International College of Management Sydney

In association with

MACQUARIE UNIVERSITY

FACULTY OF BUSINESS AND ECONOMICS

DEPARTMENT OF BUSINESS

GRADUATE STUDIES OFFICE

Entrepreneurial Leadership ICMS812

UNIT OUTLINE
Semester 1 - 2009

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

Lecturers:
Mr. Julian W. Yim and Mr. Darryl Courtney-O'Connor
jyim@icms.edu.au

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MACQUARIE UNIVERSITY
ICMS812 – ENTREPRENEURIAL LEADERSHIP

Year and Semester: 2009, Semester 1

Unit convenor: Mr Julian W. Yim *MBA, MAppSc, BSc, BA*
e-mail: **jyim@icms.edu.au**

Prerequisites: None

ABOUT THIS UNIT

ICMS812 – *Entrepreneurial Leadership* (4 cp) is an elective subject of Master of International Business (MIB) and Master of Commerce in Business (MCB). The aim of this unit is to enable students to 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/entrepreneurial leadership skills and instil students' capability to examine, analyse and evaluate various leadership theories that are essential for business improvement.

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/entrepreneurial 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: Mr Julian W. Yim
                Office: Ground Floor, Kelly House, ICMS
                Email: jyim@icms.edu.au
                Consultation hours: by appointment on Tuesday morning

                Mr. Darryl Courtney-O'Connor, CEO, Touraust Corporation.

Julian Yim is working towards a PhD management degree in the entrepreneurship of biotechnology industry at Macquarie Graduate School of Management. He holds a Master of Business Administration, Master of Applied Science (Biotechnology), Bachelor of Science (Food Technology) and Bachelor of Art (Religious Studies). He is also teaching management, entrepreneurship and international business subjects for both undergraduate and postgraduate levels at various universities. Previously he worked for 3M Asia-Pacific and ANZ regions for more than ten years. He brings in a lot of industrial experience from the healthcare and food microbiology industry. Prior to this, he planned and set up a laboratory for a new German textile chemical manufacturing plant in Hong Kong. He has taught management, entrepreneurship and international business subjects for both undergraduate and postgraduate levels.

Darryl Courtney-O'Connor is the Founder and Executive Chairman of Touraust Corporation, an organisation that is leading Australia in the development of service industry education, specifically in tourism, hospitality and events management, as well as managing some of the country's best known hotel brands. Touraust Corporation is one of Australia's most dynamic privately owned companies. Ranked in the top 500 largest private organisations in Australia (Business Review Weekly, August 2004), Touraust Corporation has focused the development and expertise over the past 17 years on operating businesses with a focus on the Accommodation and Education Industries. The corporation has two operating divisions: Constellation Hotel Group and International College Management, Sydney (ICMS).

CLASSES

The Unit will be conducted by a combination of structured lectures, class discussions, case studies and workshops (3 hours) for twelve weeks. 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 and collaborative exercises.

LEARNING RESOURCES AND RECOMMENDED TEXT

Central to this course is the integration of theory and practice, and the approach taken in the course is very much 'hands on'. Your participation through workshops, case study work and reflective learning underpins the course. There will therefore be a much greater emphasis than usual on devolving responsibility for learning to you. The students will be provided with a reading list (see attachment), supplementary reading materials, case studies. Students are expected to download necessary reading material from the Macquarie University Blackboard's website.

Recommended Text:
Avery, G. C. (2004). *Understanding leadership: Paradigms and cases.* London: SAGE Publications.

UNIT WEB PAGE

Macquarie University Blackboard - http://learn.mq.edu.au

LEARNING OUTCOMES

The learning outcomes of ICMS812 are:
- Knowledge and understanding of:
  - the basic concepts of leadership, corporate entrepreneurship and innovation processes
  - the theoretical and practical application of leadership theories in international context
  - the basic knowledge of leadership culture and behaviour
  - 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, business models 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 individual assignment, group 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, sectorial 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.

UNIT OUTLINE

All classes will be conducted from 2-5pm on Tuesday each week at Manly Campus. Mid Semester Break is from 13-26 April, 2009.

