

Course Outline

Organisational Learning and Leadership

BUSS 3050 Offshore Study Period 2 - 2016

Internal - Hong Kong Baptist University



Introduction

Welcome

This course explores the interesting and relevant area of organisational learning and the development of leaders, whether they are group and team leaders or leaders at higher levels within an organisation. Through your study you are provided with an opportunity to develop an understanding of a variety of learning, development and leadership theories in a contemporary context. Importantly, you will also be invited to reflect on your own leadership experiences, aspirations and theorising. You are encouraged throughout the semester to share these insights with your colleagues.

Since the early 1900s much has been researched and written about leaders and leadership. These endeavours recognise the importance of leadership in politics, society and business. Questions researchers have sought to answer include, what makes a good leader (i.e. traits), what are the effective behaviours and styles of effective leaders, and more recently they have explored situations where leaders have impact. The research offers different perspectives about and contexts of leadership in the hope of better understanding its processes, dimensions and capabilities. The media often brings into question the ethical conduct of leaders in many aspects of society.

I hope you find the course informative, interesting and valuable.

Best wishes

Chia-Yen (Chad) Chiu

Course Teaching Staff

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Course Overview

Prerequisite(s)

Successful completion of 54 units

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

To develop students' understanding of organisational learning and leadership and to apply theories to real world contexts.

Course Objectives

On completion of this course, students should be able to:

CO1. Recognise the association between organisational development, learning and leadership

CO2. Discuss organisational learning and leadership theories

CO3. Compare and contrast behaviours, qualities and roles of leaders

CO4. Analyse leadership development approaches and contexts

CO5. Examine dimensions of diversity in relation to leadership

CO6. Apply organisational learning and leadership theories to real world scenarios

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

		Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7	
CO1	•	•						
CO2	•	•	•					
CO3	•		•	•		•		
CO4	•	•		•			•	
CO5	•			•	•		•	
CO6	•		•			•		

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Organisational development and learning; leading learning organisations; leadership theories and perspectives, followership, leadership development; coaching and mentoring; leading groups and teams, leadership and diversity.

Teaching and Learning Arrangements

Workshop 3 hours x 10 weeks

Unit Value

4.5 units

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s).

Daft, RL 2015, *The leadership experience*, 6th edn, Cengage Learning.

Reference(s)

DuBrin, AJ 2016, *Leadership, Research Findings, Practice and Skills*, 8th edn, Cengage Learning, USA.

Lumsden, G & Wiethoff, C 2010, *Communicating in groups and teams: sharing Leadership*, 5th edn, Wadsworth Cengage Learning, Boston.

Lussier, RN, & Achua, CF 2016 *Leadership: Theory, Application and Skill Development*, 6th edn. Cengage Learning, Boston.

Northouse, PG 2016, *Leadership: theory and practice*, 7th edn, Sage, Thousand Oaks, USA
Senge, PM, 2006, *The fifth discipline: the art and practice of the learning organisation*, Rev. and updated edition, Random House, London.

Waddell, D, Cummings, T & Christopher, W 2011, *Organisational change, development and transformation*, Asia Pacific 4th edn, Cengage Learning Australia P/Ltd, Australia.

Yukl, G 2013, *Leadership in organizations*, 8th edn, Pearson, Harlow, UK.

Journals

Academy of Management Journal

Academy of Management Review

Journal of Applied Psychology

Personnel Psychology

Leadership Quarterly

Journal of Organizational Behaviour

Journal of Management

Human Relations

And others in Emerald and EbscoHost databases

Materials to be accessed online

learnonline course site

All other course related materials can be accessed through your learn**online** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the [learnonline student help](#) and in myUniSA.

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Case study	1500 words	N/A	20%	4 Jun 2016, 1:30 AM	learnonline	CO2, CO3, CO6
2	Essay	2000 words	N/A	40%	9 Jul 2016, 1:30 AM	learnonline	CO3, CO4, CO5
3	Examination	N/A	2 hours	40%	Other - TBA	In person	CO1, CO2, CO3, CO4, CO5, CO6

Feedback proformas

The feedback proforma is available on your **learnonline** course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Assessment #1 - Case Study (Graded)

Note Carefully: The closing time for Assessment 1 is 3 June (Friday) by 11:55pm (HK time).

