MONASH University

Unit Guide

ENG2801
Leadership and innovation

Semester 2, 2017

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Unit handbook information

Synopsis

In this unit, leadership related aspects such as strategic thinking, building self-awareness, leading in teams, negotiation, effective communication and conflict resolution will be discussed. Then, leadership skills will be linked to innovation and product development. Useful technological tools that can be used for product development will be introduced. Finally, this unit will also explore the process of product commercialisation in both local and international settings.

Mode of delivery

Malaysia (Day)

Workload requirements

3 hours lectures, 3 hours tutorial or laboratory and 6 hours of private study per week

Unit relationships

Prerequisites

None

Prohibitions

None

Co-requisites

None

Chief Examiner(s)

Prof Julia Lamborn

Unit Coordinator(s)

Name: Mr Khoo Boon How
Email: Khoo.Boon.How@monash.edu

Campus Coordinator

Name: Mr Khoo Boon How
Email: Khoo.Boon.How@monash.edu
Building: Building 5, Level 5, Room: 5522
Consultation hours:

1. Use "Consultation & Discussion Forum" in Moodle
2. Email to organize meeting

Lecturer(s)

Name: Mr Khoo Boon How
Email: Khoo.Boon.How@monash.edu
Building: Building 5, Level 5, Room: 5522
Consultation hours:

1. Use "Consultation & Discussion Forum" in Moodle
2. Email to organize meeting

Demonstrator(s)

Tutors:

- Ir. Dennis Ong Lee Khian (dennis.ong@monash.edu)
- Ms. Teoh Boon Ean (teoh.boon.ean@monash.edu
- Mr. Lee Jun Rong (lee.jun.rong@monash.edu)

Academic Overview

Program Education Objectives
The engineering discipline expects to produce graduates, who are:
1. competent in engineering
2. responsible and effective global citizens
3. leaders in their chosen profession or society at large.

Program Outcomes
The engineering discipline has developed a set of Program Outcomes (POs) for all of its graduates based on the competencies required by the Malaysian Engineering Accreditation Council.

Program Outcomes (POs)	Activities used in this unit to develop POs, achievement of Bloom's domains and complex problem solving
PO1 **Engineering Knowledge:** Apply knowledge of mathematics, natural science, engineering fundamentals and specialisation in engineering to the solution of complex engineering problems	Cognitive:
PO2 **Problem Analysis:** Identify, formulate, survey research literature and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences	Cognitive:
PO3 **Design/Development of Solutions:** Design solutions for complex engineering problems and design systems, components or processes that meet specified needs.	Cognitive: Apply tools in design thinking and TRIZ for problem search, problem analysis and design solution. Practice incremental innovation by designing innovative product that has commercialization potential in the local community and technical solution in the local industry. Benchmark the new product /solution with current technology available in the market and patent database. Psychomotor:
PO4 **Research-based Investigation:** Conduct investigations of complex engineering problems using research-based knowledge and research methods including design of experiments, (analysis and interpretation of data, and synthesis of information to provide valid conclusions.	Cognitive:
PO5 **Modern Tool Usage:** Create, select and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering problems, with an understanding of the limitations	Cognitive: Psychomotor:
	Affective:

Program Outcomes (POs)	Activities used in this unit to develop POs, achievement of Bloom's domains and complex problem solving
PO6 **Engineer and Society:** Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems	
PO7 **Environment and Sustainability:** Understand and evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in environmental contexts.	Cognitive: Affective:
PO8 **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice.	Affective:
PO9 **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions	Affective:
PO10 **Individual and Team work:** Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings	Affective: Work in group during tutorial sessions with a mix of students from different culture, different expertise and different personality type. Evaluate member's contribution to the group through self-assessment and peer assessment by the end of the semester.
PO11 **Lifelong Learning:** Recognise the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change	Affective:
PO12 **Project Management and Finance:** Demonstrate knowledge and understanding of engineering management principles and economic decision-making and apply these to manage projects	Cognitive: Apply systematic approach to analyse leadership related situations in engineering context. Use practical tools to identify root cause and generate ideas to solve the problem. Leadership concepts and theories are used to recommend solutions to solve difficult problem. Affective: Demonstrate leader and follower competency through team building activities. Practice these skills when working on the group project and reflect on leader/individual /team performance at the end of the semester.