Week	Date	Lecture and Tutorial	Assessment Due
1	24 Feb 09	Introduction to the Course and the Concept of Entrepreneurial Leadership	
2	3 March 09	Understanding Leadership Theories(I)	
3	10 March 09	The Gift of Dreaming (I): Virtues and Values, Relationships and Culture (Guest Lecturer: Mr. Darryl Courtney-O'Connor)	
4	17 March 09	The Gift of Dreaming (II): Beliefs, Strategy and Vision (Guest Lecturer: Mr. Darryl Courtney-O'Connor)	
5	24 March 09	Understanding Leadership Theories (II)	
6	31 March 09	Entrepreneurial Leadership: Your Compass for Navigating the Future	Individual essay
7	7 April 09	Leadership vs Entrepreneurship	
		Mid-Semester Break (*13-26 April 2009*)	
8	28 April 09	Leading with Innovation – What Leaders Need to Know	
9	5 May 09	Industry Visit : 3M Innovation Centre	
10	12 May 09	Entrepreneurial Leadership Process: Corporate Entrepreneurship	Group report & presentation
11	19 May 09	Developing Entrepreneurial Leadership Skills	Presentation
12	26 May 09	Challenges for Entrepreneurial Leadership in Organisation and Revision	Presentation
13	2 June 09	Final Exam	

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

Date	Assessment Activity	Percentage (%)
31 March 09 (Wk 6)	Individual essay (word limit 2,000)	20%
12 May 09 (Wk 10)	Group report (20%) (word limit 3,000) & presentation (10%)	30%
2 June 09 (Wk 13)	Final Exam (**must pass the exam in order to pass this unit**)	50%
	Total	100%

Assessment 1- Individual essay (20%)

In this assessment, you are required to answer the following questions in academic writing style. Your task is to critically analyse the questions (be specific as possible to the questions) and write a concise, clear and well edited essay of no more than 2,000 words. You are required to consult and provide full reference of information. There is no limit on the number of references. You should balance your reference sources from books, edited books, Internet (www), journal articles from the full-text databases, current affairs magazines and newspapers. *The use of WIKIPEDIA online encyclopaedia is not allowed because of the anonymous authors.* You must use the **American Psychological Association (APA)** referencing system to acknowledge your sources of information (both in-text and as a reference list at the end). *All sections except the Reference List at the end are included in the 2,000 word count.* **This essay is due on Week 6 (31rd March, 2009).**

Questions for individual essay**:**
Avery (2004) says "Understanding leadership is challenging because of a lack of agreement as to what leadership is and the tendency for researchers to focus on narrow aspects of the fields." Do you agree with this statement? Discuss your reasonings in detail with evidence to support your arguments. Give a brief account of entrepreneurial leadership and classify it according to Avery's integrated framework for leadership theories and paradigms.

Assessment 2- Group project on entrepreneurial leader profiling (30%)

You have to form a group of four or five members. Your group task is to choose and analyse one entrepreneurial leader from the following table. Your group has to inform the lecturer which leader your group has chosen on Week 2. It is on 'first come first serve' basis. No duplication of profiling will be allowed among different groups. The profiling has to be submitted in a **business report (20%)** due on Week 10 (12th May) and presented in a **20 minutes group presentation (10%)** between Week 10 and 12.

Name of entrepreneurial leader	Name of company	Company nature	Country of origin
Jerry Yang	Yahoo	IT	USA
Gordon M. Binder	Amgen	Biotechnology	USA
Michael Richard Lynch	Autonomy Corp.	IT	UK
Rupert Murdoch	News Corporation	Media and entertainment	Australia/USA
Ian Frazer	Coridon Pty Ltd	Biotechnology	Australia
David Duffield	PeopleSoft	IT	USA
Ratan Naval Tata	Tata Group	Conglomerate eg car	India
Azim Premji	Wipro	IT	India
Niklas Zennström	Skype Technologies S.A.	IT	Luxembourg
Scott G. McNealy	Sun Microsystems	IT	USA
Herbert W. Boyer	Genentech	Biotechnology	USA

Your assessment task is to do extensive research on the chosen entrepreneurial leader and the related companies. By putting all the required information, your group has to write a concise, clear and well edited report with your findings and recommendation of solution for major company issues related to leadership. Your group should meet at least once a week to follow up the progress of the project. Each team member should participate equally and enthusiastically towards the final write-up of the group report and group presentation. The group report is no more than **3,000 words** in length. You are required to consult and provide full references of your findings or theories/concept. There is no limit on the number of references. You should balance your reference sources from books, edited books, Internet (www), journal articles from the full-text databases, current affairs magazines and newspapers. *The use of WIKIPEDIA online encyclopaedia is not allowed because of the anonymous authors.* You must use the **American Psychological Association (APA)** referencing system to acknowledge your sources of information (both in-text and as a reference list at the end).

Regarding the business report format, you must include an Executive Summary, Contents with page number, Introduction, Company Information (*company background with brief history description, product range, organisational structure/design etc)***, Entrepreneurial Leader Information (***characteristics of leader, job title, job description, leadership style/skills/theories being observed and applied by the leader etc)***, Entrepreneurial Process (***critical incidents involved in each process step***), Major Company Issues, Recommendations (***solution for the major issues with the application of knowledge of entrepreneurial leadership)***, Conclusion and Reference List.** *The 3,000 word limit includes all sections except the Executive Summary (maximum ONE page), Contents Page and the Reference List at the end of the report.* **The report is due on Week 10 (12ᵗʰ May 2009).** The report must conform to the guidelines for written assessments detailed in this unit outline. This assessment must also conform to rigorous academic standards, especially with regards to referencing.

Assessment 3:   Final Examination (50% - 2 Hour Duration)

The final examination covers everything that has been taught in the course. There are four questions. You only have to answer **three (3) questions**. Question 1 is a case study which is compulsory. You have to answer the remaining two (2) questions from Question 2 to 4. These four essay questions require the application of theory and research to workplace scenarios. You have to answer three questions.

The final exam will take place in Week 13 (2nd June 09) during regular class time. 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

Critical Pass: Besides having to pass this unit *overall* (i.e. achieving a final mark of minimum 50 out of 100 points), **students must also pass the final exam in order to pass this unit**. Hence students must achieve a minimum of 20 out of 40 maximal points for the final exam (regardless of the mark achieved for the other assessments). Students failing to meet this requirement will be awarded an F grade and will be required to repeat the unit. Furthermore, they will be given a final mark commensurate with their final exam in percentage of the critical pass mark of 50. In other words, their final mark will be the mark achieved in the final exam only in percentage of the critical pass, and will then not include the other assessment marks.

For example, a student who achieved **45** out of 60 for the other assessments and **15** out of 40 for the final exam should score an overall of 60 marks (45+15 = 60). However, he/she would not have achieved the critical pass mark of 20 out of 40 in terms of the final exam. This student would hence fail the unit based on the critical pass mark and would be assigned an F grade and 37.5% (15/40*100) as his/her final mark. So please avoid this situation *yourself* by studying *hard* - study on a *regular basis throughout the semester* in order to be well prepared for the final examination.

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.

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 and 1.5 line spaced;
> (c) assignments should be free of typographical & grammatical errors;
> (d) Time New Roman font type and font size of 12 points should be used.
> (e) APA referencing system should be used.

4. Submission Procedures. Each assignment should be submitted to the lecturer in hard copy during the class time in the due week. Special arrangement has to be made for late submission.

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.

Grade definitions

HD	High Distinction 85-100%	*Denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.*
D	Distinction 75-84%	*Denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit.*
Cr	Credit 65-74%	*Denotes performance which is substantially better than would normally be expected of competent students in the unit.*
P	Pass 50-64%	*Denotes performance which satisfies unit objectives.*
PC	Pass Conceded 45-49%	*Denotes performance which meets unit objectives only marginally.*
F	Fail 0-44%	*Denotes that a candidate has failed to complete a unit satisfactorily.*
FA	Fail Absent 0-44%	*Denotes that a candidate has failed to complete a unit satisfactorily and was absent from a compulsory final examination*
W	Withdrawn	*No grade as student withdrew with permission prior to final examination*
I	Incomplete	*Grade yet to be determined as all assessment tasks have not yet been completed*
IS	Incomplete Supplementary	*Supplementary examination approved and yet to be completed*

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.

WEEKLY READINGS

Week 1 *:* **Introduction to the Course and the Concept of Entrepreneurial Leadership**

Reading: (Title with * is the compulsory item to be read)

*Kuratko, D. F. (2007). Entrepreneurial leadership in the 21st century. *Journal of Leadership and Organizational Studies*, 13(4), 1-11.

*Swiercz, P. M., & Lydon, S. R. (2002). Entrepreneurial leadership in high-tech firms: A field study. *Leadership & Organization Development Journal*. 23(7), 380-389.

Kodama, M. (2002). Transforming an old economy into a new economy success: The case of NTT DoCoMo. *Leadership & Organization Development Journal*, 23(1), 26-39.

Ebner, A. (2005). Entrepreneurship and economic development: From classical political economy to economic sociology. *Journal of Economic Studies*, 32(3), 256-274.

Ghoshal, S., & Bartlett, C. A. (1995). Changing the role of top management: Beyond structure to processes. *Harvard Business Review*, January-February, 86-96.

Week 2: Understanding Leadership Theories (I)

Reading: (Title with * is the compulsory item to be read)

*Avery, G. C.(2004). *Understanding leadership: Paradigms and cases.* London: SAGE Publications. Chapters 1 - 4.

