

SBM1104 Leadership and Change Management

| UOS CODE SBM1104 | UOS NAME Leadership and Change Management | | CREDIT POINTS 6 | STATUS Core |
|---------------------------------------|--|------------------|---------------------------|-----------------------|
| SUMMARY | <p>Effective management demands heightened leadership and change management expertise to motivate and unite people behind the vision and to ensure continuous alignment of core teams with strategic goals. In this era of scarce resources, tight deadlines, complex uncertainty and shifting environments, demanding customers, tough regulatory regimes and alert public scrutiny, leadership and people skills play a pivotal role in success across all branches of industry.</p> <p>Managers must be well versed in the art of:</p> <ul style="list-style-type: none"> • Creating and effectively communicating an articulated and consistent vision • Aligning operations with the broader business goals and strategies • Building confidence and promoting creativity in own teams and amongst core partners • Inspiring and influencing key players outside their line of authority • Managing performance and resolving conflicts • Managing change and crises <p>This course unit will address the art of leadership and change management, and will focus on articulated leadership competencies to lead and effect positive change, including motivating, training and leading staff and network business partners. Practical expertise in development and implementation of leadership and change management plans will be emphasized. Contemporary and innovative human resource management concepts and techniques applicable to complex environments will be explored. The course will cover advanced leadership principles and application, styles of leadership, design and implementation of leadership and change management plans. Typical topics covered include:</p> <ul style="list-style-type: none"> • Processes of leadership and change management (vision, mission, goals, values, communication and motivation, training and change management) • Individual managerial styles using Situational Leadership Theory • Conflict resolution through facilitation, intervention, prevention and jump-starting motivation • Leadership of cross functional teams, including promotion of creativity while emphasising accountability and ownership • Managing clients/sponsors and external stakeholders' expectations | | | |
| COURSE CONVENOR | Dr Soo May Cheng | | | |
| ASSUMED KNOWLEDGE | SBM1102 | | | |
| APPROXIMATE WORKLOAD | Weekly Lectures & Tutorials | Team Work | Self-Study | Readings |
| | 60 hours | >60 hours | >60 hours | >30 hours |
| PRE-REQUISITE (course name) | Not applicable | | | |
| OBJECTIVES | <p>Upon completion of the course, the student should:</p> <ul style="list-style-type: none"> • Demonstrate ability to apply leadership and change management principles • Understand how a results-oriented work environment can be created • Know how to manage external stakeholders and their expectations • Understand how to analyse and resolve conflicts through a systematic approach • Know how to lead and manage cross functional teams • Demonstrate knowledge in strengthening the organisation, empowering individuals and promoting accountability and ownership principles | | | |

TARGET COMPETENCIES:

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| Managerial and Technical Competencies [Acknowledgement: All target competencies in this unit are adapted from the Australian Public Service Commission's HR Capability Model. (https://resources.apsc.gov.au/pre2005/hrmodel.pdf)] | |
| Alignment (through knowledge and understanding of the business, integrating initiatives with and helping to shape strategy) | <ul style="list-style-type: none"> • Ability to scan and read the business • Ability to integrate initiatives with business plans • Ability to contribute to and support business strategy |
| Knowledge (ability to use specialist knowledge to advise and develop related policies and practices and to influence organizational and individual performance and behaviour at work). | <ul style="list-style-type: none"> • Ability to develop organisation-related policies and processes • Ability to understand organisation dynamics • Ability to attract and develop people, and set reward systems |
| Credibility (ability to influence the organisation strategically) | <ul style="list-style-type: none"> • Skills in influencing and persuading others • Ability to act a strong role model • Ability to be analytically agile |
| Relationship (ability to facilitate positive working relationships, mentor others and focus on client needs) | <ul style="list-style-type: none"> • Ability to create and maintain partnerships • Know how to focus on the needs of others • Know how to coach and develop others |
| Innovation (ability to prepare people for new challenges, make change happen, seek and act on opportunities and improve and enhance the way things are done) | <ul style="list-style-type: none"> • Ability to prepare people for change • Ability to seek out and act on opportunities • Know how to demonstrate flexibility and explore options |
| Performance (ability to apply business acumen and evaluate options to deliver business outcomes) | <ul style="list-style-type: none"> • Ability to apply business acumen to decisions • Ability to drive for results and manage risk • Ability to evaluate outcomes |
| Personal and Socio-cultural Competencies: | |
| <ul style="list-style-type: none"> • Generic: All competencies that are common to all professionals (including cognitive and communication abilities, problem solving and analytical mindset) • Leadership: Ability to direct, motivate & manage individuals & teams. • Commitment: Ability to dedicate to tasks & to project outcomes. • Attitude: Ability to create the right frame of mind that promotes integrity & support for achievement of project goals within a social context. • Self-Direction: Ability to manage within and without guidelines & processes, and to work without supervision. • Learning: Ability to commit to continuous improvement in knowledge, skills & attitude, & to creating new knowledge developing skills & approaches. • Cultural Empathy: Ability to respect for & accommodation of individual lifestyle, beliefs & norms. • Creativity & Innovation: Capacity to generate new ideas/approaches & make them happen | |

