Introduction

Welcome

What is this Course About?:

This course is titled "Leadership for Growth," and we hope to focus on all three words in that title.

1. **What is "Leadership"?** Where does it come from? How do we know when it is effective or not? What are the different styles, and how does one adapt to stakeholders?

2. **What is it "For"?** What is the goal of leadership? What happens when goals are competing or contradicting? What is the role of resolving goal dilemmas while leading effectively?

3. **What is "Growth"?** How do you balance personal, others, and organizational growth? Is growth the same at different phases?

The aim is to provide students with a balance of theory and practical examples around leadership, and the dilemmas one is likely to face around leadership and growth. The course will aid students in developing an understanding of the nature and significance of leadership and how one can lead for growth across many different environments and contexts.

The course will enable students to appreciate the value of understanding the complex inter-relationships between leadership, management, and growth strategies. This course will examine leadership in the context of growth and has two distinct components:

(i) The first component emphasizes understanding one's self as a leader, including the self-examination of skills, abilities, personality, attitudes, values, behaviors, and leadership competencies and how these may support or inhibit leading the growth and development of others and your enterprise. Students will examine relevant theories and attributes of leadership to develop insights for their personalized leadership development through reflection reports (to be submitted twice over the study period).

(ii) The second, and the more substantive component of the course, will focus on critical issues and dilemmas facing leaders today as they aspire and strive to create growth for their organizations, inspire their followers to be creative and innovative, and re-design and develop business systems, practices, and trajectories that lead to growth.

Course Format: This course is designed to foster learning through discussions. To provide the framework for those discussions, you will receive theoretical understanding through the textbook (assigned chapters) as well as lectures given by the course-coordinator. A significant component of this course involves listening to industry speakers and discussing the real-world dilemmas of leadership for growth. The textbook (Northouse, 2018) selected for this course is designed to provide you with the theory behind the topics, while the speakers and lectures in-class will offer fruitful practical discussions on how theory relates to practice.

Points of Contact - Your primary point of contact for all information about the course, including course content, teaching arrangements, course materials, assessment requirements, and grades, is the Course Facilitator, **Dr. Chad Chiu**. The Facilitator's contact details are shown below. Other contacts which you may use from time to time are also shown below. However, you should refer to all issues concerning your participation in this course to the Course Facilitator in the first instance. If leaving a phone message or email, please allow at least 48 hours for me to respond.

Enterprise 25

In 2018 the University launched its strategic plan Enterprise 25 (E25). Central to E25 is a commitment to orientating ourselves around our academic programs to ensure the quality of their delivery and the student experience. To meet this objective the institution is undergoing an academic transformation of Divisions and Schools to Academic Units. This transformation will occur on the 6th April 2020. Additional information regarding E25 is available at https://www.unisa.edu.au/About-UniSA/strategic-action-plan/

Course Teaching Staff

Coordinator:	Dr Chad Chiu
Location:	School of Management EM5-28
Telephone:	+61 8 8302 4234
Email:	Chad.Chiu@unisa.edu.au
Staff Home Page:	people.unisa.edu.au/Chad.Chiu

* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

School of Management

Postal Address:	UniSA School of Management GPO Box 2471 Adelaide 5001
Phone:	+61 8 8302 0524
Email:	mgn.enquiries@unisa.edu.au
Website:	http://www.unisabusinessschool.edu.au/management/

Course Overview

Prerequisite(s)

This course is available to MBA students only

Corequisite(s)

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

Course Aim

The aim is to develop the leadership perspectives and skills that are required for effective management of the growing organisation.

Course Objectives

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

CO1. Research and assess indicators of entrepreneurial growth.

CO2. Analyse and critically compare leadership requirements for growth.

CO3. Develop and deliver high level recommendations for improvement of organizational leadership.

CO4. Critically assess own and others' leadership performance.

CO5. Demonstrate Business School Enterprise Skills: i) Self Management (advanced level); and ii) Written Communication (intermediate level).

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		•				•	

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

Entrepreneurial leadership; the challenge of growth; culture and communication; building an executive team; and
the leader's role in growth and change.