Teaching and learning method

This unit is designed for engineering students in Monash University Malaysia. This unit covers 3 aspects of the 12 program outcomes required by the engineering accreditation under the Board of Engineers Malaysia. On the other hand, this unit also fulfils Ministry of Education (MoE) general studies requirements in the category of mastery of skill (U2) and broaden knowledge of Malaysia (U3).

This unit adopt problem based learning (PBL) approach. Integrated lecture sessions alternate between 10-15 minutes lecturer's explanation and 10-15 minutes tutorial exercises. Tutorial questions will be given during class which are to be solved and submit on the spot. This is to enhance understanding of concepts right after it is taught. Pre-class preparation is not required, but paying attention during class is important. Self-study quizzes will be prepared in exam questions format and made available in Moodle to compliment the integrated lecture sessions.

Methodology learnt in the integrated lecture sessions will be used to design new product and industry solution in the project. Tutorial sessions start with a team development program that consist of team building activities and team development quizzes. The project team formed during the team development program will work on the project which includes peer assessment, group meeting and design documentation. Design and documentation work are to be completed during the tutorial session itself. This is to eliminate the difficulties to find a common group meeting time. Product design competition and exhibition will be organised to invite public opinion from the local community. The product designed by all groups in this unit is mandatory to join this competition and exhibition. This event allows students to observe how different group of people will have different opinion.

Learning outcomes

This unit aims to link leadership skills to product innovation and explore the product development and commercialisation process. At the end of this unit, students should be able to:

1. Discuss the leadership process in real life scenarios based on literature and Internet resources.
2. Explain ideas effectively, on paper and on digital platform, by working in a team that consist of members with different personality types.
3. Design an innovative product with commercialisation potentials in the context of the Malaysia community.

OBE requirements to learning outcomes (LOs)

Learning Outcomes (LOs) for Outcome Based Education (OBE) requirements	*Handbook Learning Outcomes (LOs)*
OBE LO1) design innovative and value added solutions in the Malaysian context	LO3) design an innovative product with commercialization potentials in the context of the local community

Learning Outcomes (LOs) for Outcome Based Education (OBE) requirements	*Handbook Learning Outcomes (LOs)*
OBE LO2) present new solutions using digital tools to pitched to the relevant community	LO2) explain ideas effectively, on paper and on digital platform, by working in a team that consist of members with different personality types
OBE LO3) work as an effective individual and supportive team player in a team that consist of members with different personality types	
OBE LO4) analyse situations in leadership process using practical tools and practice these tools in real life scenario	LO1) discuss the leadership process in real life scenarios based on literature and Internet resources

Relationship between Unit Learning Outcomes and Program Outcomes

No.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
LO1			√									
LO2												√
LO3										√		
LO4												√

Malaysia General Studies Unit

This unit has been approved as a General Studies (GS) unit under the U2 and U3 clusters by the Malaysian Qualifications Agency (MQA). The objective of the U2 cluster is to strengthen student's proficiency in soft skills. The objective of the U3 cluster is to produce students who can proficiently articulate knowledge about Malaysia to others. A range of learning outcomes have been developed by the Ministry of Higher Education (MOHE) for the U2 and U3 clusters.