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

Week 3 : The Gift of Dreaming (I): Virtues & Values, Relationships and culture
 (Guest lecturer: Mr. Darryl Courtney-O'Connor)
 No Readings

Week 4: The Gift of Dreaming (II): Beliefs, Strategy and Vision
 (Guest lecturer: Mr. Darryl Courtney-O'Connor)
 No Readings

Week 5: Understanding Leadership Theories (II)

Reading: (Title with * is the compulsory item to be read)

*Avery, G. C. (2004). *Understanding leadership: Paradigms and cases.* London: SAGE Publications. Chapters 5 -7.

Fiol, C. M., Harris, D., & House, R. (1999). Charismatic leadership: Strategies for effecting social change. *Leadership Quarterly*, 10(3), 449-482.

Week6: Entrepreneurial Leadership: Your Compass for Navigating the Future

Reading: (Title with * is the compulsory item to be read)

*Darling, J. R., Keeffe, M. J., & Ross, J. (2007). Entrepreneurial leadership strategies and values: Keys to operational excellence. *Journal of Small Business and Entrepreneurship*, 20(1), 41-54.

*Gupta, V., MacMillan, I. C., & Surie, G. (2004). Entrepreneurial leadership: Developing and measuring a cross-cultural construct. *Journal of Business Venturing*, 19, 241-260.

Oliver, T. R., & Paul-Shaheen, P. (1997). Translating ideas into actions: Entrepreneurial leadership in state health care reforms. *Journal of Health Politics, Policy and Law*, 22(3), 721-788.

Darling, J. R., & Beebe, S. A. (2007). Enhancing entrepreneurial leadership: A focus on key communication priorities. *Journal of Small Business and Entrepreneurship*, 20(2), 151-168.

Van Zyl, H. J. C., & Mathur-Helm, B. (2007). Exploring a conceptual model, based on the combined effects of entrepreneurial leadership, market orientation and relationship marketing orientation on South Africa's small tourism business performance. *South African Journal of Business Managment, 38(2)*, 17-24.

Tarabishy, A., Solomon, G., Fernald, L. W., & Sashkin, M. (2005). The entrepreeneurial leader's impact on the organization's performance in dynamic markets. *The Journal of Private Equity*, Fall, 20-29.

<mark>Week 7</mark>*:* **Leadership vs Entrepreneurship**

Reading: (Title with * is the compulsory item to be read)

*Cogliser, C. C., & Brigham, K. H. (2004). The intersection of leadership and entrepreneurship: Mutual lessons to learned. *The Leadership Quarterly*, 15, 771-799.

*Vecchio, R. P. (2003). Entrepreneurship and leadership: Common trends and common threads. *Human Resource Management Review*, 13, 303-327.

*Soriano, D. R., & Martinez, J. M. C. (2007). Transmitting the entrepreneurial spirit to the work team in SMEs: The importance of leadership. *Management Decision*, 45(7), 1102-1122.

Gisonni, D. (2002). How to ignite entrepreneurial spirit in your organization. *Nonprofit Word*, 20(5), 23-25.

Darling, J., Gabrielsson, M., & Seristo, H. (2007). Enhancing contemporary entrepreneurship: A focus on management leadership. *European Business Review*, 19(1), 4-22.

Pech, R. J., & Cameron, A. (2006). An entrepreneurial decision process model decribing opportunity recognition. *European Journal of Innovation Management*, 9(1), 61-78.

Nicholson, N. (1998). Personality and entrepreneurial leadership: A study of the heads of the UK's most successful independent companies. *European Management Journal*, 16(5), 529-539.

Mid Semester Break 13-26 April 2009

Week 8: **Leading with Innovation – What Leaders Need to Know**

Reading: (Title with * is the compulsory item to be read)

*Deschamps, J. P. (2003). Innovation and leadership. In L. V. Shavinina (Ed.), *The international handbook on innovation* (p.815-831). Amsterdam: Elsevier.

*Hansen, M. T., & Birkinshaw, J. (2007). The Innovation Value Chain. *Harvard Business Review*, June, 85(6), 121-130.

*Swiercz, P. M., & Lydon, S. R. (2002). Entrepreneurial leadership in high-tech firms: A field study. *Leadership & Organization Development Journal*. 23(7), 380-389.

*Luggen, M. (2005). Innovation management in networks of entrepreneurial firms. *Int. J. Entrepreneurship and Innovation Management,* 5(1/2), 69-84.

Bernstein, B., & Singh, P. J. (2006). An integrated innovation process model based on practices of Australian biotechnology firms. *Technovation* 26, 561-572.