Teaching and Learning Arrangements

Seminar   3 hours x 10 weeks

Unit Value

4.5 units

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). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements. http://www.library.unisa.edu.au

Northouse P 2018, *Leadership Theory & Practice*, 8th ed, [International student edition] , SAGE Publications, Inc., Thousand Oaks, California.

Materials to be accessed online

learnonline course site

All 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.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

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 (https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Reflective report	3000 words	NA	50%	*See assessment activities for details*	*See assessment activities for details*	CO1, CO2, CO3, CO4, CO5
2	Essay	3000 words	NA	50%	14 Jun 2020, 11:00 PM	learnonline	CO1, CO2, CO3, CO4, CO5

Feedback proformas

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

Assessments

Critical Reflection of Leadership (Graded)

Assessment Activities

Name	Sub-weighting	Due date (Adelaide Time)	Submit via
Critical Reflection One	All activities equally weighted	3 May 2020, 11:00 PM	learnonline
Critical Reflection Two	All activities equally weighted	31 May 2020, 11:00 PM	learnonline

Reflection builds metacognition and helps you to synthesize your learnings from the class. This assignment is designed to help you develop a deeper and more critical understanding of both the personal challenges as well as systemic challenges in relation to leadership. Through effective reflection you are more likely to "transfer" your learnings to solve leadership dilemmas in the future.

To complete the reflective report, you will need to evaluate your own leadership capability based on the topics discussed each week. This assignment has two parts:

Reflective Report 1: Focus on who you are as a leader and how you relate to others (1500 words +/- 10%)

Due Date: 3 May at 11pm (Adelaide Time)

For this report, I would like you to focus on the following questions:

Introduction: Who are you? What is your leadership background? (100 words)

For Evaluation 1-4, please use a scale of 1-10 (1 = among the worst, 10 = among the best) to evalute yourself based on the content of each leadership approach/aspect we discussed in class. You will need to justify why you give yourself such a score. You are strongly recommended to use academic references or specific behavioural examples to support your answer. Because we will discuss many leadership aspects each week and because in each evaluation you have only 300 words to organise your answer, ***you do not have to adopt all the discussed leadership concepts for your evaluations. Just select the most relevant ones that will help you to better structure your answer.***

Evaluation 1 (Trait approach; 300 words)

Evaluation 2 (Behavioral, Situational Approach, and Path-Goal Theory; 300 words)

Evaluation 3 (Authentic, Servant, and Transformational Leadership; 300 words)

Evaluation 4 (LMX & Followership; 300 words)

Integrative Summary: What is the total score (e.g., 30 out of 40)? Based on the four evaluations, what is your weakness? How you could potentially improve yourself? (200 words)

Reflective Report 2: Focus on how you help others to grow (1500 words +/- 10%)

Due Date: 31 May at 11pm (Adelaide Time)

For this report, I would like you to focus on the following questions:

Introduction: Who are the major targets of your leadership demostration? (100 words)

For Evaluation 5-8, please use a scale of 1-10 (1 = among the worst, 10 = among the best) to evalute yourself based on the content of each leadership approach/aspect we discussed in class. You will need to justify why you give yourself such a score. You are strongly recommended to use academic references or specific behavioural examples to support your answer. Because we will discuss many leadership aspects each week and because in each evaluation you have only 300 words to organise your answer, you do not have to adopt all the discussed leadership concepts for your evaluations. Just select the most relevant ones that will help you to better structure your answer.

Evaluation 5 (Adaptive Leadership; 300 words)

Evaluation 6 (Team Leadership; 300 words)

Evaluation 7 (Gender and Leadership; 300 words)

Evaluation 8 (Culture and Leadership; 300 words)

Integrative Summary: What is the total score (e.g., 30 out of 40)? Based on the four evaluations, what is your weakness? How you could potentially improve yourself? (200 words)

Essay (Graded)

Addressing your leadership dilemma (3000 words +/- 10%)

Due Date: 14 June at 11pm (Adelaide Time)

Each week, we will discuss one critical dilemma that organisational leadership may encounter. Please select **three (3) dilemmas** that interest you most and write an essay about how you will cope with them.

Please use the following format to describe each of your chosen dilemma:

Dilemma 1 (900 words +/- 10%; Dilemma 2 and 3 will follw the same format):

Describe the dilemma your face: What is the scenario? How does this dilemma relate to the topics we discuss in class? (200 words)

How did you cope with it in the past: Please explain how you solved the dilemma in the past. Are you satified with the outcomes? Why? (300 words)

What will you do differently next time: Based on our discussion in class, please address how you will do differently next time when you face a similar dilemma. Particularly, what aspects you have learned from the class (e.g., theories, suggestions from guest speakers, group discussions....etc) could help you improve your future leadership decision-making when coping with this dilemma? (400 words)

Conclusion and Personal Development Plan (300 words): Based on your discussion, please identify **two (2) possible future-orientated plans** for you to improve your leadership capability to cope with possible dilemmas.

Other suggestions:

1. You can use pseudonyms if you do not want to reveal the real identities of people you mention in your reports or essay.

2. You are highly recommended to offer "evidence-based" support to justify your answer. Specific behavioural examples are also welcome.

3. Please use *UniSA-Harvard Referencing style*: https://www.library.unisa.edu.au/referencing-roadmap/

Submission and return of assessment tasks

See above under Assessment details.

Exam Arrangements

This course does not have an exam.

Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.
http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:
http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability 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://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/

Students who require variations or modifications to standard assessment arrangements should make contact with their Course Coordinator as early as possible in order to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Access and Inclusion for more information: https://i.unisa.edu.au/students/student-support-services/access-inclusion/

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.6.4

Special Consideration

Special consideration is not available for this course. APPM 7.7.4

Variations to assessment tasks

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

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may 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).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Marking process

Please refer to 2020 University policy and procedures in the latest Assessment Policies and Procedures Manual.

All grades are provisional until confirmed by the UniSA Business School Program Committee.

Late Submission Penalties - The Policy of the University of South Australia Business School will be applied to any late submissions. A standard penalty of 10% a day will be 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.

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text 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): http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/. The Academic Integrity Module explains in more detail how students can work with integrity at the University: https://lo.unisa.edu.au/mod/book/view.php?id=252142

Action from previous evaluations

n/a.

Course Calendar

	Weeks	Topic	Assessment Details (Adelaide Time)	Readings & Resources
	30 March - 5 April	Pre-teaching		Read the course outlines carefully and explore the learnonline website.
1	06 - 12 April	Trait and Personality to Leadership		Northouse, Chapter 1 & 2 Other readings as listed on Topic Tab on LearnOnline Site
2	13 - 19 April	Behavioural, Situational Leadership, & Path-Goal Theory		Northouse, Chapter 4,5,&6 Other readings as listed on Topic Tab on LearnOnline Site
3	20 - 26 April	Authentic, Servant, and Transformational Leadership		Northouse, Chapter 8,9,10 Other readings as listed on Topic Tab on LearnOnline Site
4	27 April - 3 May	LMX & Followership	Critical Reflection of Leadership: Critical Reflection One due 03 May 2020, 11:00 PM	Northouse, Chapter7 and 12 Other readings as listed on Topic Tab on LearnOnline Site
5	04 - 10 May	Adaptive Leadership		Northouse, Chapter 11 Other readings as listed on Topic Tab on LearnOnline Site
6	11 - 17 May	Team Leadership		Northouse Chapter 14 Other readings as listed on Topic Tab on LearnOnline Site

7	18 - 24 May	Gender and Leadership		Northouse, Chapter 15
				Other readings as listed on Topic Tab on LearnOnline Site
8	25 - 31 May	Culture and Leadership	Critical Reflection of Leadership: Critical Reflection Two due 31 May 2020, 11:00 PM	Northouse Chapter 16 Readings as listed on Topic Tab on LearnOnline Site
9	01 - 7 June	Ethics and Leadership		Northouse, Chapter 13 Other readings as listed on Topic Tab on LearnOnline Site
10	08 - 14 June	Leadership for Growth: Synthesis	Essay due 14 Jun 2020, 11:00 PM	Readings as listed on Topic Tab on LearnOnline Site