Unit Outline*

MGMT8623

Leadership Effectiveness

D1-OFF (QT1) 2011
Singapore

Professor Steven L McShane

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students

MGMT8623/Singapore/REA/11.11.10
UNIT DESCRIPTION

“All business school committed to developing leaders needs to offer courses and other experiential opportunities that enable students to develop greater awareness of themselves, their motivations, and their strengths and shortcomings” (Bill George, Harvard Business School, August 2010)

“The leader of the past knew how to tell. The leader of the future will know how to ask.” (The late Peter Drucker, as told by Dave Ulrich. University of Michigan, 2010)

Introduction

The purpose of this unit is to help you develop the skills and knowledge required to be an effective leader. This unit also presents several models of leadership. You will learn skills in relation to coaching, giving and receiving feedback, emotional intelligence, other leadership competencies. Students will discover and reflect on their own leadership competencies and focus on the development of specific skill areas throughout this unit. This unit will involve self-assessment, experiential learning and development of plans and actions to improve personal and interpersonal skills in a number of areas. By the end of the term, you should have developed your own leadership skills and gained a better awareness of the meaning and practice of leadership.

Unit content

Leadership Effectiveness is all about leadership, but this domain is both broad and deep. The unit examines the different perspectives of leadership, including transformational leadership, managerial leadership, leadership competencies, implicit leadership, and shared leadership. This unit also explores your personal competencies, relying on self-assessments, class activities, and 360-degree feedback. In addition, this unit examines the role of leaders in change management. Finally, this unit examines topics related to leadership, such as decision making and leading social networks.

The goal of the unit

The goal of this unit is to help students gain a more complete and contemporary understanding of leadership, and to develop within themselves competencies relevant to effective leadership. This is one of the three core objectives of the UWA MBA – to help students develop their leadership potential.

Learning outcomes

On completion of this unit, you should be able to:

• Understand and apply several leadership theories and perspectives.
• Investigate and prescribe change management strategies for organisations.
• Recognise your personal values, emotional intelligence, and leadership style, and develop an action plan to improve your leadership potential.
• Understand your communication competence, including presentation skills, as a leader and know how to improve your communication capability.
• Demonstrate effective coaching competencies and reflect on your coaching strengths as well as areas requiring further development.
• Understand the leadership of decision making and leading the leaderful organisation.
• Analyse your own leadership development needs.
Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Develop the capacity to think, reason and analyse logically and creatively through discussion of case studies, realistic scenarios, and diagnosis of an organisation in the team project.
- Develop the capacity to become a more effective leader through self-awareness, self-reflection, and knowledge of effective leadership competencies.
- Question conventional wisdom about leadership in organisations through discussion of cases and realistic scenarios, diagnosis of an organisation’s practices in the team project, and in-class and online discussions about leadership in contemporary organisations.
- Develop competencies for working more effectively in teams through the team project assignment and weekly class activities involving discussions in teams.
- Develop spoken and written English communication skills through in-class discussions, public speaking activity, case debriefing presentations, field interviews for the team project, team project report writing, and online forum discussions.
- Improve your information literacy by locating and applying a range of information sources to research management and organisational behaviour issues for the team project and online discussion forums.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This unit relies on a variety of strategies beyond lectures to assist the learning process. A major objective of this unit is for students to discover more about their current leadership capabilities and potential. Therefore, the unit makes extensive use of self-assessments, in which students complete and self-score their results on several relevant leadership competencies. A 360-degree assessment is also included for this purpose. A few class exercises supplement the self-reflection process. Another way to learn about leadership is to understand and evaluate how leader engage in organisational change. Therefore, this unit includes a team project on leading change within an organisation. Finally, this unit includes case studies and class discussion to encourage critical thinking about leadership concepts and practices.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Completing these forms is extremely important because your feedback allows us to identify areas for improvement to the unit or lecturing style. For example, based on feedback from previous offerings of this unit, we have revised assignments, readings, and the structure of topics.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
**CONTACT DETAILS**