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| 2 MODES OF DELIVERY | <ul style="list-style-type: none"> • Lectures and Tutorials two (2) hours per week • Team-based learning and project work two (2) hours per week • Reflective learning, in tandem with team and project learning. |
| ASSESSMENT | Theoretical Knowledge 40% of Total Grade <ul style="list-style-type: none"> • Formal written mid-semester test – 2 hours • Formal written end-of-semester test - 2 hours |

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| | <p>Team Project Presentation & Assessment 45% of Total Grade</p> <ul style="list-style-type: none"> • Team project submissions (formatted as per specification for the same) • Project submissions comprise 3 assignments; each carrying 15 marks (must submit each assignment by specified deadline) <p>Viva (Individual Oral Assessment) 15% of Total Grade</p> <ul style="list-style-type: none"> • Final Individual Report) self-reflection and validation of learning outcomes across all units of • Oral Presentation) the semester |
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| SELECTED REFERENCES | | |
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| Course Materials | Learning material (lecture notes, slides, case study and other material available on OLS). | <p>EBSCO e-books:</p> <p>Foster, P. A. (2014). <i>The open organization : A new era of leadership and organizational development</i>. Burlington: Ashgate Publishing Ltd.</p> <p>Gustavson, P., & Liff, S. (2014). <i>A team of leaders : Empowering every member to take ownership, demonstrate initiative, and deliver results</i>. New York: AMACOM.</p> <p>Lennon, T. (2014). <i>Recognizing women's leadership : Strategies and best practices for employing excellence</i>. Santa Barbara: Praeger, An Imprint of ABC-CLIO, LLC.</p> <p>Schriesheim, C., & Neider, L. L. (2014). <i>Advances in authentic and ethical leadership</i>. Charlotte, NC: Information Age Publishing.</p> <p>Whipple, B. (2014). <i>Trust in transition : Navigating organizational change</i>. Alexandria, VA: American Society for Training & Development.</p> |
| WEB SITES | No single Web site presents all the necessary knowledge that students need to learn and apply. However, opposite are some useful sites to visit. | <p>Online useful sources of references are: T</p> <p>The Leadership Quarterly - Journal – Elsevier</p> <p>Leadership & Organization Development Journal ... – Emerald</p> <p>http://www.ila-net.org/Publications/Journals.htm</p> <p>http://www.mastersinleadership.org/exemplary-leadership.html</p> <p>http://www.leadershipnow.com/articles.html</p> <p>http://www.leadingeffectively.com/asian-organizations-best-intentions-may-be-hindering-leadership-development/</p> <p>http://www.forbes.com</p> <p>http://www.flipsnack.com/A657DBD9E8C/leadershiphq-magazine.html</p> |
| Software | Not applicable | Students may also wish to use standard software for normal typesetting, graphic design and associated tasks |

COURSE CONTENT

| Week | Program | Activity |
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| Week 1 | Introduction to SBM1104 | Introduction: course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings Lecture 1: Recent Developments in Leadership & Change Management Tutorial 1: Brainstorming - Identifying key issues & challenges in leadership & organisational change |
| Week 2 | Team Assignment 1: Literature Review – Key leadership & organisational change research. | Lecture 2: Leadership from an Individual Perspective – Styles & Values Tutorial 2: Quiz - Assessing Personal Leadership Style and Applications to Personal, Team and Organisational Situations; Formation of teams for case and project assignments |
| Week 3 | | Lecture 3: Leadership from an Organisational Perspective Tutorial 3a: Organisational Analysis with SWOT, Culture Web & other tools; Tutorial 3b: Progress report on Literature Review, and feedback. |
| Week 4 | | Lecture 4: Leading an Organisations in Transition Tutorial 4: Case Study – Change management |
| Week 5 | | Lecture 5: Team Leadership Tutorial 5: Submit & Present Team Assignment 1 – Key leadership & organisational change research. |
| Week 6 | Mid-semester Test 1 | Lecture 6: Review of all past lectures and tutorials/Revision and sample test questions Test 1 |
| Week 7 | Team Assignment 2: Case Study of a Leader | Lecture 7: Feedback on Mid Semester Test Tutorial 7: Methods of Selecting a Case, collecting data, and analysing the case |
| Week 8 | | Lecture 8: Gender and Leadership Tutorial 8: Debate – Women make better leaders |
| Week 9 | | Lecture 9: The Project Manager as Leader Tutorial 9: Analysing the Project Manager's Job |
| Week 10 | | Lecture 10: PM Trends 2015 – What do they mean for Project Leaders? Tutorial 10: Report & Presentation for Assignment 2, and Feedback |
| Week 11 | Team Assignment 3: Personal Action Plan for Team Leadership Development | Lecture 11: Learning to Lead Tutorial 11: Identify resources, strategies and tools for team leadership development |
| Week 12 | | Lecture 12: Modelling & Mentoring Tutorial 12: Guest Speaker |

