

# **MGMT5370**

## **Leadership Concepts and Skills**

### **Course Outline**

### **Session 3, 2015**

**Part A: Course-Specific Information**

**Part B: Key Policies, Student Responsibilities and Support**

**Part C: Appendices**

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## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

	<b>COURSE CONVENOR</b>
	<b>Dr. Jaco Lok</b>
<b>Office:</b>	Room 512, 5 <sup>th</sup> floor, West Wing, Australian School of Business
<b>Telephone:</b>	Direct: (02) 9385 9724 Mobile: 0424507239 School: (02) 9385 7175
<b>E-mail:</b>	<a href="mailto:j.lok@unsw.edu.au">j.lok@unsw.edu.au</a>
<b>Office Consultation</b>	By appointment

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

<b>Day and Time</b>	<b>Type</b>	<b>Venue</b>
Saturday September 19 <sup>th</sup> : 9.00-15.30 (lunch break 12.00-12.30)	Lecture & seminar day	TBC
Sunday September 20 <sup>th</sup> : 9.00-15.30 (lunch break 12.00-12.30)	Lecture & seminar day	TBC
Saturday October 10 <sup>th</sup> 9.00-15.30 (lunch break 12.00-12.30)	Lecture & seminar day	TBC
Saturday and Sunday November 14 <sup>th</sup> and 15 <sup>th</sup> all day and evening (including overnight)	Outdoor leadership development program	Kangaroo Valley
Saturday November 21 <sup>st</sup> 9.00-15.30 (lunch break 12.00-12.30)	Presentations and discussion	TBC

## 2.2 Units of Credit

The course is worth 6 units of credit.

## 2.3 Summary of Course

Over the past 20 years the general interest in leadership has grown exponentially. The business section of bookstores is filled with popular books about leaders and effective leadership, and top companies are increasingly investing in leadership development programs. IBM's recent Global Human Capital Study 2008 indicates that 80% of firms consider building leadership talent to be their most significant capability-building challenge. Generally, be it in politics or in business, 'leadership' is clearly a highly sought-after and highly valued commodity.

Yet what does 'effective leadership' mean exactly? Can we universally determine what makes great leaders? Can we learn from them to become better leaders ourselves? And is 'effective leadership' always positive? What are the links of 'effective leadership' to some of the negative consequences of the use of power in organizations?

This course encourages you to engage with these questions based on the following course objectives:

1. The first objective of this course is for students to understand and apply theories of effective leadership and to reflect critically on their own leadership style in order to enhance their own effectiveness as leaders
2. The second objective of this course is for students to develop the ability to evaluate the links between leadership techniques and the use of power in organizations in order to increase their critical awareness of some of the possible power effects of their future use of theories of effective leadership in practice. In this way the course aims to encourage students to use leadership techniques responsibly

The course consists of three modules: (1) Theories and tools of effective leadership; (2) Power, leadership and its ethical consequences; (3) Team leadership in practice;.

The first module introduces you to the main theories, models, and tools of effective leadership, ranging from trait to contingency approaches, and teaches you to apply these to real-life situations through the use of case studies and video samples in seminars. The second module introduces you to the concept of power in organizations and its links to the use of leadership techniques. This module encourages you to explore 'the darker side' of leadership processes through critical analysis of the ethical consequences of the use and abuse of particular leadership tools. The third module consists of a two day outdoor leadership development program in which you are given the opportunity to practise and reflect on your own team leadership skills under challenging circumstances.

**PLEASE NOTE:** *This course will be taught in an intensified format. Extensive reading preparations must be completed before each meeting. **Note that there are 9 readings to be prepared before the first meeting on September 19<sup>th</sup>, and another 7 readings before the next meeting on October 10<sup>th</sup>, 2015.***

**PLEASE NOTE:** *The Kangaroo Valley training weekend costs an additional AUS\$800 per student in addition to the regular course fees. Please see Rafal Sidorowicz at the Student Experience office for payment details. You cannot commence the course unless payment of this additional fee has been received.*

**PLEASE NOTE:** *As we commit a professional company to run the Kangaroo Valley training weekend based on initial enrolment numbers, you cannot opt out of the course once you have enrolled. **This is not a 'shop around' elective!***

**PLEASE NOTE:** *As this is an intensified course, attendance to all sessions is required. If you know that you cannot attend one of the sessions, please **DO NOT** enrol in this course*

**PLEASE NOTE:** *Before deciding to enrol in this course, please consult the information on the Kangaroo Valley weekend which is available from the AGSM Student Experience Office. This course is not for everyone: only people who enjoy an outdoor camping experience, and who are willing to put up with possible bad weather should consider enrolling. Those who have over the past 6 years have found this a very valuable learning experience.*

## **2.4 Course Aims and Relationship to Other Courses**

This course is offered as an elective as part of AGSM's full-time MBA program. This course builds on the topic of Leadership covered in Foundations of Management and the core course Organizational Behaviour.

## **2.5 Approach to Learning and Teaching in the Course**

This course is taught in an intensified format encouraging high degrees of interactivity and class discussion. The course is based on an experiential learning philosophy in accordance with the aim of getting students to reflect on and improve their own leadership effectiveness through observing self and others in actual leadership situations. Experiential learning is realized through extensive use of video case study analysis and role play exercises in class, and through a custom designed off-site leadership training weekend, in which each student will lead their fellow students through different leadership development exercises.