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th><strong>Unit coordinator/lecturer</strong></th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Prof Steven L McShane</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:steven.mcshane@uwa.edu.au">steven.mcshane@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>+618-6488-1452</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Before/after class, and by appointment. I am also available through email most times.</td>
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<td><strong>Lecture times:</strong></td>
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<td>Block 1</td>
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<td>9 January</td>
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<td>10 January</td>
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<td>11 January</td>
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<td>Block 2</td>
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<td>17 February</td>
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<td>18 February</td>
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<td>19 February</td>
<td>9.00am – 6.00pm</td>
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<td><strong>Lecture venue:</strong></td>
<td>PSB Academy</td>
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<tr>
<th><strong>Tutor</strong></th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Victor Goh</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:victorgoh@playwarestudios.com">victorgoh@playwarestudios.com</a></td>
</tr>
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<td><strong>Phone:</strong></td>
<td>TBA</td>
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<td><strong>Consultation hours:</strong></td>
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<td><strong>Tutorial times:</strong></td>
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<td>26 January</td>
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<td>7 February</td>
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<td>22 February</td>
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<td>4 March</td>
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<td><strong>Tutorial venue:</strong></td>
<td>PSB Academy</td>
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**TEXTBOOK(S) AND RESOURCES**

**Unit website**

http://www.webct.uwa.edu.au
Required Readings

The required readings for this unit are listed below by assigned class date. (See seminar topics above for class when each reading is assigned.) There is no required textbook for this unit.

16. TBA
Software requirements

This unit requires access to the internet with a compatible browser and enough bandwidth to use WebCT6. Please go to UWA’s WebCT6 website, which provides a check to ensure that you have minimum web browser requirements for this platform. (WebCT is fairly flexible with browsers, but challenges do exist using very new and very old browsers.)

Additional resources and reading material

• Marquardt, M. (2005), Leading with questions. (San Francisco: Jossey-Bass),
Databases

Your team project will require investigation of many journal articles and books. Almost all journal articles (and some books) are available online at the University of Western Australia Library web site. Journal databases include Science Direct, Wiley Interscience, EBSCO (Business Source Elite), Web of Knowledge, ProQuest 5000, SpringerLink, JStor, Informaworld, Factiva, and others.

The University of Western Australia Library web site offers a rich source of information on how to access these journals and ebooks. The library web site also includes guides to proper referencing (e.g. Harvard, Chicago styles). Here are library web page addresses for some of these resources:

http://libguides.library.uwa.edu.au/content.php?id=71627
http://www.library.uwa.edu.au/students/guides

UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>3-8 Jan</td>
<td>Block 1 preparation. Please finish required readings prior to Block classes.</td>
<td>See Block 1 below</td>
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</tbody>
</table>
| Block 1   | **Introduction to unit and assignments**

**Perspectives of leadership**
- Video: Leader perspectives video
- Team activity (described in class)
- Lecture: Transformational, charismatic and implicit leadership
- Activity: CEO Surprises

| 9 Jan 9am-6pm | **Authentic/Values-based leadership**

- Lecture: Authentic leadership and values
- Activity: Class values
- Activity: Leader video case study (Leader perspectives)

| 10 Jan 7-10pm | **Leadership Competencies**

- Overview of 360 and self-assessments
- Lecture/Activity: Emotions, emotional intelligence and leadership
- Lecture: Shared, servant, and managerial leadership
- Video: Big Dogs Video 1

| 11 Jan 7-10pm | **BEFORE CLASS**: Complete the emotional intelligence self-assessment. Bring results to class (for private use)

