



International College of Management Sydney

In association with



MACQUARIE
UNIVERSITY ~ SYDNEY

Macquarie University
Division of Economic and Financial Studies
Graduate Accounting and Commerce Centre

ICMS812 - Entrepreneurial Leadership

Unit Outline **Semester 1 - 2007**

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit.

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MACQUARIE UNIVERSITY
MACQUARIE INSTITUTE OF INNOVATION

ICMS812 – ENTREPRENEURIAL LEADERSHIP

Year and Semester: 2007, Semester 1

Unit convenor: Associate Professor Shantha Liyanage
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Prerequisites: None

ABOUT THIS UNIT

ICMS812 – *Entrepreneurial Leadership* (4 cp) is a unit from the Macquarie Institute for Innovation (MII). The aim of this unit is to provide students acquire leadership skills and knowledge of general management, with entrepreneurial leadership at the core. The unit provides theoretical understanding and practical application of entrepreneurial leadership.

ICMS812 is designed to provide essential knowledge and leadership skills to meet the challenges of entrepreneurial leadership in the 21st Century. ICMS812 is based on the premise that the modern intelligent organisation—whether it be a start up, SME or a large established company—must adapt and change using leadership and entrepreneurial skills. The unit is designed to impart specific knowledge, raise awareness of business growth, provide basic business and scientific leadership skills and instil students' capability to examine, analyse and evaluate various leadership theories that are essential for business improvement.

ICMS812 may draw on wide range of resources and teaching materials including some of the on-line multi-media modules available at Macquarie University.

The key learning objectives of this unit include:

- Appreciate interdisciplinary study of leadership
- Understand complex interactions among business, economics, social and scientific and technological inputs
- Understand the process and behaviour of business and scientific leadership,
- Acquire generic skills in a range of leadership topics
- Appreciate problem-based learning in leadership development
- Understand complexity in entrepreneurial skills and knowledge

TEACHING STAFF

Convenors: Associate Professor Shantha Liyanage,
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Consultation hours: by appointment

CLASSES

The Unit will be conducted by a combination of structured lectures, class discussions, case studies and workshops. The lecture program is designed to impart essential knowledge of theory and practice of entrepreneurial leadership. The case study analysis, class discussions, workshops and interactive sessions are planned to develop leadership skills and hands on application of entrepreneurial leadership. Students are expected to actively participate in class discussions in order to critically examine leadership theories and practices. The unit will involve close interactions between lecture and students therefore class attendance and participation is expected. Students will have to be engaged in case study development, oral presentations and collaborative exercises.

LEARNING RESOURCES AND SUPPLEMENTARY TEXT

The students will be provided with a reading list (see attachment), supplementary reading materials, case studies and selected journal articles throughout the course.

Recommended Text:

Liyanage, S, Wink R., Nordberg, M (2007), Managing Path-Breaking Innovation, CERN, Airbus and Stem Cell Research, Westport, Connecticut, Praeger.

<http://www.greenwood.com/catalog/Q496.aspx>

LEARNING OUTCOMES

The learning outcomes of ICMS812 are:

- Knowledge and understanding of:
 - the basic concepts of leadership, entrepreneurship
 - the theoretical and practical application of leadership theories in international context
 - the key leadership elements of success in terms of business concept identification and assessment, market focus, intellectual property, planning, funding and operations;
 - the importance of, and some basic techniques for, market and financial analysis, building the business team, and business strategy development.

- Skills and knowledge of:
 - Critical evaluation of leadership and entrepreneurship
 - Interpretation of leadership theories
 - leadership skills associated with specific elements of the entrepreneurial process;
 - the ability to identify, investigate and synthesise of relevant information for leadership development processes.

TEACHING AND LEARNING STRATEGY

The unit will continue to build a highly participative learning environment. Students will be challenged to read, think, analyse and apply ideas in a professional manner. Students will also be required to apply many of the concepts, models, skills and practices of leadership, innovation and entrepreneurship. This unit is taught in a combined lecture, workshop/seminar format. Class sessions are primarily devoted to discussing readings, resource materials, web-exercises and practical experiences that students have undertaken both inside and outside of class. The students are expected to devote minimum of 3 hours “outside of class time” per week to their project, exercises, readings and cases.

The course is based on active learning methods. Full participation is required, not optional.

At the end of each lecture topic, the students should be able to:

1. Identify, explain and critically apply key frameworks, theories and models of “best practice” relating to the entrepreneurial leadership;
2. Identify and critically assess the impact of major contextual factors (societal, sectoral and organizational) affecting the management of leadership in Australian and international businesses; and
3. Demonstrate competence in problem-solving skills associated with major ‘leadership problems’ (such as types of leadership, leadership process and behavior, and leadership in innovation) in the specific context of their workplace.

ICMS812 -- UNIT OUTLINE (Semester 1, 2007)

All classes will be conducted from 10-1pm on Thursday each week at Manly Campus.
Mid Semester Break 9-22 April.

Date	Topic
1 st March 07	Introduction to the course ICMS812 and the Semester Strategy
8 March 07.	Leadership, Innovation and Entrepreneurial Firm
15 March 07	National System of Innovation
22 March 07	Leadership Theories and Concepts- leadership quality and styles
29 March 07	Models of Creativity Leadership
5 April 07	Motivation and Business Structures
	Mid-Semester Recess 9-22 April
26 April 07.	Business and Entrepreneurial Leadership - Leading Executives
3 May 07.	Leading with Innovation –Scientific Organisations
10 May 07	Leadership interventions – New Ventures and Mature firms – Product Life Cycle theories.
17 May 07	Managing People- National and International Context –Leadership Cultures (Guest Speaker - Professor Craig Mudge)
24 May 07	Strategies for Entrepreneurial Leadership Development
31 May 07	Entrepreneurial Leaders, Corporate Ethics and Leadership Challenges (Guest Speaker - Professor Stephen Hunyor)
7 June 07	Examination

*** Note: Changes may be made to this schedule during the semester**

ASSESSMENTS

Dates	Assessment components	% Of total marks
26 April	Case analysis (word length 3000)	30%
31 May	Individual Profile and Personal Summaries (word limit 1000)	15%
31 May	Completion of on-line discussion topics – Black Board	15%
7 June	Final Exam	40%

Assessment 1- Case Analysis (30%)

Identify a situation in an organisation relating to any of the topics covered in this course (keep it focused and you'll find this assignment much easier to accomplish). There are three sections in this assignment.

a) Case study (MAX LENGTH 750 words]

Describe the situation, including evidence for any point you are trying to make. Do not provide judgements in the case; provide facts, quotes and other information that brings the situation to life for the reader.

b) Concepts and analysis (MAX LENGTH 1250 words)

Explain which concepts and models in the leadership literature help to explain the situation. In other words, provide a theoretical analysis of the problem, using key models or frameworks to get below the surface of the data. You are expected to do your own literature review and empirical support for your analysis.

c) Recommendation (MAX LENGTH 1000 words)

Given the evidence from the situation and the literature, how would you recommend that the company or decision-maker proceed in the developing leadership qualities and styles that are conducive to creative firms? Support your position using facts and logic.

Assessment 2 – Individual Profile and Presentation Skills (15%)

At the beginning of the semester, you will be evaluated on multiple levels and types of professional skills and abilities. During the semester, you will be encouraged to enhance your performance in these domains of practice. Additionally, you will be expected to expand your understanding of specialist knowledge and practice by participating in

special topic seminars organised at ICM and Macquarie University (Your lecturer will inform about those events during the semester). You will leave the course with feedback on your strengths, areas for improvement, and avenues for continued professional development.

It is expected that you develop a profile based on the following:

- **Knowledge and Understanding:** The most important areas of learning in terms of knowledge and understanding which you, personally, have gained through your work on this class over the relevant unit. You should write this up as soon as possible after each unit of study; don't leave it until just before submission.
- **Skills:** A narrative identifying the key attributes and skills you, personally, have developed as a result of your reflection on your learning over the units covered. Skills identified within the unit as important should be discussed within your learning summaries. Where these skills are implicit, rather than explicit, you should reflect on indicators of their importance.
- **Linkages:** The linkages you perceive between your learning and your personal development through this class, taking into account your own background, interests and studies. Personal development should be considered in terms of the relevance and the importance of your learning as it would apply in a businesses environment. Relevance to your own degree studies should be highlighted where appropriate.

You are free to choose your own style. One effective approach is to list your learning using bullet- (or dot) points, but remember to qualify your statements by highlighting why they are important.

The personal summaries of learning should meet business/professional standards of presentation. There should be evidence of:

- Effective written communication
- Well set out work and analytical interpretation of theory and practice

Assessment 3: Bulletin Board Postings (15%)

You are expected to generate web-based discussions using Blackboard discussion facility on leadership topics of your choice. A minimum of 10 discussions must be posted during the semester.

Assessment 4: Final Examination (40% - 2 Hour Duration)

The final examination covers everything that has been taught in the course. It consists of three essay answers, selected from a list of four questions, each requiring the application of theory and research to workplace scenarios.

The final exam will take place during week 13 during regular class times. You will have two hours to write the exam, plus 10 minutes reading time at the beginning of the exam.

The final exam *must* be taken when scheduled. The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at: <http://www.reg.mq.edu.au/Forms/APSCons.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. Students should also note that supplementary exams are subject to a more rigorous marking procedure owing to the benefit of extra study time for the student.

ASSIGNMENT PRESENTATION AND SUBMISSION

All ICMS812 assignments submitted for assessment must adhere to the following standards.

1. Plagiarism. All assignments in ICMS812 are to be entirely your own individual work if it is a designated Individual Assignment.

2. Cover Page. For each of the four assignments, use a cover (or title) page that provides the following information:

- (a) your full name and student number;
- (b) contact details: email address, postal address and phone number;
- (c) unit code and name (ICMS812 – Entrepreneurial Leadership);
- (d) assignment number and assignment title;
- (e) an exact word count—not a guess or approximation—of the number of words in the body of your assignment. (Use Word’s Tools menu and click on Word Count.)

3. Presentation of Assignments. Assignments should meet normal academic and professional standards of presentation, including:

- (a) all pages, excluding the cover page, should be numbered;
- (b) page margins should be at least 2.5 cms on all four edges;
- (c) assignments should be free of typographical & grammatical errors;
- (d) a font size between 11 and 12 points should be used.

4. Submission Procedures. Each assignments should be submitted electronically and the hard copy on Word document formatted for A4-size paper and submitted on due date to the ICM secretariat.

5. Late Submissions. Late submissions will incur penalties. The standard penalty is a deduction at the rate of 5% of the assignment’s maximum mark for each day late. All requests for extensions must be in writing, fully documented, and be received before the due date. Requests for late submission are generally only acceptable on formal,

“certifiable” medical grounds. However, if you have a problem please talk to your lecturer as early as possible. Generally speaking, late submissions attract a significant penalty.

6. Feedback. We will endeavour to mark and return assignments within 10 days of the due date so that you can benefit from the feedback.

NOTE ABOUT PLAGIARISM

If you take and use the work of another person—even with their permission—without clearly stating or acknowledging your source, you are falsely claiming that material as your own work and therefore, you are committing an act of plagiarism. This is wrong because:

- It violates the principle of intellectual and scholarly integrity;
- It devalues the grades and qualifications gained legitimately by other students.

The University defines plagiarism in its rules: “Plagiarism involves using the work of another person and presenting it as one's own.” Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism; they can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>. The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Cheating and/or plagiarism can be a temptation when students are experiencing difficulty with a heavy workload and seek to save time by using others' work. To avoid having students resort to cheating, the University provides many services to help students with their studies. (See Student Support Services below).

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see:

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

DETAILED UNIT CONTENTS

Note: The schedule of readings, exercises, speakers and activities may be modified and changed during the semester to fit the needs of the class.

Module 1 – Week 1-5 The Leadership Challenge and Entrepreneurial Processes

In the first half of the course, you will explore some of the key issues surrounding the following questions.

- What is it that leaders do?
- What Is Leadership?
- Does Leadership Matter?
- How Are Leaders Chosen?
- How Should Leaders Be Evaluated?
- Why Do We Choose So Many Flawed Leaders?
- How to Forecast Leadership?
- Why Do Leaders Fail?
- How Do Leaders Build Teams?
- What is required for entrepreneurial leadership?

Topic 1- 1st March 07 : Entrepreneurial Leadership

Introduction to the course: ICMS812 and Learning Strategies for the Semester

Topic 2- 8 March 07. Leadership, Innovation and Entrepreneurial Firm

Reading:

Wiberg, Lars-Erik (1988), "Should you change your leadership style?" Management Solutions **33** (1): 5-12.

Case study reading – CSL Ltd and Cochlear Pty Ltd. (see case study folder in the Blackboard)

Topic 3- 15 March 07 National System of Innovation

Reading:

OECD (1997), National Innovation System, Paris, OECD.

Case study reading – Dolphin Product Pty Ltd

Topic 4- 22 March 07 Leadership Theories and Concepts- leadership quality and styles

Reading:

Chapter 3 and 4.

Liyanage, S, Wink R., Nordberg, M (2007), Managing Path-Breaking Innovation, CERN, Airbus and Stem Cell Research, Westport, Connecticut, Praeger.

Marien, B. A. (1998). "Protecting scientific excellence." Research Technology Management **41**(2): 39-42.

Topic 5 - 29 March 07 Models of Creativity Leadership

Reading:

Sternberg R. J, Kaufman J.C. and Pretz, J.E.(2004) "A propulsion model of creative leadership" Creativity and Innovation Management, **13**(3): 145-153.

