



GMBA803

Adapt Your Leadership Style

GMBA Term 6 Online 2019

Department of Management

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Academic Program Director

A/Prof Lan Snell

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Teaching Assistant

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Credit points

2

Prerequisites

Admission to GMBA

Corequisites

Co-badged status

Unit description

The popular business press routinely romanticises the idea of the heroic business leader, who boldly and with great vision takes his or her company forward in brave new strategic directions and through dramatic organisational transformations. But how true are these descriptions of leadership? If the world is producing so many great leaders, why is the World Economic Forum reporting an 86% distrust of contemporary leadership? Why are organisational misbehaviours, such as cynicism, apathy, bullying and disengagement, seen to be increasingly prevalent? This unit examines these tensions by looking at how transformational, authentic, and inclusive leadership styles are, in theory and practice, providing an alternative to more autocratic, job-centred, and command and control leadership styles.

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:

Critically evaluate the similarities and differences between traditional and contemporary theories of leadership and identify the practices of established leadership theories

Examine how the interruptive complexities and challenges of day-to-day organisational life might require agile shifts between different leadership styles

Analyse how post-industrial forms of participative and self-organising leadership and followership might enable or disable effective cross-functional performance

Develop recommendations as to how leadership theories and models might need to evolve to optimise cross-functional performance

General Assessment Information

Submission

You will submit your assessment tasks via your online unit on Coursera.

For individual submissions, please use the following naming convention for your file:

lastname-firstname-GMBAxxx-A1.*

lastname-firstname-GMBAxxx-A2.*

For group submissions, please use the following naming convention for your file:

team-number-GMBAxxx-A1.*

team-number-GMBAxxx-A2.*

Extensions

Please note that 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 special consideration is made and approved.

For any questions regarding your assignment submission or to apply for special consideration, please send an email to globalmba.support@mq.edu.au.

Formatting instructions

These instructions pertain only to written assignments. In the case of other formats (e.g., slide decks) specific formatting instructions may apply. Written assignments should be in 11 point Arial font with 1.5 line spacing. Each page of the report should be numbered and have at minimum 2.5 cm margins from the left and right edges and top and bottom of the page. The word count is strictly enforced. The actual word length of the document, not including references or appendices, should be clearly stated on the title page of the report. Written assignments should have the following structure:

1. A title page with the question, your student name and student number, word count of the text
2. The body of the report structured with paragraphs and with appropriate headings and citations, with page numbers.
3. Complete reference list of material cited in the text.

Referencing

Please use the American Psychological Association (APA) 6th edition reference style. This means that when referring to an article or book etc, you indicate the author's name followed by the year of publication (Jones, 1989). For multiple authors include all names (Jones, Smith, & Wilson, 1990). If you use a direct quote put the quoted words in "quotation marks" and include the page number with the reference (Jones, 1989, p. 76). A reference list should be presented in alphabetical order at the end of the paper. Further information on APA style is available at <http://li.bguides.mq.edu.au/content.php?pid=85232&sid=634282>

Commercial in Confidence

Please note that you must not disclose any information marked 'Commercial in Confidence' without permission from the party who supplied it (e.g., your current or previous employer, customers, etc.).

Assessment Tasks

Name	Weighting	Hurdle	Due
Leadership Critical Reflection	40%	No	11 November 2019 11:59pm (AEDT)
Leadership in Action Analysis	60%	No	4 December 2019 11:59pm (AEDT)

Leadership Critical Reflection

Due: **11 November 2019 11:59pm (AEDT)**

Weighting: **40%**

Length: 1,500 - 2,000 words (excl. references) for the critical reflection plus discussion posts

Format: Discussion forum contributions plus written critical reflection

Task: The purpose of this assignment is to stimulate your thinking on different leader behaviour and motivation and to evaluate the appropriateness of the technique to the situation facing the leader. There are two parts to this assignment: You will be asked to post on the Discussion Forums over two weeks and write a critical reflection on your posts and interaction with others.

Task type: Individual

Please refer to the section **Course Resources - Assessment Information** in your online unit for detailed information on this assignment as well as the marking criteria. You will be asked to submit your completed task via the Assignment submission link in your online unit.

On successful completion you will be able to:

- Critically evaluate the similarities and differences between traditional and contemporary theories of leadership and identify the practices of established leadership theories
- Examine how the interruptive complexities and challenges of day-to-day organisational life might require agile shifts between different leadership styles

Leadership in Action Analysis

Due: **4 December 2019 11:59pm (AEDT)**

Weighting: **60%**

Length: 2,500 - 3,000 words (excl. references)

Format: Written report

Task: The objective of this assignment is for you to analyse current and dynamic leadership issues by critically evaluating how they relate to leadership theory.

Task type: Individual

Please refer to the section **Course Resources - Assessment Information** in your online unit for detailed information on this assignment as well as the marking criteria. You will be asked to submit your completed task via the Assignment submission link in your online unit.

On successful completion you will be able to:

- Analyse how post-industrial forms of participative and self-organising leadership and followership might enable or disable effective cross-functional performance
- Develop recommendations as to how leadership theories and models might need to evolve to optimise cross-functional performance

Delivery and Resources

Required text

There is no required textbook for this unit. Please refer to the weekly required readings in your online unit. All readings are available via the Macquarie University library and do not need to be purchased separately.

Delivery method

This unit will be delivered entirely online via the Coursera Learning Management System. Access to a personal computer is required to access the resources and learning materials on Coursera.

Unit Schedule

For this unit, Live Events (via the web conferencing software Zoom) will take place on Tuesday evenings from 6.30pm to 7.30pm (AEDT), starting from 29 October 2019 and finishing on the 3 December 2019. The links to the events are available via **Live Events** in the online unit.

Students are strongly advised to attend all live events. Recordings of the live events will be made available within 24 hours of the event and can be accessed via **Course Resources** in the online unit.

Students are expected to complete all asynchronous learning activities (videos, discussion prompts, quizzes and peer-reviews) for that week before the scheduled Live Event in order to successfully participate in the event.

Week	Module
<p>Week 1</p> <p>Webinar: Tuesday 29 October 2019, 6:30-7:30pm (AEDT)</p>	The Leadership Challenge
<p>Week 2</p> <p>Webinar: Tuesday 5 November 2019, 6:30-7:30pm (AEDT)</p>	The Practices of Individual Leadership
<p>Week 3</p> <p>A1 due: Monday 11 November 2019</p> <p>Webinar: Tuesday 12 November 2019, 6:30-7:30pm (AEDT)</p>	Leading Teams
<p>Week 4</p> <p>Webinar: Tuesday 19 November 2019, 6:30-7:30pm (AEDT)</p>	Leading the Organisation
<p>Week 5</p> <p>Webinar: Tuesday 26 November 2019, 6:30-7:30pm (AEDT)</p>	Leadership and ambiguity
<p>Week 6</p> <p>Webinar: Tuesday 3 December 2019, 6:30-7:30pm (AEDT)</p> <p>A2 due: Wednesday 4 December 2019</p>	Critical, Pragmatic, and Popular Perspectives on Leadership

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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) 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

If you are a Global MBA student contact globalmba.support@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/.

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 - 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

- Critically evaluate the similarities and differences between traditional and contemporary theories of leadership and identify the practices of established leadership theories
- Examine how the interruptive complexities and challenges of day-to-day organisational life might require agile shifts between different leadership styles
- Analyse how post-industrial forms of participative and self-organising leadership and followership might enable or disable effective cross-functional performance
- Develop recommendations as to how leadership theories and models might need to evolve to optimise cross-functional performance

Assessment tasks

- Leadership Critical Reflection
- Leadership in Action Analysis

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

- Critically evaluate the similarities and differences between traditional and contemporary theories of leadership and identify the practices of established leadership theories
- Examine how the interruptive complexities and challenges of day-to-day organisational life might require agile shifts between different leadership styles
- Analyse how post-industrial forms of participative and self-organising leadership and followership might enable or disable effective cross-functional performance
- Develop recommendations as to how leadership theories and models might need to evolve to optimise cross-functional performance

Assessment tasks

- Leadership Critical Reflection
- Leadership in Action Analysis

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

- Examine how the interruptive complexities and challenges of day-to-day organisational life might require agile shifts between different leadership styles
- Develop recommendations as to how leadership theories and models might need to evolve to optimise cross-functional performance

Assessment tasks

- Leadership Critical Reflection
- Leadership in Action Analysis

Guide to navigating your unit

Each term is six weeks long which means we are up and running in week 1. Make sure you stay on top of the required work each week so that you do not fall behind. Here is a guide on how to navigate this unit.

0. Assessment

For all the details on the assessment in this unit, please go to Resources in the main navigation

of your unit and click on Assessment Information.

Each week contains several elements

1. Lesson

(a) Video lectures

These brief lectures cover core concepts and fundamentals.

(b) Core readings and further resources

There are required readings for most lessons that provide more depth to each of the topics. The majority of these readings are available only through the Macquarie University Library, and we have linked most of them for easy access. You will require your MQID in order to login to the Library. There is usually at least required reading per topic. You can also choose to dive deeper into a topic of interest by exploring the optional further resources that are available.

Tip: Make sure to work through the Library resources in Onboarding to familiarise yourself with the techniques to use the Library most efficiently and productively.

2. Live Events

A live event will be run every week. While attendance is not mandatory, we strongly encourage students to attend as part of the enriching learning experience. All live events will be recorded for those unable to attend. Make sure you work through the week's materials before you attend. There may also be specific instructions for preparation. You can access the Live Events tab via the main unit navigation. The more you prepare for these events, the more you will get out of them.

Recordings will be available via the Resources tab in the main unit navigation. You will also have the opportunity to discuss content questions with your unit convenor via the Weekly Discussion Forum.

3. Weekly Discussion Forum

Use the Weekly Discussion Forum to engage with your peers and with the weekly topics. Share and grow with your peers in the unit. The unit convenor and the teaching assistant will monitor the forum(s) and engage where appropriate.

4. Practice

The Practice section provides plenty of opportunities to check your understanding of the topic. Practice makes permanent! The section is optional, and it is really up to you how much you want to engage with the exercises in the Practice section.

(a) Recall and practice quizzes

Recall and practice quizzes can be attempted multiple times. The questions are based on the video lectures and readings. Feedback is embedded to direct you back to specific resources to help you improve. Short recall activities have been shown to improve long-term retention of core concepts and fundamentals. The results of these practice quizzes are not assessed and therefore not part of the final grade for the unit.

(b) Practice tasks and challenges

Some weeks contain practice tasks and challenges. These are a great opportunity for you to apply what you have learned that week in different contexts, reflect on key questions about the topic and familiarise yourself even further with the week's topic. Similar to the recall and practice quizzes, the practice tasks and challenges are not assessed and therefore not part of the final grade for the unit.

5. Habit Corners

We are what we repeatedly do. What daily practices should you work towards to improve yourself personally and professionally? The habit corner brings research and practice together and is designed to help develop applied best practices.

Changes since First Published

Date	Description
16/10/2019	I have made a change to specify the assignment type