



MISSION: To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice.

OVERVIEW

Course Description

This course provides students with an in-depth analysis of leadership styles, behaviours and achievements in the context of contemporary organisations. Situational and contingency approaches to determining the effectiveness of leadership are evaluated from a practical perspective, and leadership competency frameworks are explored as diagnostic tools and as precursors to leadership development initiatives. Competing perspectives in organisational leadership practices are highlighted, and the concept of leaders as architects of climate and culture is considered through a series of case-studies. The case study method is used throughout this course to emphasise the practical applications of theory.

Sustainable Development Goals



Contact Hours

Online:

Online workshops and discussion forums as per course requirement for the full trimester.

Unit Weighting Pre-requisites

10 units

To enrol in this course, you must have successfully completed GSBS6004.

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.

Student Consultation

A minimum of one (1) hour of consultation per week. Please see course CANVAS site for details of time and location.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify a wide range of leadership styles evident in today's organisations and articulate their distinctive features;
2. Demonstrate an advanced understanding of the prominent leadership paradigms that assist in the analysis of leader effectiveness;
3. Critically examine the organisational contextual features that help to determine the efficacy of a range of leadership styles and approaches;
4. Apply the theoretical paradigms to provide an analysis of how leaders shape organisational climate in contemporary settings, and evaluate their potential effect on the culture of an organisation over time;
5. Display an advanced awareness of their own predispositions, preferences and competencies in relation to exercising leadership in contemporary organisational settings;
6. Critically evaluate the strengths and limitations of their leadership behaviours and experiences;
7. Identify the stages of group development, and display an advanced awareness of the barriers to team effectiveness; and

COURSE OUTLINE

8. Present advanced analytical material professionally and convincingly, in a manner that is supported by reasoned argument.

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case Analysis Report	Sunday Week 5 by 11:59 pm	Individual	25%	1, 4
2	Group Presentation	Sunday Week 8 by 11:59 pm	Group	25%	2, 8
3	Self-Analysis Portfolio	Sunday Week 12 by 11:59 pm	Individual	50%	3, 5, 6, 7

Please note: students are advised that ALL assessments must be submitted in English. Assessments not submitted in English will receive a mark of zero.

Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.

Time referenced is time in Newcastle NSW

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.
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Assessment 1 – Case Study Analysis

Assessment Type	Report
Purpose	Against learning outcomes 1,2,3 & 4, by drawing upon contemporary theory, build capacity to analyse and critically evaluate “leadership” in a business context.
Description	Case study Analysis
Weighting	25%
Length	2000-2100 words
Due Date	Sunday Week 5 by 11:59 pm
Submission Method	Online – via Turnitin
Assessment Criteria	The following criteria will be used to assess this assignment submission: <ol style="list-style-type: none"> 1. Content: Ability to identify and clearly articulate relevant issues. 2. Analysis: Ability to critically evaluate important issues, to display an awareness of their contextual relevance, and to utilise and apply relevant theories and paradigms to reveal a high-level understanding of the case. 3. Presentation: Appropriate use of report-writing and formatting techniques including spelling, grammar, punctuation, pagination, paragraphing, use of headings and sub-headings, incorporation of relevant diagrams and figures, and appropriate referencing.
Return Method	Online
Feedback Provided	Online

Assessment 2 - Group Presentation

Assessment Type	Presentation
Purpose	Against learning outcomes 1, 2, 3, 4, 7 & 8, as part of a professional team, build capacity to analyse and critical evaluate “leadership” in a business context, and to present and articulate those findings.
Description	Group-based analysis and presentation of the capabilities, achievements and behavioural style and approach of a high-profile leader.
Weighting	25%
Length	35-45 PowerPoint slides containing link to recorded group presentation video of 15 minutes.
Due Date	Sunday Week 8 by 11:59 pm
Submission Method	Online via CANVAS
Assessment Criteria	The following criteria will be used to allocate grades for this assignment via instructor evaluation:

1. Content: Ability to identify relevant theory, achievements, decisions, influences and outcomes.
2. Analysis: Ability to apply theory and to demonstrate evaluative insights into the capabilities, behaviour and achievements of the subject of the presentation.
3. Group method: Ability to work together to develop a coherent and progressive overall presentation.
4. Presentation Skills: Sequencing of material, clarity in combining text with visuals, clarity in presenting strengths and weaknesses of leader's profile.

Please note: Self and Peer Assessment: A single mark is given for the group assignment. This mark will then be moderated by "self and peer assessment" using the SPARKPlus software so that individual group members may receive different marks. Any moderated individual mark received by each group member is based on contribution to the assignment and, more importantly the ability to work with others.

Individually group members are required to submit a self and peer assessment through SPARK within 24 hours of the due date. Failure to complete SPARK will result in a mark of zero. The criteria for the self and peer assessment are found along with the instructions on how to use SPARK on CANVAS. Please note: **NO SPARK NO MARK.**

Return Method
Feedback Provided

Not Returned
Returned work – Written commentary on Feedback Document will be provided individually to each group member via email through your CANVAS site for this course.

Assessment 3 - Self-Analysis Portfolio

Assessment Type

Portfolio

Purpose

Against learning outcomes 1, 2, 3, 5, 6, 7 & 8, build capacity for critical self-reflection of personal leadership journey.

Description

Competency-based Self-Analysis Portfolio consisting of a series of reflective documents. These should be integrated in order to present a coherent and detailed critical consideration and evaluation of one's individual leadership capabilities, behavioural preferences, achievements, approach to interacting with others in the organisational arena, and opportunities for further development as a leader.

Weighting

50%

Length

4000 words

Due Date

Sunday Week 12 by 11:59 pm

Submission Method

Online – via Turnitin

Assessment Criteria

Your Self-Analysis Portfolio will be evaluated according to the following criteria:

1. Overall level of insight demonstrated in relation to your strengths and areas for improvement as a leader, and your level of competence as a manager.
2. Level of analysis exhibited in relation to your preferred leadership style, and depth of reflection concerning personal leadership experiences, behaviours and outcomes.
3. Capacity to link your reflections to your length of experience, career path, and the context of the organisation and/or industry of relevance to you.
4. Level of overall prose fluency in written expression.

Overall formatting and organisation of your portfolio (table of contents, pagination, appropriate use of headings, professional layout, and effective use of appendices).

Return Method

Online

Feedback Provided

Online

SYLLABUS

Course Content

Topics in the course include but are not limited to the following:

1. **Leadership Context** - Situational diagnosis and contingency alignment, team dynamics: shifting, fluid and shared leadership in teams; strategic intent;
2. **Leadership Reflection** - Profile analysis, competency clusters, style preferences and transformational approaches;
3. **Leadership Mindset** - Dark triad, emotional intelligence, ethical leadership; servant leadership, authentic leadership; and
4. **Leadership Outcomes** - Networks, exercising power, crisis management, leaders as architects of organisational culture and climate.

Course Materials

Required Text:

Muenjohn, N., McMurray, A., Fernando, M., Hunt, J., Fitzgerald, M., McKenna, B., Intezari, A., Bankins, S. & Waterhouse, J. (2018) *Leadership: Regional & Global Perspectives*, Victoria: Cambridge University Press.

ISBN: 978-1-108-45929-7

Please refer to the course CANVAS site for details of additional recommended texts.

SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Course overview: The importance of leadership today	Chapter 1	Weekly activities announced on CANVAS
2	Leadership profiles and achievements	Chapter 15 Practice Case One HBR Reading 1	Work through Practice Case One
3	Leadership traits and characteristics	Chapter 3 Assignment Case Study HBR Reading 2	Work through Assignment Case Study
4	Leadership behaviours and styles	Chapters 3 and 9 HBR Reading 3	Work through Assignment Case Study
5	Contingency and situational leadership approaches Competing values in leadership	Chapter 2 HBR Reading 4	Teams formed in class this week. Assessment 1 due: Sunday week 5 by 11:59 pm
6	Six domains of leadership competence Exercising power in leadership	Chapter 8 HBR Reading 5	Participate in Team Project
7	Emotional intelligence & transformational leadership Leading teams	Chapters 5 and 10 HBR Reading 6	Participate in Team Project
8	Leaders as architects of organisational culture & climate	Chapter 7 HBR Reading 7	Participate in Team Project Assessment 2 due: Sunday, by 11:59 pm
9	Strategic leadership and change	Chapters 11 and 12 HBR Reading 8	Work on Self-Analysis Portfolio
10	The dark triad in leadership	Chapter 3 HBR Reading 9	Work on Self-Analysis Portfolio
11	Ethical, authentic and servant leadership	Chapter 4 HBR Reading 10	Work on Self-Analysis Portfolio
12	Course synthesis & review	Chapter 13	Complete Self-Analysis Portfolio Assessment 3 due: Sunday week 12 by 11:59 pm

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

CONTACTS

School Office **Newcastle Business School – Callaghan, Newcastle City & Online**
 NU Space
 409 Hunter Street
 Newcastle
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ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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