To enable students to approach the topic of leadership critically, students are asked to apply theories and tools of effective leadership to a video case study of a cult leader who was responsible for the deaths of over 900 of his followers. This case study encourages critical reflection on the ethical consequences of the use of tools of effective leadership.

## **2.6 Student Learning Outcomes**

When you have completed this course, you should be able to:

1. apply theories of effective leadership and power in organizations;
2. analyse the effectiveness of different leadership styles in different contexts,
3. reflect critically on your own leadership style in order to enhance your own effectiveness as leaders

4. evaluate the links between leadership techniques and the use of power in organizations and assess its possible ethical consequences

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

#### **ASB Postgraduate Coursework Program Learning Goals and Outcomes**

- 1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**  
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.
- 2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**  
You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
- 3. Communication: Our graduates will be effective communicators in professional contexts.**  
You should be able to:
  - a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
  - b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
- 4. Teamwork: Our graduates will be effective team participants.**  
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.
- 5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**  
You should be able to:
  - a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
  - b. Consider social and cultural implications of business and /or management practice.
- 6. Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only).**  
You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	<b>Knowledge</b>	Apply theories of effective leadership and power in organizations	<ul style="list-style-type: none"> <li>3 written reports</li> <li>Participation in in-class video case study discussions</li> </ul>
2	<b>Critical thinking and problem solving</b>	Analyse the effectiveness of different leadership styles in different contexts  Reflect critically on your own leadership style in order to enhance your effectiveness as a leader	<ul style="list-style-type: none"> <li>3 written reports</li> <li>Participation in in-class video case study discussions</li> </ul>
3a	<b>Written communication</b>	Construct written work which is logically and professionally presented, and well argued.	<ul style="list-style-type: none"> <li>3 written reports</li> </ul>
3b	<b>Oral communication</b>	Communicate ideas in a succinct and clear manner both in the role of leader as well as follower across a wide range of situations  Provide effective feedback to team members	<ul style="list-style-type: none"> <li>Part of the Kangaroo Valley leadership training weekend, but not formally assessed</li> </ul>
4	<b>Teamwork</b>	Adjust your leadership and followership styles to the requirements of the team and the situation  Work collaboratively to complete a task.  Lead a review process through which a team can reflect on, and learn from, its performance on a particular task	<ul style="list-style-type: none"> <li>Part of the Kangaroo Valley leadership training weekend, but not formally assessed</li> </ul>
5a.	<b>Ethical, environmental and sustainability responsibility</b>	Evaluate the links between leadership techniques and the use of power in organizations and assess its possible ethical consequences	<ul style="list-style-type: none"> <li>Case Study Analysis II</li> </ul>
5b.	<b>Social and cultural awareness</b>	Recognise the main differences in leadership expectations in different regions of the world  Adjust your leadership and communication style to suit the cultural expectations of the people you are working with	<ul style="list-style-type: none"> <li>Part of the course materials but not formally assessed</li> </ul>

### 3 ASSESSMENT

#### 3.1 Formal Requirements

The course will be graded as **Satisfactory/Failed**. There will be four items for assessment, and you must submit all four. Please note that completion of all four types of assessment is essential to pass the subject regardless of your performance in individual components.

In order to pass this course, you must:

- ❑ achieve a composite mark of at least 50; and
- ❑ make a satisfactory attempt at all assessment tasks.

#### 3.2 Assessment Details

<i>Item</i>	<i>Weight</i>	<i>Length</i>	<i>Due</i>
<b>Case Study Analysis I (Group Project)</b>	30%	3,000 words maximum + optional maximum 4 page Appendix	Case study analysis I due 15.30 October 2 <sup>nd</sup> 2015
<b>Case Study Analysis II (Group Project)</b>	35%	3,000 words maximum + optional maximum 4 page Appendix	Case analysis II due 15.30 November 6 <sup>th</sup> 2015  Final presentation due 9.00 November 21 <sup>st</sup> 2015
<b>Individual Essay: Self-reflection on effectiveness of personal leadership style</b>	25%	2,000 words maximum	Essay due 17.00 November 18 <sup>th</sup> , 2015
<b>Class participation</b>	10%	N/A	Self- and peer evaluation forms due 9.00 November 21 <sup>st</sup> 2015

#### 1. Case Study Analysis I (30%): The Apprentice

The assigned Case Study to be analysed is episodes 5 (disc 2) “Trading Places”, and 14 (second half) and 15 (disc 4) “Season Finale” of the TV series ‘The Apprentice’, starring Donald Trump. The Case Study Analysis is designed to enable you to apply the theory and empirical research discussed in the course to real-world situations. Related goals include the development of skills in teamwork, intra-group dynamics,



project management, and professional report writing. In order to assist you in developing the practical skills needed for successful completion of this assignment, a portion of seminar time will be devoted to relevant learning and training.

Specifically, you are required to:

- a. Organise yourselves into teams of 4 people
- b. Analyse and systematically evaluate the effectiveness of leadership styles and techniques used by the team leaders in the Case Study, utilising the theoretical models discussed in the first two days of the course: 1) Select one or more theoretical model(s) of leadership that you find most suitable for analysing leadership effectiveness in this case, 2) provide a rationale for this selection, and 3) analyse and systematically evaluate the effectiveness of the leaders in the Case Study using this or these theoretical model(s).
- c. Submit your Case Study Analysis report before the designated time (late report submissions will have their marks reduced per the university guidelines) and place (see Assessment Summary in this document). The report for Case Study Analysis I is to be a maximum of 3,000 words (please use 1.5 or double spacing) including any references, but excluding an optional appendix of maximum 4 pages, and excluding the cover page.

