



# GMBA804

## Become a Meaning Maker

GMBA Term 4 Online 2019

*Department of Management*

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## General Information

### Unit convenor and teaching staff

Unit Convenor

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Contact via [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

Unit Convenor

Dr Abas Mirzaei

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Teaching Assistant

Billy Bruce

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Credit points

2

Prerequisites

Admission to GMBA

Corequisites

Co-badged status

Unit description

Faced with complex and ambiguous environments, how do leaders envision the future and instil their vision in a way that conveys its meaningfulness and drives change and innovation? This unit addresses this challenge using the lenses of leadership, vision and identity. Drawing on a wide body of literature, the unit explores how students, as leaders, can create a compelling vision and understand how to communicate with impact and meaning. You will develop awareness of brand identity and the role of brand in clarifying and reinforcing the vision, both within the organisation, and for partners and customers. Special attention will be given to the role of identity and making messages meaningful. In exploring these concepts, the unit investigates how meaning is created through neuroscience by looking at the role of the brain in processing meaning. A physiological approach in delivering meaning through voice and body language offers learners different techniques to project authenticity in delivering meaning.

## 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:

Evaluate approaches to influencing and creating meaning at work.

Synthesise and apply concepts related to the role of visionary leadership and identity in meaning making in complex and dynamic organisational contexts.

Analyse and apply approaches to meaning making that play a role in aligning employee buy-in of organisational narratives.

Create strategies to leverage meaning making through branding.

Situate discussions of meaning making within broader social contexts and concerns.

## General Assessment Information

### 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](mailto:globalmba.support@mq.edu.au).**

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### 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.

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## 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://libguides.mq.edu.au/content.php?pid=85232&sid=634282>

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## 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.\***

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Reflection and analysis</a>	40%	No	16 July 2019, 11:59pm AEST
<a href="#">Purposeful meaning making</a>	60%	No	8 August 2019, 11:59pm AEST

### Reflection and analysis

Due: **16 July 2019, 11:59pm AEST**

Weighting: **40%**

**Length:** max 1,000 words (excl. references)

**Format:** Written report

**Task:** You will be asked to analyse and synthesise factors that contribute to meaning and meaninglessness at work.

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:

- Evaluate approaches to influencing and creating meaning at work.
- Analyse and apply approaches to meaning making that play a role in aligning employee buy-in of organisational narratives.

## Purposeful meaning making

Due: **8 August 2019, 11:59pm AEST**

Weighting: **60%**

**Length:** max 1,500 words (excl. references)

**Format:** Written report

**Task:** In this task, you will be asked to identify and analyse factors that contribute the most to successful/unsuccessful higher purpose meaning making.

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:

- Synthesise and apply concepts related to the role of visionary leadership and identity in meaning making in complex and dynamic organisational contexts.
- Analyse and apply approaches to meaning making that play a role in aligning employee buy-in of organisational narratives.
- Create strategies to leverage meaning making through branding.
- Situate discussions of meaning making within broader social contexts and concerns.

## 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 Wednesday evenings from 6.00pm to 7.00pm (AEST), starting from 3 July 2019 and finishing on the 7 August 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
<b>Week 1</b> Webinar: Wednesday 3 July 2019, 6:00-7:00pm (AEST)	Meaning and making meaning
<b>Week 2</b> Webinar: Wednesday 10 July 2019, 6:00-7:00pm (AEST) A1 due: Tuesday 16 July 2019	Brain, body and storytelling in meaning making
<b>Week 3</b> Webinar: Wednesday 17 July 2019, 6:00-7:00pm (AEST)	Branding as meaning making
<b>Week 4</b> Webinar: Wednesday 24 July 2019, 6:00-7:00pm (AEST)	Building brands
<b>Week 5</b> Webinar: Wednesday 31 July 2019, 6:00-7:00pm (AEST)	Leadership and meaning making
<b>Week 6</b> Webinar: Wednesday 7 August 2019, 6:00-7:00pm (AEST) A2 due: Thursday 8 August 2019	Meaning in social context

## 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>). 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- Evaluate approaches to influencing and creating meaning at work.
- Synthesise and apply concepts related to the role of visionary leadership and identity in meaning making in complex and dynamic organisational contexts.
- Analyse and apply approaches to meaning making that play a role in aligning employee buy-in of organisational narratives.
- Create strategies to leverage meaning making through branding.
- Situate discussions of meaning making within broader social contexts and concerns.

#### Assessment tasks

- Reflection and analysis
- Purposeful meaning making

### 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

- Analyse and apply approaches to meaning making that play a role in aligning employee buy-in of organisational narratives.
- Situate discussions of meaning making within broader social contexts and concerns.

## Assessment tasks

- Reflection and analysis
- Purposeful meaning making

## 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

- Evaluate approaches to influencing and creating meaning at work.
- Synthesise and apply concepts related to the role of visionary leadership and identity in meaning making in complex and dynamic organisational contexts.
- Create strategies to leverage meaning making through branding.

## Assessment tasks

- Reflection and analysis
- Purposeful meaning making

## 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

- Synthesise and apply concepts related to the role of visionary leadership and identity in meaning making in complex and dynamic organisational contexts.
- Create strategies to leverage meaning making through branding.

## Assessment task

- Purposeful meaning making

## 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.