| 23 Jan to 1 Feb | **Online discussion forum 1 @ WebCT**

Topic announced when forum opens
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tutorial 1</td>
<td>Leading through communication</td>
<td>10-Axtell</td>
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<tr>
<td>26 Jan</td>
<td>• Persuasive communication and public speaking</td>
<td>11-Denning (Nardelli</td>
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<td>7-10pm</td>
<td>• Activity: Nardelli case study (Leader perspectives)</td>
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<td></td>
<td>• Video: Big Dogs video2</td>
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<tr>
<td>Block 2</td>
<td><strong>BEFORE CLASS:</strong> Complete (1) IPIP, (2) three leader motivations.</td>
<td>16-Yukl</td>
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<td>18 Feb</td>
<td>Bring results to class (for private use)</td>
<td>17-TBA</td>
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<tr>
<td>7-10pm</td>
<td><strong>Personality and leadership</strong></td>
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<td></td>
<td>• Activity: Personality quiz</td>
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<td></td>
<td><strong>Leadership identity and motivation</strong></td>
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<td></td>
<td>• Lecture: Leadership motives and identity</td>
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<td></td>
<td><strong>Time for team project work</strong></td>
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<tr>
<td>Block 2</td>
<td><strong>BEFORE CLASS:</strong> Complete (1) influence, (2) conflict self-assessments. Bring results to class (for private use)</td>
<td>18-Cialdini</td>
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<td>19 Feb</td>
<td><strong>Leadership power, influence, networks</strong></td>
<td>19-Cross</td>
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<td>9am-6pm</td>
<td>• Lecture: Influence tactics, social networks</td>
<td>20-Goldsmith</td>
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<td>• Activity: Social network analysis</td>
<td>21-Coe</td>
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<td></td>
<td>• Activity: Manager’s Hot Seat video2</td>
<td>22-Marquardt</td>
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<td>• Activity: Employee involvement</td>
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<td></td>
<td><strong>Managerial Leadership</strong></td>
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<tr>
<td></td>
<td>• Lecture: Coaching foundations, active listening, stem-probe</td>
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<td>• Activity: Coaching reflection and practice</td>
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<td></td>
<td>• Lecture/activity: Conflict handling</td>
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<tr>
<td>20-28 Feb</td>
<td><strong>Online discussion forum 2 @ WebCT</strong></td>
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<td>Topic announced when forum opens</td>
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<tr>
<td>Tutorial 3</td>
<td><strong>Appreciative/Strengths-based Coaching</strong></td>
<td>23-Buckingham</td>
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<tr>
<td>22 Feb</td>
<td>• Lecture: Appreciative/strengths-based coaching</td>
<td>24-Orem</td>
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<tr>
<td>7-10pm</td>
<td>• Activity: Strengths-based/Appreciative Coaching</td>
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<td></td>
<td>• Video: Pike Place</td>
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<td>Tutorial 4</td>
<td><strong>Leading across cultures</strong></td>
<td>25-Levy</td>
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<td>4 March</td>
<td>• Cross-cultural differences in leadership</td>
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<td>7-10pm</td>
<td>• Activity: World Café</td>
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<td></td>
<td><strong>Leadership unit final comments</strong></td>
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<tr>
<td>7 March @</td>
<td><strong>ASSIGNMENT 2: Team Project Report due by 9AM Today</strong></td>
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<td>9am</td>
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<tr>
<td>15 March @</td>
<td><strong>ASSIGNMENT 3: Leader Self-Reflection Report due by 9AM Today</strong></td>
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<tr>
<td>9am</td>
<td>NOTE: No Final Exam for MGMT8623</td>
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ASSESSMENT MECHANISM

The purpose of assessment

The assessments listed below and described over the next few pages are closely connected to the learning outcomes stated earlier in this unit outline. The leadership analysis (Assessment 1) is intended for you to apply leadership concepts so you have a better understanding of these concepts in realistic situations. The Team Project (Assessment 2) is intended for you to understand how leaders within an organisation have guided the change process, which serves as a role model and allows you to generate critical thinking about how you and your organisation can do so. The leadership reflection report (Assessment 3) is intended for you to develop leadership skills through reflection of several class activities, self-assessments, and 360 degree feedback throughout the unit. This assessment also requires you to develop an action plan for enhancing your leadership potential. The online involvement grade is intended to encourage your involvement in online discussion about current issues in leadership.

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.
Assessment mechanism summary

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight (%)</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>1. Leader Analysis</td>
<td>25</td>
<td>7 Feb by 9am</td>
</tr>
<tr>
<td>2. Team Project</td>
<td>30</td>
<td>7 March at 9am</td>
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<tr>
<td>3. Leadership Reflection Report</td>
<td>30</td>
<td>15 March at 9am</td>
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<tr>
<td>4. Online Discussion Forums (7% and 8%)</td>
<td>15</td>
<td>January, February</td>
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<tr>
<td>TOTAL:</td>
<td>100</td>
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**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

**Note 3:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

**Assessment 1: Leader Analysis (25%)**
Each student, working alone, will submit a 1,500 word report that analyses and evaluates the leader highlighted in articles provided for this assignment. The report will specifically evaluate the leader in terms of demonstration of the leadership concepts (i.e. transformational, managerial, implicit, and competencies) apparent in the materials provided. The name and relevant materials regarding that business executive will be assigned to you. Beyond these materials, the ONLY literature sources required for this assessment are the required unit readings specified for this assignment as well as any class notes. References must be used when citing specific leadership concepts from the readings. Please see the UWA Library website for appropriate reference style (i.e. Harvard, although Chicago is also acceptable).