Case study reading – Hoffmann Elektrokohle

Topic 6- 5 April 07 Motivation and Business Structures

Reading:

Sapienza, A. M. (2005). "From the inside: scientists' own experience of good (and bad) management." R&D Management **35**(5): 473-482.

Case study reading – Pharmacia Corporation

Mid-Semester Recess 9-22 April

Module 2 Leadership Skill, Culture and Behaviour

In the second half of this course, you will be developing specific leadership skills and gaining both theoretical and practical knowledge of entrepreneurial leadership issues, strategies and approaches.

Topic 7 - 26 April 07. Business and Entrepreneurial Leadership - Leading Executives

Reading:

ANSTO (2005), Neutron Scattering Research Leader- Selection Criteria, Sydney, ANSTO.

Case study reading – Arbortech and Ausmelt Ltd

Topic 8 - 3 May 07. Leading with Innovation –Scientific Organisations

Reading: Chapter 1 and 2

Knorr-Cetina, K. (1999). Epistemic Cultures: How the Sciences Make Knowledge. Cambridge, MA, Harvard University Press

Topic 9 - 10 May 07 Leadership interventions – New Ventures and Mature firms – Product Life Cycle theories.

Reading:

Howell J.M. and Higgins, A. (1990), “Champions of technological innovation”, Administrative Science Quarterly, **35**: 317-315

Case study reading – Lockhard Pty Ltd

Topic 10 - 17 May 07 Managing People- National and International Context –Leadership Cultures (Guest Speaker - Professor Craig Mudge)

Reading:

Schneider, M. (2002), “A stakeholder model of organizational leadership”, Organization Science, **13**(2): 209-220

Topic 11 - 24 May 07 Strategies for Entrepreneurial Leadership Development

Reading:

Mael, F.A. and Waldman, D.A.(2001) “ From scientific work to organizational leadership: Predictors of management aspiration among technical personnel”, Journal of Vocational Behavior, **59**: 132–148

Topic 12 - 31 May 07

Entrepreneurial Leaders, Corporate Ethics and Leadership Challenges (Guest Speaker - Professor Stephen Hunyor)

Case study reading – Novatech Control and Mincom Ltd.

Week 13 -

Examination

Recommended Reading

Barker, J. (1992). Future Edge: Discovering the New Paradigms of Success. New York, W. Morrow.

Bass, B. M. (1990). Babb and Stogdill's Handbook of Leadership; Theory, Research and Managerial Applications. New York, The Free Press.

Bryman, A. (1992). Charisma and Leadership in Organisation. Newbury Park, CA, Sage.

Elkins, T. and R. T. Keller (2003). "Leadership in research and development organisations: a literature review and conceptual framework." The Leadership Quarterly **14**: 587-606.

Fairholm, M. R. (2004). "Different perspectives on the practice of leadership." Public Administration Review **64**(5): 577-590.

Greetz, C. (1973). The Interpretation of Cultures. New York, Basic Books.

Haberer, J. (1972). "Politicalization of Science." Science **178**(4062): 713-724.

House, R. J. and T. R. Mitchell (1974). "Path-goal theory of leadership." Journal of Contemporary Business **3**: 81-98.

House, R. J. and B. Shamir (1993). Towards the integration of transformational, charismatic and visionary theories. Leadership Theory and Research: Perspectives and Directions. M. M. Chemers and R. Ayman. San Diego, CA., Academy Press: 81-107.

Jago, A. G. (1982). "Leadership: Perspectives in theory and research." Management Science **28**(3): 315-336.

Liyanage, S. and P. Gluckman (2004). "The determinants of biotechnology innovative capability: the dynamics of knowledge and marketplace." International Journal of Biotechnology **6**(2-3): 281-300.

Mumford, M. D., G. M. Scott, et al. (2002). "Leading creative people: orchestrating expertise and relationships." The Leadership Quarterly **13**: 705-749.

Paul, J., D. L. Costley, et al. (2002). "The mutability of charisma in leadership research." Management Decision **40**(1): 192-200.

Pendleton, D. and J. King (2002). "Values and Leadership." British Medical Journal **325**(7376): 1352-1355.

Sashkin, M. (1988). The Visionary Leader. Charismatic Leadership. J. A. Conger and R. N. Kanungo. San Francisco, Jossey Bass: 122-160.

Trice, H. M. and J. M. Beyer (1991). "Cultural leadership in organizations." Organization Science **2**(2): 149-169.

Van de Ven, A. H., D. E. Polley, et al. (1999). The Innovation Journey. New York, Oxford University Press.

Ziman, J. (1999). "Rules of the game of doing science." Nature **400**(19th August 1999): 721.