Mapping of OBE Learning Outcomes to U2/U3 Cluster Learning Outcomes

At the end of this course, students will be able to achieve the following learning outcomes:

OBE LO1) design innovative and value added solutions in the Malaysian context	U3 LO1) Understand of the concept of Islam as the religion of the federation

	U3 LO2) Understand the global challenges that are impacting aspects of material and human development in Malaysia
	U3 LO3) Acquires the ability to think contemplatively and perceptively in the face of national and global challenges
	U3 LO4) Acquires an innovative attitude and the ability to think creatively
	U3 LO5) Develops a resilient self-identity that is capable of facing challenging life situations
OBE LO2) present new solutions using digital tools to pitched to the relevant community	U2 LO7) Acquires the ability to master management and entrepreneurial skills
OBE LO3) work as an effective individual and supportive team player in a team that consist of members with different personality types	U2 LO6) Acquires the ability to master information management and lifelong learning skills
OBE LO4) analyse situations in leadership process using practical tools and practice these tools in real life scenario	U2 LO1) Acquires the ability to apply practical skills
	U2 LO2) Acquires the ability to master social skills and responsibilities
	U2 LO3) Acquires the ability to develop values, attitudes and professionalism
	U2 LO4) Acquires the ability to master scientific and problem-solving skills
	U2 LO5) Acquires the ability to master communication, leadership and interpersonal skills

Your feedback to us

One of the formal ways students have to provide feedback on teaching and their learning experience is through the Student Evaluation of Teaching and Units (SETU) survey. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement.

Previous student evaluations of this unit

In response to previous SETU results of this unit, the following changes have been made:

SETU written feedback is not yet available when this unit guide is being prepared. However, some actions has been planned through the in-semester survey and observation:

- Implement "Team Development Assessment" from week 1 to week 3 so that team building activities and quizzes becomes related and relevant to group project.

- Prepare outline document and relevant video explanation for all assessment components.
- Organise hard copy tutorial submission with registration so that there is a record of the submission.

Engineering accreditation of Board of Engineers Malaysia has introduce a new requirement on PO12 which lead to the following new topic and assessment:

- Addition on new lecture topic, "Pitching", that covers the preparation of digital media to present and pitch a new product/solution.
- Addition of pitching video and poster assessment component that worth 5%. These assessment are related to the new lecture topic.

Student feedback has highlighted the following strength(s) in this unit:

SETU written feedback is not yet available when this unit guide is being prepared. However, student feedback received in 2016 semester 2 has highlighted the following strength(s) in this unit:

- Interaction based lecture and project sessions (tutorial)
- Thinking process (TRIZ) taught in lecture
- Project sessions challenge thinking and is closely related to lecture topics

If you wish to view how previous students rated this unit, please go to:
https://unitevaluations.connect.monash.edu.au/unitevaluations/index.jsp

Unit schedule

*L = Lecture
*T = Tutorial
*ESPA = End of Semester Peer Assessment

Week	Integrated Lecture	Assessment During Tutorial	Bring Home Assessment
1	L1/T1 Introduction to ENG2801	Team Building Activities 1	Quiz 1: Team Development 1
2	L2/T2 Problem Analysis	Team Building Activities 2	Quiz 2: Team Development 2 Quiz 4: Problem Search
3	L3/T3 Benchmarking	Team Building Activities 3	Quiz 3: Team Development 3
4	L4/T4 Contradictions & 40 Principles	Project A: Wiki 1.0/5.0	
5	L5/T5 Substance-Field Analysis & 76 Solutions	Project A: Wiki 2.0/5.0	
6	L6/T6 Function Analysis & Patent Circumvention	Project A: Wiki 3.0/5.0	
7	L7/T7 Pitching	Project A: Wiki 4.0/5.0	
8	L8/T8 Teamwork	Project A: Wiki 4.0 (Pitching)	Project A: Wiki 4.0
9	L9/T9 E6 Framework of Leadership	Project B: Wiki 6.0	Quiz 4: ESPA Rating
Mid-semester Break			
10	L10/T10 Leadership Process Model	Project B: Wiki 7.0	
11	L11/T11 Perception Mapping	Project B: Wiki 8.0/9.0	Project B: Wiki 9.0
12	Exam Info Session	Review Discussion	Quiz 5: ESPA Rating
SWOT VAC (ESPA Hearing)			
Final Exam			

Tutorial classes for the following public holidays will be redistributed to other tutorial sessions of the same week. The exact replacement schedule will be discussed in week 4.

- Week 6, 31 AUG 2017, THU, National Day
- Week 6, 01 SEP 2017, FRI, Hari Raya Haji

- Week 9, 22 SEP 2017, FRI, Awal Muharram
- Week 12, 18 OCT 2017, WED, Deepavali

Assessment requirements

Assessment summary

Continuous assessment: 70%
Examination (2 hours): 30%
Students are required to achieve at least 45% in the total continuous assessment component and at least 45% in the final examination component and an overall mark of 50% to achieve a pass grade in the unit. Students failing to achieve this requirement will be given a maximum of 45% in the unit.
Workload requirements

Assessment task	Value	Due date
Tutorials	10% (5% innovation tutorial + 5% leadership tutorial)	10-15 minutes after release
Team Development Quizzes	10%	One week after release
Project A & B	35%	One week after release
End of Semester Peer Assessment (ESPA) Quizzes	15%	End of week 12
Paper-based MCQ Final Exam	30%	To be advised

Bloom's Taxonomy:
Three domains of educational activities have been identified under the general taxonomy known as Bloom's.

- **Cognitive**: mental skills (*Head*)
- **Affective**: growth in feelings or emotional areas (*Heart*)
- **Psychomotor**: manual or physical skills (*Hand*)

The *cognitive* domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

The *affective* domain includes the attitudes with which someone deals with things emotionally, such as feelings, values, appreciation, enthusiasms and motivations.

The *psychomotor* domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Key for the LO-assessment relationship table above:

Cognitive

C1	C2	C3	C4	C5	C6
Knowledge: Remembers previously learned material	**Comprehension:** Grasps the meaning of material (lowest level of understanding)	**Application:** Uses learning in new and concrete situations (higher level of understanding)	**Analysis:** Understands both the content and structure of material	**Synthesis:** Formulates new structures from existing knowledge and skills	**Evaluation:** Judges the value of material for a given purpose

Psychomotor

P1	P2	P3	P4	P5	P6	P7
Perception: Senses cues that guide motor activity	**Set:** Is mentally, emotionally and physically ready to act	**Guided Response:** Imitates and practices skills, often in discrete steps	**Mechanism:** Performs acts with increasing efficiency, confidence and proficiency	**Complete Overt Response:** Performs automatically	**Adaption:** Adapts skill sets to meet a problem situation	**Organisation:** Creates new patterns for specific situations

Affective

A1	A2	A3	A4	A5
Receiving: Selectively attends to stimuli	**Responding:** Responds to stimuli	**Valuing:** Attaches value or worth to something	**Organisation:** Conceptualises the value and resolves conflict between it and other values	**Internalising:** Integrates the value into a value system that controls behaviour

Relationship between Assessments and OBE Learning Outcomes (LOs)

Learning Outcomes	Assessment				
	Tutorial	**Team Development Quizzes**	**ESPA Quizzes**	**Project Wiki**	**Final Ex** am
OBE LO1) design innovative and value added solutions in the Malaysian context	C4			C6	C4
				A2	

OBE LO2) present new solutions using digital tools to pitched to the relevant community					
OBE LO3) work as an effective individual and supportive team player in a team that consist of members with different personality types			A3		
OBE LO4) analyse situations in leadership process using practical tools and practice these tools in real life scenario	C4	A4	A5		C4

Relationship between Assessments and Complex Problems /Activities

		Assessment				
		Tutorial	Team Development Quizzes	ESPA Quizzes	Project Wiki	Final Exam
Complex Problem (CP)	WP1	√			√	√
	WP2	√			√	√
	WP3	√			√	√
	WP4					
	WP5					
	WP6					
	WP7	√			√	√
Complex Activity (CA)	CA1					
	CA2					
	CA3					
	CA4					
	CA5					

Hurdle requirements

Students are required to achieve at least 45% in the total continuous assessment component and

at least 45% in the final examination component and an overall mark of 50% to achieve a pass grade in the unit. Students failing to achieve this requirement will be given a maximum of 45% in the unit.

Assessment tasks

Assessment title: Tutorials
Mode of delivery: On-campus
Details of task: Tutorial questions are designed to enhance understanding of the concept discussed during the integrated lecture session. There will be several Google Form questions after every 10-15 minutes of explanation. These questions are to be completed individually on the spot, but group discussions are allowed. Lectures are organised into two main topics, innovation and leadership. Average marks for all innovation tutorials (T1-T7) worth 5% and average marks of all leadership tutorials (T7-T11) worth 5%. Therefore, total marks for tutorials are 10%.
Release dates (where applicable): During respective integrated lecture session
Word limit (where applicable): Not Applicable (N.A.)
Due date: 10-15 minutes after release
Value: 10% (5% innovation tutorial + 5% leadership tutorial)
Presentation requirements: N.A.
Hurdle requirements (where applicable): N.A.
Individual assessment in group tasks (where applicable): N.A.
Criteria for marking: Marks are given based on correctness of answer, as well as based on understanding on the related concepts.
Additional remarks: N.A.

Assessment title: Team Development Quizzes
Mode of delivery: On-campus and online
Details of task: Team development assessment consist of 3 weeks observation of leadership & teamwork skills, and team development quiz. Observation on leadership & teamwork skill of individual student is carried out during the team building activities from week 1 to week 3. Marks will be given based on these observations, and to be submitted in the team development quizzes. Team development questions helps to identify the current state of individual teamwork skill, and discover individual strengths that can contribute to the project team. These reflections will also be used as evidence for the End of Semester Peer Assessment (ESPA).
Release dates (where applicable): Beginning of tutorial (week 1 - week 3)
Word limit (where applicable): As specified inside quiz
Due date: One week after release
Value: 10%
Presentation requirements: Not Applicable (N.A.)
Hurdle requirements (where applicable): N.A.
Individual assessment in group tasks (where applicable): N.A.
Criteria for marking: Refer to the "Team Development Assessment Outline" in Moodle.
Additional remarks: N.A.

Assessment title: Project A & B
Mode of delivery: On-campus
Details of task: There are two design projects runs from week 4 to week 12. Project A is about designing a new product in terms of incremental innovation. Project B is about designing a technical solution for an industry problem or research problem. Projects are to be completed in a group of 3 - 4 members. Project Wiki will be used as the digital platform to document the design process, as well as to record individual members' contribution to the project.

Release dates (where applicable): Beginning of tutorial (week 4 - week 11)
Word limit (where applicable): As specified in Project Wiki
Due date: One week after release
Value: 35%
Presentation requirements: As specified in project outline document
Hurdle requirements (where applicable): N.A.
Individual assessment in group tasks (where applicable): N.A.
Criteria for marking: Refer to "Project A Outline" and "Project B" Outline in Moodle
Additional remarks: N.A.

Assessment title: End of Semester Peer Assessment (ESPA) Quizzes
Mode of delivery: Online
Details of task: After completion of project A and project, Peer assessment on individual work and teamwork will be carried out in week 12. Each group member is required to evaluate their own performance, as well as evaluate the performance of other group members. Tutorial attendance, participation in project peer assessment, and lecture participation will be used to moderate the average rating received in Quiz 5: ESPA Rating.
Release dates (where applicable): Week 9 and week 12
Word limit (where applicable): As specified inside quiz
Due date: End of week 12
Value: 15%
Presentation requirements: Not Applicable (N.A.)
Hurdle requirements (where applicable): In order to receive marks for this 15% component, both Quiz 4: ESPA Reflection and Quiz 5: ESPA Rating must be completed.
Individual assessment in group tasks (where applicable): N.A.
Criteria for marking: Refer to the "ESPA Outline" in Moodle.
Additional remarks: N.A.

Examination(s)

Exam title: Paper-based MCQ Final Exam
Weighting: 30%
Length: 2 hours
Type (Open/closed book): Closed book
Hurdle requirements (where applicable): Students are required to achieve at least 45% of this examination to pass the unit.

In addition, students are required to achieve at least 45% in the total continuous assessment component and an overall mark of 50% to achieve a pass grade in the unit. Students failing to achieve this requirement will be given a maximum of 45% in the unit.

Electronic devices allowed: Not allowed
Remarks (where applicable): Use "MCQ Answer Sheet" to record answers. No script book will be provided.

Calculators NOT permitted
This examination does not involve numerical calculation that required the use of a calculator.

Extensions and penalties

Extensions or alternative assessment will be granted based on evidence of absence or timetable clash. Evidence of absence must be an official document, and email to Mr. Khoo Boon How to request for extension or alternative assessment. Timetable clash issues must be reflected in Allocate+, and must notify Mr. Khoo Boon How by email so that it can be resolved or alternative assessment can be arranged. Failure to do so will received a ZERO score for any missed assessment.

Resubmission of assignments

Re-submission of assessment is allowed until the due date. After the due date, please consider to request for extension or alternative assessment as given in the "Extensions and penalties" section above.

Plagiarism and collusion

Intentional plagiarism or collusion amounts to cheating under Part 7 of the Monash University (Council) Regulations.

Plagiarism: Plagiarism means taking and using another person's ideas or manner of expressing them and passing them off as one's own. For example, by failing to give appropriate acknowledgement. The material used can be from any source (staff, students or the internet, published and unpublished works).

Collusion: Collusion means unauthorised collaboration with another person on assessable written, oral or practical work and includes paying another person to complete all or part of the work. Where there are reasonable grounds for believing that intentional plagiarism or collusion has occurred, this will be reported to the Associate Dean (Education) or delegate,

Referencing requirements

Consistent referencing style must be used in a single submission. Any one of the standard referencing styles can be used. Monash Library website contains tutorials to the standard referencing styles.

To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at http://www.lib.monash.edu.au/tutorials/citing/

Assignment submission

Hard Copy Submission:

Hard copy submission of tutorial exercises is an alternative to the Google Form submission. Any hard copy submission must be registered at the end of the respective integrated lecture session.

Online Submission: If Electronic Submission has been approved for your unit, please submit your work via the Moodle site or other; as directed by your demonstator for this unit.
Please keep a copy of tasks completed for your records.

Electronic submission is used for all assessments in this unit.

Feedback to you

Feedback will be given in the following forms:

- **Assessment:** Once marking and moderation of marking is completed, marks and feedback on each marking criteria in the assessment rubrics will be released in Grade followed by an official announcement in the News Forum.
- **Teamwork:** Verbal feedback on teamwork skill will be given after the team building activities from week 1 to week 3.
- **Announcement:** Feedback on other matters (if any) will be given in the form of an official announcement in the News Forum. Should there be other form of feedback, an official announcement will be made in the News Forum.

Learning resources

Prescribed textbooks

1. Teong San. Yeoh Tay Jin Yeoh; Chia Li Song. "TRIZ: Systematic Innovation in Manufacturing ", 2009.
2. Teong San, Yeoh, "TRIZ: Systematic Innovation in Business & Management", 2014.

Recommended textbooks

There is no single text book that covers all ENG2801 topics. The following text books are relevant to ENG2801. Their strength and relevance to individual topics will be explain during lecture.

1. Teong San. Yeoh Tay Jin Yeoh; Chia Li Song. "TRIZ: Systematic Innovation in Manufacturing ", 2009.
2. Teong San, Yeoh, "TRIZ: Systematic Innovation in Business & Management", 2014.
3. Perbadanan Harta Intelek Malaysia (issuing body), "Patent Drafting Manual for Beginners", 2013.
4. Genrikh Saulovich Al'tshuller, Lev Shulyak, Natalie Dronova and Uri Urmanchev, "And Suddenly the Inventor Appeared: TRIZ, The Theory of Inventive Problem Solving", 1996.
5. Vladis Kosse, "Solving Problems with TRIZ: an Exercise Handbook", 2004.
6. Cuffaro, Blackman, Covert, Paige, et. al., "The industrial Design: Reference+Specification Book", 2013.
7. Nicholas P. Chironis, Neil Sclater, "Mechanisms and Mechanical Devices Sourcebook", 1996.
8. Emily Pilloton, "Design Revolution: 100 Products That Empower People", 2009.
9. Brendon Burchard, "The Student Leadership Guide", 2008.
10. Carol O'Connor, "Successful Leadership in a Week", 2012.