The report will refer to relevant leadership concepts and present factual information from the materials provided to justify your evaluation of the leader. You can assume that the reader knows the leadership concepts, so a detailed description of each leadership concept is NOT necessary. The report should be organised with clear subheadings representing elements of the relevant leadership concepts. Please note that the report would only discuss the leadership concepts apparent in the materials provided.

**Evaluation Criteria**
1. **Logical analysis and evaluation.** Is the student’s evaluation of the business leader supported by the evidence provided? How well do the examples logically relate to the leadership concept or practice identified in connection with those examples?
2. **Sufficiently thorough evidence:** Does the report provide specific and sufficient evidence rather than glossed-over generalisations of the leader? Is the business leader evaluated in sufficient depth on the leadership topics that are most apparent in the materials provided about that leader? Does the report overlook important supporting or contrary information?
3. **Readings anchor the report’s conceptual foundation:** To what extent does the report base its conceptual information on the unit required readings specified for this report? Has the student demonstrated through the analysis and evaluation a good understanding of the relevant concepts? **NOTE:** One or more of the assigned readings might not be sufficiently relevant to this assignment. Also, it is not necessary for the report to provide an extensive summary of the literature. Rather, the report is appropriately anchored by relevant readings, which involves identifying relevant concepts and citing the readings for each concept.
Please upload your report to your WebCT assignment space by the due date and time. This assignment also requires checking with Turnitin prior to WebCT submission, so please allow 24 hours for the Turnitin process. A Turnitin score of 15% or less (excluding quotations and references) is considered acceptable. Please note that there are penalties for reports that exceed the maximum length and/or are submitted late (see “Submission of assessments” section of this unit outline).

**Assessment 2: Leading Change Team Project (30%)**

This is a field project in which team members will directly contact one organisation to gather information and evaluate that organisation regarding a specific organisational change initiative. The team report must not exceed 4,000 words (references and graphic appendices are excluded from the word count). Please note that penalties apply to reports that exceed the word limit. An executive summary is NOT required for the submitted report, but should be added to any report sent to the organisation.

The report will examine (a) the leadership of change (i.e. what leaders do) and (b) change management strategies. This would include (but not limited to) analysis of how leaders in the examined organisation generated an urgency to change, minimised resistance to change, applied strategies to hold the new conditions in place, and applied transformational and other leadership practices to aid the change process. The report’s emphasis includes both leadership behaviours and structural or systems approaches to change management. The report will evaluate the appropriateness of the leader’s behaviours and the organisation’s change practices. the report will also offer recommendations to improve the change process in future.

Note that the report does NOT evaluate whether the organisation’s practices are actually making the company more effective. Such an evaluation would require extensive surveying and performance measurement, which is beyond the scope of this project. Instead, the leader’s behaviour and organisation’s change management practices are evaluated against the ideal or “best” practices documented in contemporary literature.

Students will be responsible for forming their own teams (between 5 and 6 people), submitting the team list to the instructor, and gaining access to a specific organisation. Teams will select one organisation that they can personally contact and gather information (interviews, documents, etc.). The organisation must apply these practices sufficiently well for the project team to analyse and evaluate. In other words, while the selected organisation doesn’t need to be excellent, the report’s potential will be undermined if the team analyses an organisation that has managed change very poorly.

The project report must include a solid library-based review of relevant contemporary literature on this topic and related topics. The literature should be recent and sufficient in both quality and quantity for an MBA-level report. The report is NOT intended to be a literature review, but must rely on a solid literature foundation to identify relevant practices, to help the team to evaluate the quality of the organisation’s practices, and to help the team prescribe recommendations. This means that teams need to search through ProQuest, ScienceDirect, EBSCO, and other online library sources.