Tweed, D., & McGregor, J. (2004). *Learning and leadership in the New Zealand biotechnology industry: Innovation and human capital in the new economy*. 2004 European Applied Business Research Conference, Edinburgh, Scotland.

Kodama, M. (2002). Transforming an old economy into a new economy success: The case of NTT DoCoMo. *Leadership & Organization Development Journal*, 23(1), 26-39.

Mael, F. A., Waldman, D. A., & Mulqueen, C. (2001). From scientific work to organizational leadership: Predictors of management aspiration among technical personnel. *Journal of Vocational Behavior*, 59, 132-148.

Week 9: No Readings (Industry Visit)

Week 10: **Entrepreneurial Leadership Process: Corporate Entrepreneurship**

Reading: (Title with * is the compulsory item to be read)

*McFadzean, E., O'Loughlin, A., & Shaw, E. (2005). Corporate entrepreneurship and innovation part 1: The missing link, *European Journal of Innovation Management*, 8(3), 350-372.

*Shaw, E., O'Loughlin, A., & McFadzean, E. (2005). Corporate entrepreneurship and innovation part 2: A role- and process-based approach, *European Journal of Innovation Management*, 8(4) pp. 393-408.

*Ramachandran, K., Devarajan, T. P., & Ray, S. (2006). Corporate entrepreneurship: How? The Journal for Decision Makers (VIKALPA), 31(1), 85-97.

Rutherford, M. W., & Holt, D. T. (2007). Corporate entrepreneurship: An empirical look at the innovativeness dimension and its antecedents. *Journal of Organizational Change*, 20(3), 429-446.

Week 11: Developing Entrepreneurial Leadership Skills

Reading: (Title with * is the compulsory item to be read)

*D'Intino, R. S., Goldsby, M. G., Houghton, Jeffery D., & Neck, C. P. (2007). Self-leadership: A process for entrepreneurial success. *Journal of Leadership and Organizational Studies*, 13(4), 105-120.

Bowerman, J. K. (2003). Leadership development through action learning: An executive monograph. *International Journal of Health Care Quality Assurance*, 16(4), vi-xiii.

Peters, M. (2005). Entrepreneurial skills in leadership and human resource management evaluated by apprentices in small tourism business. *Education+ Training*, 47(8/9), 575-591.

Burke, V., & Collins, D. (2005). Optimising the effects of leadership development programmes: A framework for analyzing the learning and transfer of leadership skills. *Management Decision*, 43(7/8), 975-987.

Week 12: Challenges for Entrepreneurial Leadership in Organisation and Revision

Reading: (Title with * is the compulsory item to be read)

*Brush, C. G., Greene, P. G., & Hart. M. M. (2001). From initial idea to unique advantage: The entrepreneurial challenge of constructing a resource base. *Academy of Management Executive*, 15(1), 64-80.

*Carson, C. M., & King, J. E. (2005). Leaving leadership: Solving leadership problems through empowerment. *Management Decision*, 43(7/8), 1049-1053.

Graetz, F. (2000). Strategic change leadership. *Management Decision*, 38(8), 550-562.

Graetz, F. (1996). Leading strategic change at Ericsson. Long Range Planning, 29(3), 304-313.

Week 13: Final Examination

RECOMMENDED READINGS

Adair, J. (2007). *How to grow leaders: The seven key principles of effective leadership development*. London: Kogan Page.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: theory, research, and managerial applications* (3rd ed.). New York: The Free Press.

Bennis, W. G., & Thomas, R. J. (2007). *Leading for a lifetime: How defining moments shape the leaders of today and tomorrow*. Boston: Harvard Business School Press.

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd Ed.). San Francisco: Jossey-Bass.

Chemers, M. M., & Ayman, R. (Ed.). (1993). *Leadership theory and research: Perspectives and directions*. San Diego: Academic Press, Inc.

Clawson, J. G. (2003). *Practical problems in organizations: Cases in leadership, organizational behaviour, and human resources*. Upper Saddle River, New Jersey: Prentice Hill.

Doherty, C., & Thompson, J. (2007). *Teach yourself: Leadership*. London: Hodder Education.

Durbin, A. J., Dalglish, C., & Miller, P. (2006). *Leadership* (2nd Asia-Pacific edn.). Sydney: John Wiley & Sons Australia, Ltd.

Harvard Business Review on the mind of the leader. (2005). Boston: A Harvard Business Review Paperback.

Harvard Business Review on the high-performance organization. (2006). Boston: A Harvard Business Review Paperback.

Harvard Business Review on the tests of the leader. (2007). Boston: A Harvard Business Review Paperback.

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