Presentation
- Case / Consultants' Report
- Individual Learning Assignment

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.

- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## **Assessment tasks**

- Current Topic Presentation
- Case / Consultants' Report
- Individual Learning Assignment

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## **Assessment tasks**

- Current Topic Presentation
- Case / Consultants' Report
- Individual Learning Assignment

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## **Assessment tasks**

- Current Topic Presentation
- Case / Consultants' Report
- Individual Learning Assignment

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and

motivation.

## **Assessment tasks**

- Current Topic Presentation
- Case / Consultants' Report
- Individual Learning Assignment

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Think critically, analytically and creatively from multiple perspectives about leadership and the theoretical and research contributions underpinning leadership and motivation in order to lead and manage people effectively.
- Critically reflect on global leadership by diagnosing applied aspects of leadership and motivation in diverse contexts.
- Critically reflect on the importance of following ethical leadership principles and leading with integrity.
- Assess the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.
- Analyse current, and prepare for likely future, issues in the fields of leadership and motivation.

## **Assessment tasks**

- Current Topic Presentation
- Case / Consultants' Report
- Individual Learning Assignment

## **Changes from Previous Offering**

No changes from previous offering.

## **Alignment of this unit with MGSM's mission-driven attributes**

**Leadership:** The unit is focused on a multi-perspectival approach to leadership



**Global mindset:** Societal aspects of leadership are discussed in this unit and cases from different cultures enhance understanding of Global Leadership.

**Citizenship:** The unit encourages participants to follow ethical leadership principles and operate with integrity, which is emphasised in particular as a core element of Sustainable Leadership.

**Creating sustainable value:** The unit explores the relationship between leadership and the performance and resilience of an enterprise, particularly within Emotion-based Leadership and Sustainable Leadership.

## Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member. Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>

## Content Disclaimer

The content of this unit is provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

## Session topics and readings

### Session 1: 12 January, 2018

#### Meeting 1: Setting the Scene

- Introduction
- From micro-to-macro
- Leadership as complex system
- Integrating framework: Leaders, followers and organisation
- Leadership Paradigms
- Topical themes: *Vision, Emotion, Sustainable and Global leadership*

**Readings:** Avery & Bergsteiner (2011) Part I, Part II to p. 14

### Session 2: 13 January, 2018

#### Meeting 2: Leadership: Approaches

- Leadership matrix

- Overview of leadership theories

**Activity:**

*The optimum approach*

**Case for reflection:**

*Huawei Technologies* (in textbook pp. 72-79 + update MGSM iLearn)

**Readings:**

Avery & Bergsteiner (2011) pp. 14-30.

**Further reading:**

Yukl, G. (2013) *Leadership in Organizations*.

**Session 3: 13 January, 2018**

**Meeting 3: Leadership: Transactional**

**Group 1 presentation: Executive compensation – is top leadership just a transaction?**

- Transactional leadership in close-up
- Motivation through rewarding the “deal”: *Haier*
- Situational leadership
- Transactional leadership skills
- Developing the talent

**Cases:**

*Michelle* (available on MGSM iLearn)

*Haier* (Lin 2005, available on MGSM iLearn)

**References:**

Avery & Bergsteiner (2011) pp. 29-30 on power.

Blanchard, K., Zigarmi, P. & Zigarmi, D. *Leadership & the One Minute Manager*, Fontana/Collins, 1990.

Lin, T.W. 2005. OEC Management-Control System helps China Haier Group achieve competitive advantage. *Management Accounting Quarterly*, 6(3), 1-11.

Yukl (2013 or earlier version) *Leadership in Organizations*.

+ others in ppt notes.

**Session 4: 14 January, 2018**

**Meeting 4: Leadership: Visionary**

## **Group 2 presentation: Morality and virtue in leadership**

- Emotion-based leadership & performance
- Creating a powerful vision: What, how and why
- What's special about engagement?
- Engagement at best employers
- Lessons from high performing organisations

### **Reference:**

Goleman, D. *Emotional Intelligence*.

+ others in ppt notes.

## **Session 5: 14 January, 2018**

### **Meeting 5: Leadership: Organic**

#### **Group 3 presentation: Can followers lead?**

- Understanding organic leadership
- Which companies are organic?

### **Cases:**

*WL Gore & Associates* (on MGSM iLearn)

*Valve* (handbook; on MGSM iLearn)

*Systems Excellence* (in textbook) *Wikispeed* (Denning article on MGSM iLearn)

*Herman Miller Inc.* (Manz et al. article on MGSM iLearn)

### **References:**

Avery, G.C. 2004. *Understanding Leadership: Paradigms and Cases*. Sage.

Meng, T., Mike, R. & Collin, K. 2016. A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration Leadership*, 44(1), 146-164.

Manz, C. et al. 2011. Sustainable Performance with Values-Based Shared Leadership: A Case Study of a Virtuous Organization. *Canadian Journal of Administrative Sciences*, 28(3), 284–296.

Denning, S. 2012. How Agile can transform manufacturing: The case of Wikispeed. *Strategy & Leadership*, 40(6), 22-28.

+ others in ppt notes.

## **Session 6: 19 January, 2018**

## **Meeting 6: Global Leadership**

- Leadership in a globalising world
- Approaches to global leadership
- Global leadership landscapes

### **Case:**

*Gunther in Hong Kong* (available on MGSM iLearn)

### **Reading:**

See GLOBE study by region (on class website)

+ others in ppt notes.

## **Session 7: 20 January, 2018**

### **Meeting 7: Sustainable Leadership**

#### **Group 4 presentation: Why do sustainable enterprises involve so many stakeholders?**

- Honeybee vs Locust leadership models
- 23 elements of sustainable leadership
- Business case for sustainable practices

### **Case:**

*Holcim* (on MGSM iLearn + update)

### **References:**

Avery, G.C. & Bergsteiner, H. 2011. Sustainable Leadership: practices for enhancing business resilience and performance. *Strategy & Leadership*, 39(3), 5-15.

For more detail: Avery, G.C. & Bergsteiner, H. 2010. *Honeybees and Locusts: The Business Case for Sustainable Leadership*. Allen & Unwin, Australia.

About BMW: Avery, G.C. & Bergsteiner, H. 2011. How BMW successfully practices sustainable leadership principles. *Strategy & Leadership*, 39(6), 11-18.

+ others in ppt notes

## **Session 8: 20 January, 2018**

### **Meeting 8: Beyond the Organisation: Sufficiency Thinking**

#### **Group 5 presentation: Is it enough to just look inside an organisation or is the concept of a bounded entity passé?**

- Need for new thinking in business

- SDGs & business
- National approaches - Bhutan's GNH - Thailand's Sufficiency Economy

**Case:**

*Theptarin Hospital* pp. 148-163 (available on iLearn)

**Reading:**

Bergsteiner, H. & Dharmapiya, P. 2016. „The Sufficiency Economy Philosophy process“. In Avery & Bergsteiner (Eds.). *op. cit.* 2016, pp. 32-52.

**Session 9: 21 January, 2018**

**Meeting 9: Diagnosing Leadership**

- Substitutes for leadership and motivation
- Aligning leadership systems, strategy, leadership, culture & behaviours
- Diagnosing leadership issues

**Case:** *My greatest failure* (available on MGSM iLearn)

**Readings:** Avery & Bergsteiner (2011): pp. 30-32 on leader substitutes. pp. 135-147 for tables to guide your diagnosis.

+ others in ppt notes.

**Session 10: 21 January, 2018**

**Meeting 10: Integration session**

**Group 6 presentation: Should leadership be more diverse?**

- Learnings from our presentations

**Case:**

*Amazon* (available on iLearn)