Please refer to appendix 2 when preparing the report. Individual grades will be the same for the whole team, unless a written complaint is lodged with the lecturer, investigated and found to warrant allotment of individual grades.

## **2. Case Study Analysis II (35%): Jonestown, The Life and Death of People's Temple**

The assigned Case Study to be analysed is the documentary 'Jonestown: The life and death of people's temple' which is a movie about the events leading up to the largest mass suicide in American history, and the role the cult's leader, Jim Jones, played in these events. Together with your group from CSA1, please, in essay form, address the following questions in 2 parts:

### **Part 1: Jonestown: Mass Suicide or Mass Murder?**

- How did Jim Jones grow into the charismatic leader his followers believed him to be? What sources and types of power and which leadership techniques did he deploy and how did he deploy them?
- How can you explain his followers' behaviours, firstly to join the organization, secondly to engage in activities including the bullying and disciplining of fellow members they knew was wrong, and ultimately to commit suicide?

### **Part 2: Any relevance to everyday (business) organizations?**

- Do you see any relevance of the tools of leadership and power used in this extreme example to everyday (business) organization? What are some of the most significant similarities and differences? How can we prevent narcissistic leaders from (psychologically and/or physically) harming their followers?

The requirements for this case study analysis are the same as those for Case Study Analysis I.

In addition, you will need to prepare an Executive Summary Presentation of your key findings and conclusions for CSA II and deliver it to the class on the final course day. This is a concise summary of your findings. It is an audio (i.e., verbal) and visual (i.e., use of a combination of PowerPoint, overheads, whiteboard, flipchart, and/or handouts) presentation made to the Seminar by the entire team. This presentation must be made in **12 minutes or less** and all members of the group must verbally participate in the presentation. Your presentations will be followed by an in-depth class discussion in which you will be expected to clarify and defend your conclusions. Please refer to Appendix 3 when preparing your presentation.

### **3. Individual Essay: Self-reflection on the effectiveness of your personal approach to leadership (25%)**

Drawing on your leadership experiences during the Kangaroo Valley weekend, analyse the effectiveness of your personal approach to leadership in relation to that of others, using selected frameworks and theories from the readings for Module 1 and 2 of the course. Apply selected frameworks and/or theories to concrete examples of situations in which you faced a particular leadership challenge. Discuss both your strengths as well as any weaknesses that you (and others) can identify, and describe what you can and will do to improve your effectiveness as a leader, again drawing on the literature. Your report should be in essay form, not in bullet point presentation style.

The essay is a self-reflection piece: its aim is not simply to restate your 1 or 2 most important learnings based on other people's feedback on your leadership performance, but to understand more deeply why you led the way you did, why you thought it would work going into the situation (or, if you just fell back on your natural style without thinking about its likely effectiveness, how you can address this in the future), how what you did fits with what you believe to be your natural or predisposed style (and perhaps some reflection on why you think this is your predisposition), what happened (in some detail, describing some particular responses from individual people and some reflection on why you think they responded the way they did), and what you can learn from this.

You don't need to restrict yourself to just the exercises where you assumed the formal leadership position. You can also reflect on other people's leadership effectiveness *as long as you relate it back to yourself*: what would/could you have done differently (or not) in the same situation and why? You can also reflect on your role as follower or other people's roles as followers (why did they behave the way they did and how would you deal with that as a leader?), or you can relate your experience to other leadership experiences you have had in the past and draw some comparisons.

You do not need to describe the exercises in any great detail. I was there so I know the exercise you did and the point of the exercise was never the task itself so task related details are unlikely to be relevant (except in cases where the details themselves appeared to trigger people into particular types of behavior).

You need to relate your experiences and learnings back to the literature and/or the conceptual frameworks and/or insights from the lectures. To what extent do your experiences confirm, contradict and/or refine particular theories or conceptual frameworks that you have come across in class or in your readings? Depth is more important than breadth here so restrict yourself to one or two theories/frameworks if you can.

I would suggest that you write your reflections first without too much concern for structure, length or theory, and then in a second step use this as input to reflect on some of the theories or conceptual frameworks. You can structure the piece as you like: structured around your key learnings, structured around a critical review of one or two theories/frameworks, structured chronologically, or structured in two parts: 1) personal reflections and learnings, 2) reflections on theory. It is up to you.

The most important things I am looking for in my grading will be depth of reflection i.e. did you really make an effort to think things through carefully?, and use of theory i.e. do you fully understand the theory and are you able to critically reflect on its usefulness and/or truthfulness given your experiences?

*I will not in any way be marking your performance or effort during the weekend itself. Please use this as an opportunity to reinforce your own personal learning experience through reflection rather than worry about the grade. There are no right or wrong answers here. I will not scale the grading so you are not in any way competing with your class mates.*

Submit your Case Study Analysis report before the designated time (late report submissions will have their marks reduced per the university guidelines) and place (see Assessment Summary in this document). The report is to be a maximum of 2,000 words (please use 1.5 or double spacing) including any references.

#### **4. Class Participation (10%):**

Preparation for, and active participation in, your lectures and seminars is a key component of your learning in this course. The seminars will primarily focus on experiential learning via the case study method. All syndicate team members must submit an evaluation of the contributions of each group member and themselves. The evaluation should take account of all group activities throughout the term, including class participation, discussions of case studies, and preparation of the case analysis reports. The evaluations should be completed on the Peer Evaluation Form (appendix 4) and delivered in class on the last course day. The Peer Evaluation Forms should be completed individually and the ratings should not be discussed with any other class member, including members of the team, at any time. Collusion among team members will result in all members being assigned zero for this piece of assessment. Your grade for class participation will be based on a combination of the peer assessment score and the lecturer's assessment of your general class participation.

### **3.3 Criteria for Assessment**

See also Appendix 2

To be an effective leader, a person must be precise in written and oral communications. They have to organize their thoughts clearly and make points logically, supporting them with data and arguments. Therefore, the following criteria will be used in evaluating all written work (i.e. assignments and exams).

- Work that integrates the concepts developed in the lectures, study materials and readings with situations found either in written cases or with other organizations.

- Grammar, presentation, inclusive language and structure of writing. Appropriate referencing will form part of the assessment criteria in assignments (please use Harvard style of referencing). Students are not expected to utilize referencing in exams.
- Statements and inferences being justified with evidence and / or research.
- Points that are relevant to the specific focus of the assignment being made clearly and concisely.
- The provision of tables and figures that augment, rather than replace arguments that are made in the main body of the assignment. (This means that students should explain, in the text, how the information in the table or figure is relevant and supports or extends an argument).
- Exhibits may be included in the appendix of any assignments. They are not included in word count. Any exhibit must be referred to in the text and be directly relevant to the points being made. Exhibits used to lengthen the page limit will incur a penalty.

For guidelines on formatting and presenting your assignment, see <http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx>

### 3.4 Assignment Submission Procedure

Please hand in the assignments before the deadline to me personally or, alternatively, to the MBA Student Experience office before the deadline.

The following points apply to all work submitted in this course.

- Assignments above the allowed word count will be marked down at a percentage equal to the exceeded word count (for example, if an assessment exceeds the allowed word count by 5% its mark will be reduced by 5%).
- All assignments must be submitted to the MBA Student Experience Office before the allocated time. For example an assignment submitted at 5.30 pm on the due date is considered late. Submission via e-mail will not be accepted.
- Assignments should be formatted as an A4 document in 12-point font and 1.5 or double-spaced. Handwritten assignments will not be accepted.
- All pages in the body of the assignment should include a margin of 3 cm on each side of the page to allow for marker feedback.
- All pages of the assignment should be numbered consecutively.
- Each assignment must include an assessment cover sheet attached to the front. Cover sheets can be downloaded from the AGSM website, select 'Student Forms'.
- Assignments must have correct references with a bibliography of the books and articles consulted. Inclusive language should be used throughout.

#### **Quality Assurance**

*The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.*

### 3.5 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy at:

<http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx>

## 4 COURSE RESOURCES

### ***Compulsory readings:***

Reading syllabus available from AGSM.

### ***Optional additional readings:***

Northouse, P.G. (2007) Leadership: Theory and Practice (4<sup>th</sup> Edition), Thousand Oaks, CA: Sage Publications.

Yukl, G. (2002) Leadership in Organizations (5<sup>th</sup> Edition) Upper Saddle River, NJ: Prentice Hall.

Readings suggested as 'Additional Optional Reading' in section 10 of this course outline. You can access compulsory and optional readings through Blackboard.

### ***Handouts***

The PowerPoint handouts for each lecture and seminar will be made available in class and will be posted on Blackboard after the lectures (usually within 24 hours).

### ***Assignment videos***

Copies of the video materials to be used for the case analysis assignments will be made available to each group in class.

### ***Additional Reference Material***

No text and/or group of selected readings could encompass all of the relevant theory and research surrounding technology and innovation. Students are encouraged to investigate additional books and periodicals (both practitioner as well as academic journals) in their exploration of this subject. It is therefore important to read, to think and to explore around the prescribed text/readings and to monitor relevant periodicals, especially if you intend to develop a specialisation in this area. The following list contains a number of relevant journals:

*Academy of Management Executive*

*Technological Forecasting and Social Change*

*Academy of Management Journal*

*Technology and Learning*

*Academy of Management Review*

*Technology Analysis and Strategic Management*  
*Administrative Science Quarterly*  
*Technology and Culture*  
*Technology in Society*  
*California Management Review*  
*Technology Review: MIT's Magazine of Innovation*  
*Harvard Business Review*  
*Innovation Research on Technological Innovation, Management*  
*Journal of Management*  
*Journal of Management Studies*  
*Strategic Management Journal*  
*Journal of Occupational and Organizational Psychology*  
*Strategy and Leadership*  
*Journal of Organizational Behavior*  
*Sloan Management Review*  
*Management Science*  
*Leadership Quarterly*  
*Organisational Dynamics*  
*Organization Science*  
*Organization Studies*  
*Research in Organizational Behavior*

## **5 COURSE EVALUATION AND DEVELOPMENT**

Mid and end of session feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. Significant changes to courses and programs within the School are communicated to subsequent cohorts to students.

## 6 COURSE SCHEDULE

Module	Dates	Topics	Compulsory Readings	Additional Optional Reading
1	Sept 19, 20	<ul style="list-style-type: none"> <li>• Overview /Introduction</li> <li>• Main theories and tools of effective leadership:               <ul style="list-style-type: none"> <li>○ Leaders, styles and contexts</li> <li>○ Leaders and intra- and extra-organizational requirements</li> </ul> </li> </ul>	<p>Sept 19:</p> <ul style="list-style-type: none"> <li>• Goffee, R. &amp; Jones, G. (2000) Why should anyone be led by you? HBR Sep-Oct: 63-70.</li> <li>• Collins, J. (2001) Level 5 leadership: The triumph of humility and fierce resolve. HBR</li> <li>• Goleman, D. (2000) Leadership that gets results. HBR March-April: 78-90.</li> <li>• Rooke, D. &amp; Torbert, W. R. (2005) Seven transformations of leadership. HBR Apr: 67-76.</li> <li>• Cialdini, R. (2001) Harnessing the science of persuasion. HBR</li> <li>• Maccoby, M. (2004) Why people follow the leader: The power of transference. HBR Sep: 76-85</li> <li>• Bolman, L. &amp; Deal, T. (1997) Chapter seventeen: Reframing Leadership. In Reframing Organisations. San Fransisco: Jossey-Bass, pp. 294-317.</li> </ul> <p>Sept 20:</p> <ul style="list-style-type: none"> <li>• Moss Kanter, R. (2003) Leadership and the psychology of turnarounds. HBR June: 58-67.</li> <li>• Watkins, M. D. (2009) Picking the right transition strategy. HBR January: 47-53.</li> </ul>	<ul style="list-style-type: none"> <li>• Collins, J. C. &amp; Porras, J. I. (1996) Building your company's vision. HBR</li> <li>• Kotter, J. P. (2001) What leaders really do. HBR</li> <li>• Bennis, W. (2006) Why Lead? Leadership Excellence, 23(10): 4-5.</li> <li>• Khurana, R. (2002) The curse of the superstar CEO. HBR Sep: 60-66.</li> <li>• Kim, W. C. &amp; Mauborgne, R. A. (1992) Parables of leadership. HBR Jul-Aug:123-128.</li> <li>• Mintzberg, H. (1998) Covert leadership: Notes on managing professionals. HBR</li> <li>• Strebel, P. (1996) Why do employees resist change? HBR May-Jun: 86-92.</li> <li>• Erickson, T. J. &amp; Gratton, J. (2007) What it means to work here. HBR, Mar: 104-112.</li> <li>• Denning, S. (2004) Telling tales. HBR May: 122-129.</li> </ul>

Module	Dates	Topics	Compulsory Readings	Additional Optional Reading
2	Oct 10 and Nov 21	<ul style="list-style-type: none"> <li>• Leadership and power <ul style="list-style-type: none"> <li>○ Power and politics</li> <li>○ Sources of power</li> <li>○ Types of power</li> </ul> </li> <li>• Leadership ethics <ul style="list-style-type: none"> <li>○ Narcissism</li> <li>○ Abuse of power and its consequences</li> <li>○ Ethical leadership</li> </ul> </li> </ul>	<p>Oct 10:</p> <ul style="list-style-type: none"> <li>• Schrijvers, J. P. M. (2004) Chapter 4: The sources of power. In: The way of the rat. Cyan Books: London, pp. 75-97</li> <li>• Hardy, C. (1994). 'Power and politics in organizations'. In: Hardy, C. (Ed.) Managing Strategic Action, Sage, Thousand Oaks, CA, pp. 220±238.</li> <li>• Maccoby, M. (2000) Narcissistic leaders: The incredible pros and inevitable cons. HBR Jan/Feb: 69-77.</li> <li>• Kets de Vries, M. F. R. (1979) Managers can drive their subordinates mad. HBR Jul-Aug: 125-134.</li> </ul> <p>Nov 21:</p> <ul style="list-style-type: none"> <li>• Collinson, D. (2006) Rethinking followership: A post-structuralist analysis of follower identities. The Leadership Quarterly, 17: 179-189.</li> <li>• Kellerman, B. (2004) Leadership: Warts and all. HBR:40-45.</li> <li>• Northouse, P. G. (2007) Chapter 14: Leadership ethics. Leadership: Theory and Practice (4th Edition), Thousand Oaks, CA: Sage Publications: 341-370.</li> </ul>	<ul style="list-style-type: none"> <li>• Pfeffer, J. (1992) Understanding power in organizations. California Management Review Winter: 29-50.</li> <li>• Kanter, R.M. (1979) Power failure in management circuits. HBR</li> <li>• McClelland, D.C. &amp; Burnham, D.H. (2003) Power is the great motivator. HBR Jan: 117-126</li> <li>• Knights, D. &amp; Willmott, H. (1992) Conceptualizing leadership processes: A study of senior managers in a financial services company. Journal of Management Studies, 19(6): 761-782.</li> <li>• <a href="http://www.prisonexp.org/">http://www.prisonexp.org/</a></li> <li>• <a href="http://en.wikipedia.org/wiki/Milgram_experiment">http://en.wikipedia.org/wiki/Milgram_experiment</a></li> <li>• Goffman, E. (1961) <a href="#">Asylums: Essays on the Social Situation of Mental Patients and Other Inmates</a>. New York, Doubleday.</li> <li>• Knights, D. &amp; O'Leary, M. (2006) Leadership, ethics, and responsibility to the other. Journal of Business Ethics, 67: 125-137.</li> <li>• Rosenthal, S.A. &amp; Pittinsky, T.L. (2006) Narcissistic leadership. The Leadership</li> </ul>



Module	Dates	Topics	Compulsory Readings	Additional Optional Reading
				<p>Quarterly, 17: 617-633.</p> <ul style="list-style-type: none"> <li>• Kellerman, B. (2007) Bad leaders. Leadership Excellence, 24(9): 17-17.</li> <li>• George, B. &amp; Sims, P. (2007) Why leaders lose their way. Leadership Excellence, 24(2): 15-16.</li> <li>• Amar, V. (2005) Are you a tyrant or a real leader? Leadership Excellence, 22(6): 4-5.</li> <li>• Hardy, C. &amp; Clegg, S. 2006. Some dare call it power. In S. Clegg, C. Hardy, T. Lawrence, &amp; W. R. Nord (Eds.), The SAGE handbook of organization studies, 2nd ed.: 754-775. London: Sage Publications.</li> </ul>
3	Nov 14/15	Team leadership	<ul style="list-style-type: none"> <li>• Kogler Hill, S. E. (2007) Team Leadership. In: Northouse, P. G. Leadership: Theory and Practice (4th Edition), Thousand Oaks, CA: Sage Publications: 207-236.</li> <li>• Zaccaro, S. J., Rittman, A. L. &amp; Marks, M. A. (2001) Team Leadership. The Leadership Quarterly, 12: 451-483.</li> <li>• George, B. et al (2007) Discovering your authentic leadership. HBR Feb: 129-138.</li> <li>• Hill, L. A. (2007) Becoming the boss. HBR Jan: 49-56.</li> </ul>	<ul style="list-style-type: none"> <li>• Basadur, M. (2004) Leading others to think innovatively together: Creative leadership. The Leadership Quarterly, 15: 103-121.</li> <li>• Burk, C. S. et al (2006) What type of leadership behaviours are functional in teams? A meta-analysis. The Leadership Quarterly, 17: 288-307</li> <li>• Pagonis, W .G. (2001) Leadership in a combat zone. HBR.</li> </ul>

## **PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

### **1 ACADEMIC HONESTY AND PLAGIARISM**

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

To see if you understand plagiarism, do this short quiz:

<http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>

For information on how to acknowledge your sources and reference correctly, see:

<http://www.lc.unsw.edu.au/onlib/ref.html>

For the *ASB Harvard Referencing Guide*, see the [ASB Referencing and Plagiarism](#) webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

### **2 STUDENT RESPONSIBILITIES AND CONDUCT**

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

#### **AGSM MBA Programs and UNSW policies**

In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:

<http://www.asb.unsw.edu.au/currentstudents/agsmmba/studentresources/studentsrightsandresponsibilities/Pages/default.aspx>

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.

Information and policies on these topics can be found in the 'A-Z Student Guide':

<https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

## 2.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

## 2.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

[http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/enrolmentinformation/Pages/default.aspx#class attendance](http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/enrolmentinformation/Pages/default.aspx#class%20attendance)

## 2.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

## 2.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

## 2.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

### 3 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For both general and specific information on 'special considerations' contact Student Experience and the lecturer-in-charge: Also see <http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#exams>

and myUNSW

<https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>

#### General Information on Special Consideration:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment due date** (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.
3. Applications will **not** be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by Student Experience, **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.

#### Special Consideration and the Final Exam:

Applications for special consideration in relation to the final exam are considered by an AGSM Student Experience panel to which lecturers-in-charge provide their recommendations for each request.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, **you are strongly advised not to attend**. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

## 4 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **AGSM Student Experience**  
Advice and direction on all aspects of enrolment, timetables and graduation.  
Ground Floor – Blue Counter, AGSM Building (G27),  
Ph: 9931 9400,  
E: [studentexperience@agsm.edu.au](mailto:studentexperience@agsm.edu.au)
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *UNSW Blackboard Support / Support for Students*.

### **Business hours help**

9am - 5pm (Monday to Friday)

Contact the **AGSM Elearning Coordinator:**

Email: [elearning@agsm.edu.au](mailto:elearning@agsm.edu.au)

Ph: (02) 9931 9541

International: +61 2 9931 9541

### **After hours help**

8am - 9am (Monday to Friday)

5pm - 8pm (Monday to Friday)

11am - 2pm (Saturday to Sunday)

Contact the **UNSW IT Service Centre:**

Website: <https://www.it.unsw.edu.au/students/support/index.html>

Email: [servicedesk@unsw.edu.au](mailto:servicedesk@unsw.edu.au)

Ph: (02) 9385 1333

- **ASB Education Development Unit (EDU)**  
<http://www.asb.unsw.edu.au/learningandteaching>  
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au). Consultation online booking: [https://booking.online.unsw.edu.au/booking/asb\\_consultation.login](https://booking.online.unsw.edu.au/booking/asb_consultation.login)  
Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)
- **UNSW Learning Centre ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))**  
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:**  
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html>  
UNSW Library Annexe (Ground floor)
- **UNSW Counselling and Psychological Services**  
(<http://www.counselling.unsw.edu.au>)

Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)  
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

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## PART C: APPENDICES

### APPENDIX 1

The following text has been slightly adapted from:

Thompson, A.A. & Strickland, A.J. (2001). *Strategic management: Concepts and cases*, 12<sup>th</sup> edition. McGraw-Hill Irwin, pp.C2 –C11.