| Week | Program | Activity |
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| Week 13 | End-of-semester Test 2 | Lecture 13: Review of all theoretical and project studies; Revision and sample test questions Test 2 |
| Week 14 | Individual Presentation & Viva | Final Self and Peer Competency Assessment - Compile Evidence and Prepare Individual FRs |
| Week 15 | Individual Presentation & Viva | Present Self-Reflection, SCA, PCA |

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| | <p>Teamwork</p> <p>The Learning activities are designed for each team to interactively learn and apply concepts relevant to the study unit via the following activities:</p> <table border="1" data-bbox="491 434 1157 703"> <tr> <td data-bbox="491 434 635 618"> Start Up Team Formation </td> <td data-bbox="635 434 807 618"> Activity 1 Literature Review – Key leadership & organisational change research. </td> <td data-bbox="807 434 979 618"> Activity 2 Case Study of a Leader </td> <td data-bbox="979 434 1157 618"> Activity 3 Personal Action Plan for Team Leadership Development </td> </tr> <tr> <td data-bbox="491 618 635 703"> Deliverables </td> <td data-bbox="635 618 807 703"> Submit Assignment 1 </td> <td data-bbox="807 618 979 703"> Submit Assignment 2 </td> <td data-bbox="979 618 1157 703"> Submit Assignment 3 </td> </tr> </table> <p>All team members are expected to participate fully and contribute towards the successful outcomes of all activities. Peer ratings will be undertaken to indicate the relative amount of contributions. Team members found wanting will be marked down.</p> | Start Up Team Formation | Activity 1 Literature Review – Key leadership & organisational change research. | Activity 2 Case Study of a Leader | Activity 3 Personal Action Plan for Team Leadership Development | Deliverables | Submit Assignment 1 | Submit Assignment 2 | Submit Assignment 3 |
| Start Up Team Formation | Activity 1 Literature Review – Key leadership & organisational change research. | Activity 2 Case Study of a Leader | Activity 3 Personal Action Plan for Team Leadership Development | | | | | | |
| Deliverables | Submit Assignment 1 | Submit Assignment 2 | Submit Assignment 3 | | | | | | |
| <p>COMPETENCY VALIDATION (via evidence and professional interview)</p> | <p>Final Self-Reflection Report & assessment</p> <p>Each student must plan to progressively acquire, develop and document the relevant unit of study target competencies. The protocols on the web site for this purpose need to be followed carefully to prepare the required evidence of competency acquisition. The evidence for this unit to comprise a final report in two parts to validate individually the following: specific target unit of study competencies regarding governance and administrative design as well as Personal and Socio-cultural competencies. These will be assessed separately and both need to show the student’s development history using the student’s L&D plan as the basis.</p> | | | | | | | | |

Refer to the following Schedule of Submissions for submission deadlines*

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| Team Assignment 1: Literature Review – Key leadership & organisational change research | Week 5 |
| Mid-Semester Test 1 | Week 6 |
| Team Assignment 2: Case Study of a Leader | Week 10 |
| Team Assignment 3: Personal Action Plan for Team Leadership Development | Week 12 |
| End-of-semester Test 2 | Week 13 |
| Individual Self-Reflection Report & Viva | Week 14 & 15 |

*Penalties apply for late submissions. The College reserves the right to refuse to late submissions.

Academic Integrity and Honesty

APIC believes that academic integrity is based on honesty in all scholarly endeavours. Students must conduct themselves in their academic studies honestly and ethically and are expected to diligently acknowledge the work of others in all academic activities.

Failure to uphold the College’s policies and standards of academic honesty and integrity may result in a finding of academic misconduct which can incur serious penalties including a loss of marks, failure of an assessment, failure of the unit, or expulsion from the College.

Academic misconduct includes cheating, collusion, plagiarism, and other conduct that deliberately or inadvertently claims ownership of an idea or concept without acknowledging the source of the information. This

includes any form of activity that negates the academic integrity of the student or another student and his or her work.

Detailed information about relevant terms, penalties, and the processes for investigating allegations of academic misconduct, and for appealing a finding is provided in the college's policy.

The full policy can be found at: <http://apicollege.edu.au/academic-honesty/>