The report must use a referencing system acceptable to UWA (e.g. Harvard, APA, or Chicago style), and must cite references where the information is presented throughout the report. The report must preserve the anonymity of the organisation and its staff unless you have express permission by the organisation to do otherwise. The organisation may request a copy of this report.

A team space will be created on WebCT where the team can upload one copy of the final report. The team report will also be submitted to Turnitin for originality. A Turnitin score of 15% or less (excluding quotations and references) is considered acceptable. As a courtesy, a copy of the report should be provided to company officials. Please note that there are penalties for reports that exceed the maximum length and/or are submitted late (see “Submission of assessments” section of this unit outline).
Evaluation Criteria for Team Project

All six criteria described below will be considered when assigning the project grade. The first three criteria – diagnostic logic, appropriate scope, and research foundation – are the most important and therefore receive more weight than the latter three criteria.

Diagnostic Logic. The diagnosis of the leader’s activities and the organisation’s change practices, and other issues in the topic should be logically, including demonstrating a good “fit” with concepts, theories, and models. In other words, evaluate corporate practices using expert sources (conceptual models, expert statements, past practices described in the literature), not your own gut feel that these practices “look good.”

Appropriate Scope. The report should be well balanced with respect to depth and breadth of discussion. Teams should avoid discussing too many practices, which would allow only a broad, superficial presentation of information and discussion. At the same time, the report should have sufficient breadth that it captures the most important elements of the actual and ideal change initiative as well as leadership behaviours. Studying a change initiative that involved few practices or leadership activities would therefore undermine the report’s potential.

Research Foundation. The report should be based on a complement of up-to-date and relevant literature beyond the course readings. All literature must be appropriately referenced using an acceptable citation method. Although outside literature is required, this is an applied report, not a literature review paper. Thus, information must be presented concisely and integrated with the corporate information throughout the report.

Report Organisation. The report should present information efficiently and organise it logically. The report should use headings and subheadings to effectively guide the reader and should avoid unnecessarily repeating information. The content of the report should ‘flow’ easily so that the reader does not have difficulty understanding it or following the discussion. For example, the subheadings and material within each subheading should be linked logically. Information from the organisation should be effectively woven together with the conceptual framework.

Recommendation Soundness. The report must clearly identify a set of recommendations that correspond to leading change and change management practices discussed in the report. Recommendations should be specific rather than general platitudes. They should flow logically from the diagnosis and information provided.

Report Style. Please write a cohesive report, not as separate chapters by different people. Spelling and other grammatical errors are unacceptable. The report should be informative, yet concise. Fully cite the sources of all concepts and examples, applying the referencing protocol described later in this unit outline. Finally, the report should be formatted and packaged neatly.

Peer Rating: The team project is subject to peer ratings, whereby each team member is able to confidentially evaluate the contribution of other team members. The peer evaluation may result in an individual grade that is higher or lower than the grade assigned to the team. Details of the peer evaluation will be provided in class.
Assessment 3: Leadership Reflection Report (30%)

Each student, working alone, will submit a 2,000 word report reflecting on his/her personal leadership discoveries and goals with specific action plans derived from the various assessments and experiential activities in this unit. To prepare for this report, you should maintain a personal journal (separate from class notes) in which you write your thoughts and discoveries as soon as possible after each assessment and classroom activity.

Your report should include: (a) what you learned about yourself as a leader (your positive discoveries and the areas requiring improvement; (b) the practical implications for your future leadership and career strengths and preferences; and (c) what specific personal development goals and action plans that would improve your leadership capabilities in the future.

Your assessment scores remain private to you. The leader reflection report only requires that you provide some anchor about your condition on each competency as well as your interpretation and analysis of those results. You may, of course, report scores and quote journal entries if you wish. However, the report will mainly discuss how this information frames your personal understanding of your leadership skills, potential, and future strategies.

In your leadership reflection report, you should refer the following:

- Self-assessments
- 360 degree feedback (relate to self-assessments where appropriate)
- In-class experiential activities
- Speaking presentation exercise
- Coaching exercises

This report does not require any library research. Class readings may be used, where appropriate.

The most effective structure of this report seems to be to write around the competencies measured by these activities (NOT the leadership competencies provided in class lectures) and describe the relevant activities relating to each competency. Note that some activities may be mentioned more than once where they refer to more than one competency. Also, some competencies will have more than one relevant activity (a 360 degree dimension and a class activity, for example), so these pieces of information need to be integrated.