#### A GUIDE TO CASE ANALYSIS

In many post-graduate management courses case studies are used to provide students with the opportunity to practice analysis and to gain some experience in the tasks of analysing and solving management issues. A case sets forth, in a factual manner, the events and organizational circumstances surrounding a particular situation. It puts readers/viewers at the scene of the action and familiarizes them with all the relevant circumstances. A case may concern a whole industry, a single organization, or some part of an organization. The organization involved can be either profit –seeking or not-for profit.

The essence of the student's role in case analysis is to diagnose and size up the situation described in the case and then to recommend appropriate action steps.

#### Why use cases to practice management?

*A student of business with tact  
Absorbed many answers he lacked  
But acquiring a job  
He said with a sob  
How does one fit answer to fact?*

The above limerick was used some years ago by Professor Charles Gragg to characterize the plight of business students who had no exposure to cases. The truth is that the mere act of listening to lectures and sound advice about managing does little for anyone's management skills. Accumulated managerial wisdom cannot effectively be passed on by lectures and assigned readings alone. If anything has been learned about the practice of management, it is that a storehouse of readymade textbook answers does not exist. Each managerial situation has unique aspects, requiring its own diagnosis, judgment and tailor made actions. Cases provide would be managers with a valuable way to practice wrestling with actual problems of actual managers in actual companies.

The case approach to management thinking is, first and foremost, an exercise in learning by doing. Because cases provide detailed information about conditions and problems of different industries and companies, your task in analyzing company after company and situation after situation has the twin benefit of boosting your analytical skills and exposing you to the ways businesses and managers actually do things. Most graduate students have limited managerial backgrounds and only fragmented knowledge about companies and real-life situations. Cases help substitute for on the job experience by (a.) Giving you broader exposure to a variety of industries, organizations and problems (b.) Forcing you to assume a managerial role (as opposed to that of just an on-looker) (c.) Providing a test of how to apply the tools and techniques of management; and (d.) Asking you to come up with pragmatic managerial action plans to deal with the issues at hand.

## Objectives of case analysis

Using cases to learn about the practice of management is a powerful way for you to accomplish five things:

1. Increase your understanding of what managers should and should not do in guiding a business to success.
2. Build your analytical skills in a variety of industries and competitive situations.
3. Get valuable practice in identifying issues that need to be addressed, evaluating alternatives, and formulating workable plans of action.
4. Enhance your sense of business judgment, as opposed to uncritically accepting the authoritative view of the lecturer.
5. Gain in-depth exposure to different industries and companies, thereby acquiring something close to actual business experience.

If you understand that these are the objectives of case analysis you are less likely to be consumed with curiosity about the answer to the case. Students who have grown comfortable with and accustomed to textbook statements of fact and definitive lecture notes are often frustrated when discussions about a case do not produce concrete action. Differences of opinion nearly always exist. Thus, should a class discussion conclude without a strong, unambiguous consensus on what to do, don't grumble too much when you are *not* told what the answer is or what the company actually did. Just remember in the business world, when one elects a particular course of action, there is no peeking at the back of the book to see if you have chosen the best thing to do and no one to turn to for a provably correct answer. The only valid test of management is results. If the results of an action turn out to be good, the decision to take it may be presumed right. If not, then the action chosen was wrong in the sense that it didn't work out.

Hence, the important thing for a student to understand in case analysis is that the managerial exercise of identifying, and recommending builds your skills; discovering the right answer or finding out what actually happened is no more than frosting on the cake. Even if you learn what the company did, you cannot conclude that it was necessarily right or best. All that can be said is *"Here is what they did ..."* The point is this: *the purpose of giving a case to study is not to cause you to run to the library or surf the internet to discover what the company actually did but, rather, to enhance your skills in sizing up situations and developing your managerial judgment about what needs to be done and how to do it.* The aim of case analysis is for you to become actively engaged in diagnosing the business issues and managerial problems posed in the case, to propose workable solutions, and to explain and defend your assessments - this is how cases provide you with meaningful practice at being a manager.

## Participating in class discussion of a case

Classroom discussions of cases are sharply different from lecture classes. In a case class students do most of the talking. The lecturer's role is to solicit student participation, keep the discussion on track, ask "why?" often, offer alternative views, play the devil's advocate (if no students jump in to offer opposing views), and otherwise lead the discussion. The students in the class carry the burden of analyzing the situation and of being prepared to present and defend their diagnoses and recommendations. Expect a classroom environment, therefore, that calls for you to size up the situation, your analysis, what actions you would take, and why you would take them. Do not be dismayed if, as the class discussion unfolds, some insightful things are said by your fellow classmates that you did not think of. It is normal for views and analyses to differ and for the comments of others in the class to expand your own thinking about the case. As the old adage goes, *"two heads are better than one."* So it



is to be expected that the class as a whole will do a more penetrating and searching job than will any one person working alone. This is the power of group effort, and its virtues are that it will help you see more analytical applications, let you test your analyses and judgments against those of your peers, and force you to wrestle with differences of opinion and approaches.