Weighting: 20%

1,500 words (ranging from 1250 to 1750 in-text words, which excludes the reference list)

Read the case study 'A Nice Manager' on p. 128 of the text book (Daft, 2015), and answer Question 1, 2, and 3.

Important issues:

The minimum number of required references is **six (6)**.

Please use at least **three (3) refereed journal articles** (listed as below) + **three (3) other references** (e.g., the textbook or other professional magazines) in this assignment.

The Journal list:

Academy of Management Journal
Journal of Applied Psychology
Personnel Psychology
Organizational Behavior and Human Decision Process
Leadership Quarterly
Journal of Organizational Behavior
Journal of Management
Journal of Vocational Behavior
Human Relations
Journal of Management Studies

The references should be appeared following the **American Psychology Association (APA)** format.

Assessment #2 - Essay (Graded)

Note carefully: The closing date and time for Assessment 2 is 8 July (Friday) by 11:55pm (HK time).

Weighting:40%

2000 words (ranging from 1750 to 2250 in-text words, which excludes the references list).

Essay: Writing an Article for Forbes Magazine

Imagine that you work for Forbes Magazine, and that the managing editor, Randall Lane, has asked you to write a story about the “State of the science: What organisational research about leadership has discovered in the past 5-years.” Randall also gave you a couple of other important pieces of information. First, the article must be between 1,750 and 2,250 words in length (can't be longer or shorter). Second, since an enormous amount of research has been published in the past 5 years, it won't be possible to summarise all of it in less than 1,750 words. As a result, your will need to focus the article on **one particular topic** listed as below. Third, your submitted article must be extremely well written, easy to understand, visually appealing (can include graphics, call-out boxes, etc.), and formatted as if it would appear in print the next day (you may want to get a copy of the most recent edition of Forbes from the library to get a sense of how to format the article).

Topics (please choose **ONE** topic):

1. Abusive Supervision
2. Leader-member Exchange
3. Servant Leadership
4. Shared Leadership

To help you prepare to write this article, you are required to find and **summarise at least six (6) research articles** on your topic that have been published within the past 5 years (2011 -2016). Please make your article interesting. Grab the attention of the audience with a story, counterintuitive facts, or some other memorable way of introducing your topic.

The cited articles **MUST** appear in the following journals:

Academy of Management Journal
Journal of Applied Psychology
Personnel Psychology
Organizational Behavior and Human Decision Process
Leadership Quarterly
Journal of Organizational Behavior
Journal of Management

The references should be appeared following the **American Psychology Association (APA)** format.

Examination

The exam will assess the course content and objectives. A sample exam paper will be available on the course web site . Additional information and guidelines about the exam will also be provided at this time.

Weekly study and review activities are important from the outset in preparation for the exam. The duration of the exam will be 2 hours writing time, 10 minutes reading time and an additional 20 minutes for ENTEXT card holders. The standards by which the exam will be assessed are: relevance, accuracy and quality of answers, appropriate application of theory and concepts, quality of insights and thinking, effectiveness of written communication.

The exam is closed book and no additional materials can be taken into the exam. The exam will comprise essay questions and one case study. The case study without questions will be emailed to you prior to the exam.

In accordance with the Assessment Policy a bilingual print dictionary may be used in the exam by ENTEXT card holders. The University defines a bilingual dictionary as one that 'translates words or phrases from one language to another, without providing a definition of the work in either language'. Please make sure your dictionary complies and is not enhanced or altered in any way. Mobile phones cannot be taken into the exam.

Supplementary Assessment

Supplementary assessment is not available for this course.

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:
<http://w3.unisa.edu.au/policies/manual/default.asp>.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: <http://w3.unisa.edu.au/policies/manual/default.asp>

Information for students with disabilities is available at:
<http://www.unisa.edu.au/Disability/Current-students/>

Variations to assessment tasks

Variation to assessment methods, tasks and timelines can be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation can be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first

two weeks of the course (or equivalent for accelerated or intensive teaching).

More information about variation to assessment may be found by consulting the relevant policy: <http://w3.unisa.edu.au/policies/manual/default.asp>(section 7).

Marking process

Assignments and examinations will be checked or moderated to ensure consistent marking standards. Marks and grades in this course may be altered as a result of moderation. When the marks of a whole group of papers are adjusted, this is called scaling. Scaling can happen at any stage in the assessment process before the final grade in a course is published.

Academic Integrity

UniSA is committed to fostering and preserving the scholarly values of curiosity, experimentation, critical appraisal and integrity. Students are expected to demonstrate the highest standards of academic integrity.

Academic integrity is a term used at university to describe honest behaviour as it relates to all academic work (for example papers written by staff, student assignments, conduct in exams, etc) and is the foundation of university life. One of the main principles is respecting other people's ideas and not claiming them as your own. Anyone found to have used another person's ideas without proper acknowledgement is deemed guilty of Academic Misconduct and the University considers this to be a serious matter.

The University of South Australia wants its students to display academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens and that students adhere to high standards of academic integrity and honesty at all times, the University has policies and procedures in place to promote academic integrity and manage academic misconduct for all students. Work submitted electronically by students for assessment will be tested using the text comparison software Turnitin <http://www.turnitin.com>.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM) at: <http://w3.unisa.edu.au/policies/manual/> or on the Academic Integrity Module website at: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Submission and return of assessment tasks

See above under Assessment details.

Action from previous evaluations

At the end of the course students will be invited to complete an anonymous online course evaluation. Please take time to complete this evaluation. Student feedback is sought each year and provides valuable information to reinforce or change the structure of the course, learning support, resources or assessment.

Conceded and Terminating Passes

Conceded and Terminating passes are available in this course.

Further Assessment Information

Assessment criteria

Assessment of the case study and essay will take into account:

Presentation and format

- Overall presentation with appropriate layout and guidelines followed;
- correct grammar, spelling and inclusive language used;
- word count is within allowance;

- structure has introduction, main body and conclusion (not required for the case study);
- reference list included but is not part of the word count;

Content, structure and discussion:

- Relevance of your answer to the question;
- clarity of expression and language use;
- identification, discussion and analysis of key issues;
- logical planning and sequence of ideas;
- supporting documentation for arguments (i.e. references);
- comprehensive coverage reflecting engagement with course concepts, theories and resources (wikipedia and other non-academic internet sources should be avoided);

Extensions and late penalties

Extension requests will only be considered before the due date and in the case of severe illness and with the support of a medical certificate. Requests must be submitted through Gradebook. Assignments submitted after the due date and without an authorised extension will receive a penalty of 10% a day deducted from the total available mark for the assignment for up to 7 calendar days. After 7 calendar days the assignment will no longer be accepted.

Passing this course

A passing grade is achieved with an aggregate total of 50% for the assignments and examination. An aggregate score of below 50% may be recommended for a terminating (TP) or conceded pass (CP).

Resubmission, remarking and negotiation of assessment

Resubmission is by Course Coordinator invitation only. Please refer to the relevant university policy for information on remarking and negotiation of assessment
<http://www.unisa.edu.au/policies/manual/default.asp>

Course Calendar

Offshore Study Period 2 - 2016

Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
1 16 - 22 May	Introduction: Leadership and Learning Organisations (Ch1), Traits & Behaviours (Ch2), and Contingency Approach to Leadership (Ch3)		
2 23 - 29 May	Leader as an Individual (Ch4)		
3 30 May - 05 June	Leadership Mind & Emotion (Ch5)	Case Study due 04 Jun 2016, 1:30 AM	
4 06 - 12 June	Courage and Moral Leadership (Ch6)		9 June-Public Holiday
5 13 - 19 June	Followership (Ch7)		
20 - 26 June	Mid-break		
6 27 June - 03 July	Motivation and Empowerment (Ch8)		1 July - Public Holiday
7 04 - 10 July	Leading Teams (Ch10)	Essay due 09 Jul 2016, 1:30 AM	
8 11 - 17 July	Power and Social Influence (Ch12)		
9 18 - 24 July	Shaping Cultures and Values (Ch14)		
10 25 - 31 July	In-Class Case Study & Review		
01 - 07 August	Swot-vac		
08 - 14 August	Exam week		
15 - 21 August	Exam week		