Evaluation Criteria

- Logical and sufficient analysis of self-reflection findings for personal competencies and growth.
- Recommendations (action plans) are logical, relevant, sufficiently specific, and reasonable.
- Student demonstrates understanding of leadership concepts related to the self-reflection activities.

Please upload your report to your WebCT assignment space by the due date and time. Turnitin checking is NOT required for this assignment. Please note that there are penalties for reports that exceed the maximum length and/or are submitted late.

Assessment 4: Online Discussion Forums (7% and 8%=15%)

Students will participate in two (2) online discussion forums operated through this unit's WebCT space. Each forum topic will be “open” for approximately 8-9 days (as specified in this outline). Forums typically involve discussing and debating a current leadership issue. One or more forums may require additional reading beyond those listed in this unit outline. All forums are asynchronous, so you can participate at any time during the time frame and contribute as many times as you wish. Students are usually divided randomly into teams for each online forum (i.e. there are two or more forums on the topic within each unit).
Evaluation Criteria for Online Discussion Forums

Students will receive a grade for the quantity, quality and respectfulness of their contribution to the online forum discussions. Quality of contribution is most important, but quantity and respectfulness also have significant value in determining grades.

**Quality.** Quality of participation takes many forms, including insightfulness of ideas, depth of understanding of the topic (including knowledge of related concepts and literature), relevance of new knowledge provided to the forum, and logic or arguments or explanations presented. Quality is also apparent when participants submit communication that takes into account previous discussion in the forum on that issue. Piggybacking (building on the ideas of other participants) is strongly encouraged.

**Quantity.** Students are expected to meaningfully participate in all forums. Those who do not participate in a forum will receive a zero grade for that forum. More participation in each forum tends to increase the grade, but only up to a point. Long dialogue, dumping raw information, and random comments don’t add value.

**Respectfulness.** Students are expected to show respect, consideration, and support for others in the forum. Disagreement is encouraged, but in a way that focuses on issues and motivates further dialogue. Respectfulness also includes giving credit for earlier ideas on which you are piggybacking and acknowledging the existence of previous discussion in the forum on that topic.

This assessment will NOT evaluate grammar or spelling, as long as others understand your message.

Non-graded Activities

This unit relies extensively on experiential learning, including activities that require pre-class preparation and/or knowledge. Participation in these non-graded assignments is critical because they provide raw material for the leader reflection report. Here are the main non-graded activities:

**360 Degree Assessment:** Students will receive a 360-degree assessment from at least five people who know them well enough. Specific assessment results may remain private; you only need to provide information in the reflection report indicating areas of strength and needing improvement. The 360-degree survey instrument will be available online and its feedback will be available to each student confidentially (i.e., the instructor will not know each student’s identity unless the student uses and obvious identifier). Details will be provided in class and on WebCT.

**Self-Assessments:** You will complete several self-assessments relating to a variety of leadership competencies. All self-assessments and their feedback will be available on a special web site designed for this unit. Students will use the same identifier they create for the 360-degree assessment. The instructor will not know each student’s identity or results unless the student creates an identifier that makes his/her identity obvious.

**Presentation exercise:** Each student will give a 5-minute presentation to a small group (approx 8) of fellow students. Students may choose any topic about which they feel passionate and which has an action orientation. In other words, the presentation is on a topic that requires action and future direction, such as a business opportunity, community service, or social change. The audience will provide anonymous constructive written feedback to each presenter using a rating form provided by the instructor. These results will not be graded; instead presenters consider this feedback in their leadership reflection report.

**Class exercises:** This unit includes several in-class exercises to help you discover your leadership strengths and areas for improvement. Each of these activities will make a contribution toward each student’s leadership reflection report. After each class with these activities, you should write down your self-reflection discoveries, so they are still fresh in your mind.
Submission of assignments

All three reports (leader report, team project, leader reflection report) will be submitted by uploading the file to WebCT. The online forums are also conducted through WebCT. The leader report and team project also need to be submitted to Turnitin for originality.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words over the word limit.

It is the intention that the marked assignments will be returned within two weeks of submission.

Student Guild

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Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals ).