



MGMT306

Leadership and Influence in Action

WV Day 2019

Department of Management

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Unit Schedule</u>	5
<u>Learning and Teaching Activities</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8
<u>Global Context and Sustainability</u>	11
<u>Research and Practice</u>	11

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Lecturer

Sarah Banks

sarah.banks@mq.edu.au

Please view consultation hours via iLearn - <https://ilearn.mq.edu.au/login/>

Saman Sadiq

saman.sadiq@mq.edu.au

Credit points

3

Prerequisites

Admission to BBusLeadCom and ((45cp at 100 level or above) including MGMT304)

Corequisites

Co-badged status

Unit description

Leadership and Influence in Action examines decision-making challenges, managing difficult relationships and building successful ones, provides a range of competitive and cooperative negotiation strategies and develops students' ability to deliver a successful "sales" pitch. Through a series of practical workshops, the unit aims to enhance students' practical skills of influence and persuasion and further improve their effectiveness as leaders. Outcomes from this unit will help students understand influencing and negotiation techniques. This unit employs block teaching.

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, understand and learn from the factors that make leaders and influencers who they are.

Apply a range of leadership and influencing skills in a range of contexts.

Practice influence in a debate format.

Investigate how different forms of power, relationships and ethical considerations can

influence a negotiation process.

Assessment Tasks

Name	Weighting	Hurdle	Due
Debate	30%	No	During Class
Individual Simulation/Exercise	20%	No	During class
Reflective Journal	50%	No	Fri 2 August 2019 by 11:59pm

Debate

Due: **During Class**

Weighting: **30%**

Debate Assessment Summary Task Description The purpose of this assessment is for students to engage in a constructive and evidence-based debate, following a structured approach, to exercise and demonstrate their communication, research, and influencing skills. Focused on a specific topic, two 'teams' (each a group of three individuals, Speakers 1, 2, 3) will develop evidence-based arguments either arguing for or against the identified topic. Further guidance on this assessment piece will be provided in class and on iLearn **Type of Collaboration** Requires group work with individual marks allocated. **Submission** Debate (oral presentation) conducted in class. **Format** Please refer to the [iLearn](#) unit page. **Length** The timings for the debate overall, and for each individual within the debate team, will be discussed in class. **Inherent Task Requirements** None **Late Submission** No extension will be granted. Students who do NOT participate in the assessment, will be awarded a mark of 0 for the assessment task, except for cases in which an application for [Special Consideration](#) has been made and approved.

On successful completion you will be able to:

- Apply a range of leadership and influencing skills in a range of contexts.
- Practice influence in a debate format.

Individual Simulation/Exercise

Due: **During class**

Weighting: **20%**

Individual Simulation/Exercise Assessment Summary Task Description Students will participate in the proscribed simulation/exercise through Harvard Business Publishing. The purpose of this assessment is to engage students in a real-life scenario focused on the need to enact change and influence others. Students will draw on knowledge and skills developed in the unit so far to determine appropriate courses of action within the simulation to reach their

identified goal/s. The simulation is automatically graded through the platform, based on the choices and actions taken within the simulation. Further guidance on this assessment piece will be provided in class and on iLearn. **Type of Collaboration** Individual **Submission** Completed in class. **Format** Please refer to the [iLearn](#) unit page. **Length** The simulation activity will last around 30-60 minutes **Inherent Task Requirements** None **Late Submission** No extension will be granted. Students who do NOT participate in the assessment, will be awarded a mark of 0 for the assessment task, except for cases in which an application for [Special Consideration](#) has been made and approved.

On successful completion you will be able to:

- Apply a range of leadership and influencing skills in a range of contexts.
- Investigate how different forms of power, relationships and ethical considerations can influence a negotiation process.

Reflective Journal

Due: **Fri 2 August 2019 by 11:59pm**

Weighting: **50%**

Reflective Journal Assessment Summary Task Description The purpose of this assessment is to challenge students to critically and deeply think about how their learnings in this course are developing their knowledge, skills and abilities in leadership and, more broadly, are contributing to their professional and personal development. Students will construct a reflective journal that identifies their learning and development over the course of this unit, identifies which areas are most important to them and why, and demonstrates their critical thinking, analysis and questioning skills to link what they are learning to their development as leaders. Further guidance on this assessment piece will be provided in class and on iLearn. **Type of Collaboration** Individual **Submission** Please submit via Turnitin link on [iLearn](#). **Format** Please refer to the [iLearn](#) unit page. **Length** 3000 words **Inherent Task Requirements** None **Late Submission** Late tasks must also be submitted through Turnitin. No extensions will be granted. There will be a deduction of 10% made from the total available marks for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission incurs a 20% deduction). Late submissions will be accepted up to 96 hours after the due date and time.

This penalty does not apply for cases in which an application for [Special Consideration](#) is made and approved. Note: applications for [Special Consideration Policy](#) must be made within 5 (five) business days of the due date and time.

On successful completion you will be able to:

- Evaluate, understand and learn from the factors that make leaders and influencers who they are.

Delivery and Resources

Required Text	No required text is assigned for this unit.
Unit Web page	The unit web page is available on iLearn – http://ilearn.mq.edu.au

Technology Used and Required	Students are expected to have knowledge of the Microsoft Office suit as well as iLearn, Google Scholar and the Macquarie University Library and associated databases.
Delivery Format and Other Details	<ul style="list-style-type: none"> • This unit is delivered as a block mode over the winter vacation. • It is comprised of 5 workshops and each will begin at 9 am and conclude at 5 pm with suitable breaks. Classes may vary due to public holiday(s) • The timetable for classes can be found on the timetable website: http://timetables.mq.edu.au
Recommended Readings	Readings and other materials will be made available via iLearn and Macquarie University Library website.

Unit Schedule

Unit Schedule

The detailed daily schedules for this five-day intensive unit will be available on iLearn. Each day will involve a mix of one or more of the following: lecturer delivery of content; group and individual activities; guest presenters; and allocated time for discussion and/or preparation of assessment pieces. Appropriate breaks will be scheduled throughout the five days.

Please note that the schedules provided below may be subject to change due to unavoidable circumstances, such as guest presenter availability.

Day 1	
Time	Topic/s
Morning Session	Introduction to the unit Communication (content and activities)
Afternoon Session	Guest presenter Debate set up – group formation and topic selection
Day 2	
Time	Topic/s
Morning Session	Social networks (content and activities)
Afternoon Session	Influencing (content and activities) Debate preparation
Day 3	
Time	Topic/s

Morning Session	Change management (content) Guest presenter
Afternoon Session	Simulation assessment and de-brief Debate preparation
Day 4	
Morning Session	Power and politics (content and activities)
Afternoon Session	Guest presenter Conflict and negotiation (content and activities) Debate preparation
Day 5	
Time	Topics
Morning Session	Debate presentations
Afternoon Session	Debate presentations Debrief, unit re-cap and 'next steps'

Learning and Teaching Activities

Teaching

This unit is taught through lectures, activities, and workshop discussions.

Student Learning Expectations

Students are expected to read in advance, prepare for classes as required, follow current developments in leadership and apply the concepts in class activities. Students are expected to demonstrate enthusiasm for the subject area and interact\communicate with fellow students and the lecturer.

Learning Focus

The focus of this unit is on students developing and enhancing their practical skills of influencing and persuasion and to further improve their effectiveness as leaders.

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

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Evaluate, understand and learn from the factors that make leaders and influencers who they are.
- Apply a range of leadership and influencing skills in a range of contexts.
- Investigate how different forms of power, relationships and ethical considerations can influence a negotiation process.

Assessment tasks

- Debate
- Individual Simulation/Exercise
- Reflective Journal

Learning and teaching activities

- This unit is taught through lectures, activities, and workshop discussions.
- Students are expected to read in advance, prepare for classes as required, follow current

developments in leadership and apply the concepts in class activities. Students are expected to demonstrate enthusiasm for the subject area and interact\communicate with fellow students and the lecturer.

- The focus of this unit is on students developing and enhancing their practical skills of influencing and persuasion and to further improve their effectiveness as leaders.

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

- Evaluate, understand and learn from the factors that make leaders and influencers who they are.
- Apply a range of leadership and influencing skills in a range of contexts.
- Practice influence in a debate format.
- Investigate how different forms of power, relationships and ethical considerations can influence a negotiation process.

Assessment tasks

- Debate
- Individual Simulation/Exercise
- Reflective Journal

Learning and teaching activities

- This unit is taught through lectures, activities, and workshop discussions.
- Students are expected to read in advance, prepare for classes as required, follow current developments in leadership and apply the concepts in class activities. Students are expected to demonstrate enthusiasm for the subject area and interact\communicate with fellow students and the lecturer.
- The focus of this unit is on students developing and enhancing their practical skills of influencing and persuasion and to further improve their effectiveness as leaders.

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 outcomes

- Apply a range of leadership and influencing skills in a range of contexts.
- Practice influence in a debate format.

Assessment tasks

- Debate
- Individual Simulation/Exercise

Learning and teaching activities

- This unit is taught through lectures, activities, and workshop discussions.
- Students are expected to read in advance, prepare for classes as required, follow current developments in leadership and apply the concepts in class activities. Students are expected to demonstrate enthusiasm for the subject area and interact\communicate with fellow students and the lecturer.
- The focus of this unit is on students developing and enhancing their practical skills of influencing and persuasion and to further improve their effectiveness as leaders.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Evaluate, understand and learn from the factors that make leaders and influencers who they are.
- Practice influence in a debate format.
- Investigate how different forms of power, relationships and ethical considerations can

influence a negotiation process.

Assessment tasks

- Debate
- Individual Simulation/Exercise
- Reflective Journal

Learning and teaching activities

- This unit is taught through lectures, activities, and workshop discussions.
- Students are expected to read in advance, prepare for classes as required, follow current developments in leadership and apply the concepts in class activities. Students are expected to demonstrate enthusiasm for the subject area and interact\communicate with fellow students and the lecturer.
- The focus of this unit is on students developing and enhancing their practical skills of influencing and persuasion and to further improve their effectiveness as leaders.

Global Context and Sustainability

The topic areas of Global Context and Sustainability are underpinned in this unit by both the lecture content and the readings assigned and uploaded on iLearn.

Students are expected, within their assessment tasks, to acknowledge these concepts (if applicable) and apply them accordingly.

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 unit. Lectures and tutorials will include regular discussions about current practice as well as theoretical application.

Students can utilise a range of books, journals and websites in conducting their own research. Examples (a non-exhaustive list) of these are:

Books

- Allen, D. (2015). *Getting Things Done, The Art of Stress-Free Productivity*. Penguin Group: Australia.
- Babiak, P. & Hare, R. D. (2006). *Snakes in Suits – When Psychopaths go to Work*. Harper Collins: USA.
- Bork, J. (2013). *Persuasion: The art of influencing people*, Pearson: UK.
- Brent, M & Dent, F. (2012). *The Leader's Guide to Influence: How to use soft skills to get hard results*. Pearson: UK.
- Carnegie, D. (1936). *How to Win Friends and Influence People*. HarperCollins: Australia.

- Cialdini, R. (2009). *Influence: The Psychology of Persuasion*. HarperCollins Publishers: USA.
- Drucker, P. F. (2006). *The Effective Executive, The Definitive Guide to Getting the Right Things Done*. Harper Collins: USA.
- Duarte, N. (2015). *slide:ology: The Art and Science of Presentation Design*. O'Reilly Media Inc: Sebastopol, USA.
- Fleming, K. (2016). *The Leader's Guide to Emotional Agility: How to Use Soft Skills to Get Hard Results*. Pearson: UK.
- Jones, C. T. (2007). *The Wit & Wisdom of General George S. Patton*, Laws of Leadership Series, Volume VI, Executive Books.
- Kahneman, D. (2011). *Thinking Fast and Slow*. Farrar, Straus & Giroux Inc: USA.
- Reynolds, G. (2013). *Presentation Zen Design*, 2nd Ed. Pearson Education: USA.
- Reynolds, G. (2011). *The Naked Presenter: Delivering Powerful Presentations with or without Slides*.

Academic Journals and Periodicals

- Academy of Management Journal and Academy of Management Review
- Harvard Business Review
- Journal of Conflict Resolution
- Journal of Leadership Studies
- Leadership
- Leadership and Organization Development Journal
- McKinsey Quarterly
- Negotiation Journal
- The Journal of Leadership Studies
- The Journal of Values Based Leadership
- The Leadership Quarterly