To orient you to the classroom environment on the days a case discussion is scheduled, we compiled the following list of things to expect:

1. Expect the lecturer to assume the role of intensive questioner and listener.
2. Expect students to do most of the talking. The case method enlists a maximum of individual participation in class discussion. It is not enough to be present as a salient observer; if every student took this approach; there would be no discussion (Thus, expect a portion of your grade to be based on your participation in case discussions).
3. Be prepared for the lecturer to probe for reasons and supporting analysis.
4. Expect and tolerate challenges to the views expressed. All students have to be willing to submit their conclusions for scrutiny and rebuttal. Each student needs to learn to state his or her views without fear of disapproval and to overcome the hesitation of speaking out. Learning respect for the views and approaches of others is an integral part of case analysis exercises. But there are times when it is OK to swim against the tide of majority opinion. In the practice of management, there is always room for originality and unorthodox approaches. So while discussion of a case is a group process, there is no compulsion for you or anyone else to conform to group opinions and group consensus.
5. Don't be surprised if you change your mind about some things as the discussion unfolds. Be alert to how these changes affect your analysis and recommendations (in the event you get called on one).
6. Expect to learn a lot in class as the discussion of a case progress; furthermore, you will find that one case builds on another – what you learn in one case helps prepare you for the next case discussion.

There are several things you can do to be an effective participant in case discussions:

- Although you should do your own independent work and independent thinking, don't hesitate before (and after) class to discuss the case with other students. In real life, managers often discuss the company's problems and situations with other people to refine their own thinking.
- In participating in the discussion, make a conscious effort to contribute, rather than just talk. There is a big difference between saying something that builds the discussion and offering a long-winded off the cuff remark that leaves the class wondering what the point was.
- Always give supporting reasons and evidence for your views; then your lecturer won't have to ask you "why?" every time you make a comment.
- In making your points, assume that everyone has read the case and knows what it says; avoid reciting and rehashing information in the case – instead, use the data and information to explain your assessment of the situation and to support your position.
- Write up extensive notes on the case and bring these to class. You will not remember everything. When you have prepared thoughtful answers to the study questions and use them as the basis of your comments, everybody will see you are well prepared and your contributions to the case will stand out.

## APPENDIX 2

### ASSESSMENT CRITERIA FOR CASE STUDY ANALYSIS REPORTS

	<i>Fail</i>	<i>Pass</i>	<i>Credit</i>	<i>Distinction</i>	<i>High Distinction</i>
<p>1. <i>How well did the syndicate answer the given case study questions? (40%)</i></p> <ul style="list-style-type: none"> <li>• Consistency/effectiveness of argument and logical structure</li> </ul>					
<p>2. <i>How well did the syndicate integrate course concepts into the presentation? (40%)</i></p> <ul style="list-style-type: none"> <li>• Depth and breadth of theory application</li> </ul>					
<p>3. <i>Is the report professionally presented?(20%)</i></p> <ul style="list-style-type: none"> <li>• Structure and written expression</li> <li>• Grammar and spelling</li> <li>• Appropriate referencing</li> </ul>					

## APPENDIX 3

### ASSESSMENT CRITERIA FOR CASE STUDY PRESENTATIONS

	<i>Fail</i>	<i>Pass</i>	<i>Credit</i>	<i>Distinction</i>	<i>High Distinction</i>
1. <i>How well did the syndicate answer the given case study questions?</i>					
2. <i>How well did the syndicate integrate course concepts into the presentation?</i>					
3. <i>How was time managed?</i> Consider: <ul style="list-style-type: none"> <li>▪ Was there evidence of duplication of material among presenters?</li> <li>▪ Were any questions rushed in order to finish on time?</li> </ul>					
4. <i>Presentation appeal</i> Consider: <ul style="list-style-type: none"> <li>• How well did the syndicate capture and hold your attention?</li> <li>• How well prepared were the team?</li> </ul>					

#### Suggestions for preparing case study presentation

- Work in your teams and answer the given questions (listed in course materials).
- The syndicate teams responsible for a case need to ensure that all of the questions are discussed in the allocated time.
- You can be as innovative as you choose in doing this. For instance you may involve other students in eliciting an answer, distribute a quiz, hold a debate or act out a play.
- Any syndicate teams that are covering the same case should work together to ensure that duplication is avoided.
- As a team member contribute by.....
  - Offering a different, unique, and relevant perspective on the issue
  - Asking probing questions that moves the discussion and analysis forward
  - Integrates and / or builds on others' comments.
  - Ensuring your comments transcends the "I feel" syndrome; include some evidence of analysis.

## APPENDIX 4

### SELF AND PEER EVALUATION FORM

Syndicate Team Number: \_\_\_\_\_

Name: \_\_\_\_\_

Syndicate Team Members (list by name, including yourself)	A. Commitment and Effort	B. Originality and Initiative	C. Quality and Reliability

#### INSTRUCTIONS:

Grade each group member (including yourself) on attributes A, B, and C using a 1 to 5 scale where:

- 1. = Did not meet my expectations of a team member. Contributions were well below that of other team members.
- 3. = Met most of my expectation of a team member. Made a fair contribution.
- 5. = Exceeded many of my expectations of a team member. Made outstanding contributions.

#### ATTRIBUTES:

- A. = High commitment to team, cooperative, receptive to criticisms and suggestions, worked well with others, attended meetings and participated. Effort devoted to teamwork and to management of the team.
- B. = Displayed originality and initiative in contributions. Contributions frequently showed imagination. Contributions had high impact.
- C. = Reliable, high quality of work output, produced results, got work done on schedule.