UNSW Course Outline

AGSM6131 Leadership (Virtual Weekly) - 2024

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General Course Information

Course Code : AGSM6131
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : AGSM MBA Programs
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Online - Synchronous
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

NOTE: *This course was identified as MBAX9131 prior to 2022.*

This course provides an introduction to the topic of leadership. It aims to help students to build

the confidence, knowledge and skills to engage in effective leadership in a broad range of contexts. It also provides guidance on self-leadership and actively managing the process of growing as a leader.

The course defines 'leadership' not as a position but as a *process of influence* that delivers direction, alignment of activities towards that direction, and personal commitment to collective success. As such, leadership is potentially relevant to all MBA students who wish to exert influence and foster change.

Relationship to Other Courses

'Leadership' as a subject involves a wide variety of concepts, theories, models, frameworks, and skill sets. Consequently, some other courses within the AGSM (such as *Managing People and Organisations*, *Change Skills*) address some dimensions of leadership. Revisiting concepts in later courses can deepen understanding of them and allow for further exploration of how they can be applied in exercising leadership.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Understand and precisely apply a range of course concepts.	• PLO1 : Business Knowledge
CLO2 : Exhibit coherent logic in your application of course concepts as you follow instructions.	• PLO2 : Problem Solving
CLO3 : Communicate in a clear, concise, and compelling manner.	• PLO3 : Business Communication
CLO4 : Foster the development of an enriching learning community within the class.	• PLO4 : Teamwork
CLO5 : Progressively develop your leadership skills.	• PLO7 : Leadership Development

Course Learning Outcomes	Assessment Item
CLO1 : Understand and precisely apply a range of course concepts.	• Class Discussions • Learning Mode Reports • Leadership Vision Presentation
CLO2 : Exhibit coherent logic in your application of course concepts as you follow instructions.	• Learning Mode Reports • Leadership Vision Presentation
CLO3 : Communicate in a clear, concise, and compelling manner.	• Class Discussions • Learning Mode Reports • Leadership Vision Presentation
CLO4 : Foster the development of an enriching learning community within the class.	• Class Discussions
CLO5 : Progressively develop your leadership skills.	• Class Discussions • Learning Mode Reports • Leadership Vision Presentation

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Approach to learning and teaching in the course:

This course's overarching pedagogical principles include:

- Participants should actively engage in the learning process to develop their leadership skills through the course.

- Participants should feel included in a "learning community" (i.e. a group of people committed to helping each other learn).
- Participants' diverse backgrounds and future goals should be recognised and leveraged for greater learning.
- Participants should have a variety of learning outcomes, including: remembering, understanding, applying, analysing, evaluating, and creating.
- Participants should take responsibility for their own learning in order to get the most from the course.
- Participants deserve for claims about effective leadership to be grounded in sound evidence.
- Participants deserve clear guidelines about how they will be evaluated.
- Participants deserve meaningful and timely feedback.

Learning activities and teaching strategies for this course include using:

- self-assessment and reflection activities
- the course materials with associated readings and videos
- facilitated discussion activities that help you to apply leadership concepts to the real world
- an assessment that encourages you to apply course concepts to your life during the course
- an assessment that encourages you to build a leadership vision
- additional support during the course from peers, colleagues, and/or mentors
- relevant examples and case studies.

Additional Course Information

Structure:

Unit 1: Orienting for Leadership. This unit discusses the value of becoming a developing leader, defines leadership, and discusses a number of aspects of responsible leadership.

Unit 2: Developing Leadership. This unit explores self-leadership. It focuses on increasing self-awareness (e.g. identifying your growth edges) and self-development (e.g. learning how to learn as an adult).

Unit 3: Motivational Self-Leadership. This unit explores self-motivation. It provides tools for working harder, working smarter, and working more sustainably.

Unit 4: Career Leadership. This unit is about making wiser decisions, especially in the context of your own career. It invites you to make some provisional decisions about the kind of leader you aim to become.

Unit 5: Influential Leadership. This unit considers several core elements of influencing others, including a) how power enables leadership, b) domains in which you may lead others, and c) a variety of tactics you can use to influence others.

Unit 6: Relational Leadership. This unit focuses on how to develop high-quality relationships with the right people, so that you can have a leadership impact.

Unit 7: Dynamic Leadership. This unit is about leading in contexts where things are changing; namely, when leading for innovation and during crises.

Unit 8: Collective Leadership. This unit is about leading in contexts where you have manage groups of people without lots of authority; namely, when leading teams or when facing wicked problems.

Unit 9: Expressive Leadership. This unit is about having a greater leadership impact by expressing yourself more clearly, more memorably, and more charismatically.

Unit 10: Flexible Leadership. This unit considers the challenge of how to adjust one's leadership style to suit different situations, investigates some tools to do this more effectively, and explores some strategies to grow as a flexible leader.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Class Discussions Assessment Format: Individual	30%	Due Date: Weekly	• PLO1 : Business Knowledge • PLO3 : Business Communication • PLO4 : Teamwork • PLO7 : Leadership Development
Learning Mode Reports Assessment Format: Individual	40%	Due Date: Report 1 due on Monday of Week 5 by 3pm Sydney time; Report 2 due on Monday of Week 9 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO7 : Leadership Development
Leadership Vision Presentation Assessment Format: Individual	30%	Due Date: Wednesday of Week 11 by 3pm Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO7 : Leadership Development

Assessment Details

Class Discussions

Assessment Overview

This assessment requires you to engage and actively participate in class discussions.