11. Juanita Brown & Nancy Margulies, "The World Café : A Resource Guide For Hosting Conversations That Matter", 2002.
12. Peter Guy Northouse, "Leadership : Theory and Practice", 2016.
13. Jon L Pierce and John W Newstrom, "Leaders and The Leadership Process : Readings, Self-assessments & Applications", 2011.
14. Heera Singh, "Simple Steps to Leadership Excellence", 2013.

Other useful text books:

1. Lembaga Penyelidikan Undang-undang Malaysia, "Patent Act 1983 (Act 291) & Regulations", 2015.
2. Genrich Altshuller, Shulyak Lev and Rodman Steven, "The Innovation Algorithm: TRIZ, Systematic Innovation and Technical Creativity", 2007.
3. Genrich Altshuller, "40 Principles Extended Edition: TRIZ Keys to Technical Innovation", 2005.
4. Mark L. Fox, "Da Vinci and the 40 Answers", 2008.
5. Susie Hodge, "What Makes Great Design: 80 Masterpieces Explained", 2014.
6. Naomi R. Pollock, "Made in Japan: 100 New Products", 2012.
7. Peter Zec, "Red Dot Design Yearbook 2015/2016", 2015.
8. Juanita Barown & David Isaacs, "The World Café : Shaping Our Futures Through Conversations That Matter", 2005.
9. Jo Owen, "The Leadership Skills Handbook : 50 Essential Skills You Need To Be A Leader", 2014.
10. Tony Buon, "The Leadership Coach", 2014.
11. Richard L. Daft and Patricia G Lane, "The Leadership Experience", 2015.
12. Andrew J. DuBrin, "Leadership : Research Findings, Practice, and Skills", 2016.

Monash Library Unit Reading List (if applicable to the unit):
http://readinglists.lib.monash.edu/index.html

Required resources

Students generally must be able to complete the requirements of their course without the imposition of fees that are additional to the student contribution amount or tuition fees. However, students may be charged certain incidental fees or be expected to make certain purchases to support their study. For more information about this, go to Administrative Information for Higher Education Providers: Student Support, Chapter 21, Incidental Fees at: http://www.innovation.gov.au/HigherEducation/TertiaryEducation/ResourcesAndPublications/Pages/default.aspx

Technological requirements

Resources for this unit is available electronically via Moodle. Please visit Moodle page of this unit regularly to access these resources. Students MUST regularly read the announcement made from Moodle, at least twice a week.

Other information

Policies

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and to provide advice on how they might uphold them. You can find Monash's Education Policies at:
http://www.policy.monash.edu/policy-bank/academic/education/index.html

Graduate Attributes Policy

http://www.monash.edu/policy-bank/academic/education/course-governance-and-design/course-design-policy

Student Charter

http://www.monash.edu/students/policies/student-charter.html

Student Services

The University provides many different kinds of services to help you gain the most from your studies. Contact your tutor if you need advice and see the range of services available at:
http://www.monash.edu.my/Student-services/

Monash University Library

The Library and Learning Commons, Monash University Malaysia Campus, provides a range of services and resources that enable you to save time and be more effective in your learning and research.
Go to http://www.lib.monash.edu.my or the library tab in my.monash portal for more information.

Disability Support Services

Students who have a disability, ongoing medical or mental health condition are welcome to contact Disability Support Services.

Disability Support Services also support students who are carers of a person who is aged and frail or has a disability, medical condition or mental health condition.

Disability Advisers visit all Victorian campuses on a regular basis.

- Website: monash.edu/disability
- For information and referral, telephone: Student Adviser, Student Community Services at 03 55146018
- Drop In: Student Community Services Department, Level 2 Building 2, Monash University Malaysia Campus
- Email: disabilitysupportservices@monash.edu (Disability Support Services, Monash University Australia)