Course Learning Outcomes

- CLO1 : Understand and precisely apply a range of course concepts.
- CLO3 : Communicate in a clear, concise, and compelling manner.
- CLO4 : Foster the development of an enriching learning community within the class.
- CLO5 : Progressively develop your leadership skills.

Assessment Length

N/A

Learning Mode Reports

Assessment Overview

This assessment requires you to write two Learning Mode Reports (LMRs) that indicate how you deliberately applied a course concept to tackle a challenge and make progress in developing a leadership skill.

Course Learning Outcomes

- CLO1 : Understand and precisely apply a range of course concepts.
- CLO2 : Exhibit coherent logic in your application of course concepts as you follow instructions.
- CLO3 : Communicate in a clear, concise, and compelling manner.
- CLO5 : Progressively develop your leadership skills.

Assessment Length

500 words (maximum) per report

Leadership Vision Presentation

Assessment Overview

This assessment invites you to describe your leadership vision and present yourself 'from the future' - that is, as if you already are the leader you intend to be.

Course Learning Outcomes

- CLO1 : Understand and precisely apply a range of course concepts.
- CLO2 : Exhibit coherent logic in your application of course concepts as you follow instructions.

- CLO3 : Communicate in a clear, concise, and compelling manner.
- CLO5 : Progressively develop your leadership skills.

Assessment Length

Video (6 minutes maximum)

General Assessment Information

Grading Basis

Standard

Requirements to pass course

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50 out of 100 to pass the course.

Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Topic	Unit 1: Orienting for Leadership
	Assessment	Assessment 1: Class Discussions
Week 2 : 3 June - 9 June	Topic	Unit 2: Developing leadership
	Assessment	Assessment 1: Class Discussions
Week 3 : 10 June - 16 June	Topic	Unit 3: Motivational Self-Leadership
	Assessment	Assessment 1: Class Discussions
Week 4 : 17 June - 23 June	Topic	Unit 4: Career Leadership
	Assessment	Assessment 1: Class Discussions
Week 5 : 24 June - 30 June	Topic	Unit 5: Influential Leadership
	Assessment	Assessment 1: Class Discussions Assessment 2: Learning Mode Report 1 due on Monday by 3pm Sydney time
Week 6 : 1 July - 7 July	Topic	Unit 6: Relational Leadership
	Assessment	Assessment 1: Class Discussions
Week 7 : 8 July - 14 July	Topic	Unit 7: Dynamic Leadership
	Assessment	Assessment 1: Class Discussions
Week 8 : 15 July - 21 July	Topic	Unit 8: Collective Leadership
	Assessment	Assessment 1: Class Discussions
Week 9 : 22 July - 28 July	Topic	Unit 9: Expressive Leadership
	Assessment	Assessment 1: Class Discussions Assessment 2: Learning Mode Report 2 due on Monday by 3pm Sydney time
Week 10 : 29 July - 4 August	Topic	Unit 10: Flexible Leadership
	Assessment	Assessment 1: Class Discussions
Week 11 : 5 August - 11 August	Assessment	Assessment 1: Class Discussions - Peer Evaluations due on Friday by 3pm Sydney time Assessment 3: Leadership Vision Presentation due on Wednesday by 3pm Sydney time

Attendance Requirements

Students should have a reliable internet connection and a working laptop/computer with camera and attend the scheduled 90-minute online classes in Weeks 1 to 10. There are also other required online asynchronous activities outside of class times.

Course Resources

Prescribed Resources

You have three major resources to help you learn:

1. **The course materials.** You access the course materials via your Moodle classroom. You will do much of your learning outside the classroom by working through the course materials, and by completing the unit activities as they arise.
2. **Your facilitator.** The Facilitator's job is to guide your learning by conducting the online or face-to-face discussions, answering your questions, providing insights from their professional experience and understanding of theory, providing you with feedback on your assessments, and facilitating class discussions.
3. **Your class colleagues.** Your class colleagues are an invaluable potential source of learning for you.

Course Evaluation and Development

The entire teaching team meets regularly throughout each term to discuss ongoing issues, and improvements, in order to share best practices. Based on these meetings, myExperience feedback, and program analysis, the course was substantially refreshed in 2023. The aims of this refresh were to 1) include more on self-leadership (e.g. self-motivation, learning skills, career management), 2) remove redundant and/or low value content, 3) strengthen the learning community, and 4) revise assessments to be more practically useful. The response to the refresh has been generally positive, with many students reporting that this course meaningfully helped them with their ongoing leadership development. Drawing on the myExperience feedback, a focus this term is to accelerate the provision of high-quality assessment feedback.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Will Felps					No	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the key policies and support page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to UNSW graduate capabilities. More information on Coursework PLOs is available on the key policies and support page. For PG Research PLOs, including MPDBS, please refer to the UNSW HDR Learning Outcomes.

Academic Honesty and Plagarism

As a student at UNSW you are expected to display academic integrity in your work and interactions. Where a student breaches the UNSW Student Code with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To

assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the Working with Academic Integrity module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW Current Students page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW Current Students page). Applications will not be accepted by teaching staff. The lecturer-in-charge/ course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you

must apply within 3 working days of the assessment or the period covered by your supporting documentation.

5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.

6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.

7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under "Special Consideration" on the key policies and support page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School 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 Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly

advised to refer to the Class Timetable website for the most up-to-date teaching times and locations.