



International College of Management Sydney

In association with



FACULTY OF BUSINESS AND ECONOMICS

DEPARTMENT OF BUSINESS

BUSINESS AND ECONOMICS GRADUATE CENTRE

Entrepreneurial Leadership

ICMS812

UNIT OUTLINE

Semester 2 - 2010

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

jyim@icms.edu.au

MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE

Year and Semester: 2010, Semester 2

Unit convenor: Mr Julian W. Yim

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.

TEACHING STAFF

Convenor and Lecturer:

Mr Julian W. Yim *MBA, MAppSc, BSc, BA*

Office: Ground Floor, Kelly House, ICMS

Email: jyim@icms.edu.au

Consultation hours: by appointment on Tuesday morning

Guest speaker: 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, Macquarie University. 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.

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

Tuesday afternoon Class: 2.00pm to 5.00pm at ICMS

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.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

The required text for ICMS812 is:

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

This text will be available for purchase at the Macquarie University Co-Op Bookshop. Additional readings and other materials, including powerpoint slides for each lecture, will be placed on the unit webpage and/or distributed in class.

UNIT WEB PAGE

The lecture notes and assigned readings will be posted on <https://learn.mq.edu.au> on a weekly basis. For your own convenience it is recommended to print hardcopies of the respective notes before coming to class. The recording (video or tape) of lectures or tutorials is not permitted. If you miss a class/tutorial, ask a colleague for her/his notes.

This website will be used to communicate with students outside of class time, post reading

materials and lecture notes and support assessment tasks. Therefore you should check the site regularly.

On entering the website you will be asked to enter a username and password. Your username is your standard Macquarie Student ID Number (an 8-digit number found on your Campus Card). Your password will be the original MQID password that was sent to you on enrolment (2 random characters followed by your date of birth in ddmmyy format), unless you have already changed your password in the myMQ Student Portal. Note that both your username and your password are CaSe SeNsItIvE.

LEARNING OBJECTIVES AND OUTCOMES

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

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.

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.

In addition to the above discipline based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:-

- Foundation skills of literacy, numeracy and information technology;
- Your self-awareness and interpersonal skills, such as the capacity for self management, collaboration and leadership;
- Communication skills for effective presentation and cultural understanding;
- Critical analysis skills to evaluate, synthesise and judge;
- Problem solving skills to apply and adapt knowledge to the real world;
- Creative thinking skills to imagine, invent and discover.

In this unit, the interactive nature of the lectures, group work, use of real world examples and opportunities to apply models through individual assessment tasks will be helpful in achieving these objectives.

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.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The purpose of the assessment tasks is to demonstrate that students have met the learning objectives as set out above. The following table describes the relationship between the assessment tasks and the learning outcomes:-

Date	Assessment Activity	Percentage (%)
7 Sept 2010 (Wk 6)	Individual essay (word limit 2,000)	20%
19 Oct 2010 (Wk 10)	Group report (20%) (word limit 3,000) & presentation (10%)	30%
9 Nov 2010 (Wk 13)	Final Exam (must pass the exam in order to pass this unit)	50%
Total		100%

Class schedule

All classes will be conducted from 2-5pm on Tuesday each week at Manly Campus.
Mid Semester Break is from **18 Sept - 4Oct, 2010**.

Week	Date	Lecture and Tutorial	Assessment Due
1	3 August 10	Introduction to the Course and the Concept of Entrepreneurial Leadership	
2	10 August 10	Understanding Leadership Theories(I)	
3	17 August 10	Understanding Leadership Theories (II)	
4	24 August 10	The Gift of Dreaming (II): Beliefs, Strategy and Vision (Guest speaker: Mr. Darryl Courtney-O'Connor)	
5	31 August 10	The Gift of Dreaming (II): Beliefs, Strategy and Vision (Guest speaker: Mr. Darryl Courtney-O'Connor)	
6	7 Sept 10	Leadership vs Entrepreneurship	Individual essay
7	14 Sept 10	Leading with Innovation – What Leaders Need to Know	
		Mid-Semester Break (18 Sept - 4Oct, 2010)	
8	5 Oct 10	Industry Visit : 3M Innovation Centre	
9	12 Oct 10	Entrepreneurial Leadership Process: Corporate Entrepreneurship	
10	19 Oct 10	Developing Entrepreneurial Leadership Skills	Group report
11	26 Oct 10	Challenges for Entrepreneurial Leadership in Organisation and Revision	Presentation
12	2 Nov 10	Group Presentation	Presentation
13	9 Nov 10	Final Exam	

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

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 (7 September, 2010).***

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 (19 October 2010)** and presented in a **25 minutes group presentation (10%)** between Week 11 and 12.

Name of entrepreneurial leader	Name of company	Company nature	Country of origin
Brad Greenspan	MySpace	IT	USA
Jack Cohen	Tesco plc	Groceries and consumer goods etc	UK
William Reddington Hewlett	Hewlett-Packard Company (HP)	Computers and electronic etc	USA
Walt E. Disney	Walt Disney Company	Media and entertainment	USA
Ian Frazer	Coridon Pty Ltd	Biotechnology	Australia
Henri Giscard d'Estaing	Club Med	Hotel	France
Ernst Werner von Simens	Siemens	Conglomerate eg engineering etc	Germany
Azim Premji	Wipro	IT	India
Jack Dorsey	Twitter	IT	USA
Masaru Ibuka	Sony	Conglomerate eg electronics	Japan
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 (19 October 2010).*** 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 (9 November 2010) 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.

Assignment presentation and submission

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

1. Plagiarism. All assignments 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
- (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. Softcopy of the assignment has to be sent via email to the lecturer on the same day. 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 10% 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 with marking guides and return assignments within 10 days of the due date so that you can benefit from the feedback.

PLAGIARISM

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. These can be found here: <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 unit, and/or referral to the University Discipline Committee.

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.

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: 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.

Robert T. Keller, R. T. (2006). Transformational leadership, initiating structure, and substitutes for leadership: A longitudinal study of research and development project team performance. *Journal of Applied Psychology*, 91(1), 202–210.

Week 4: The Gift of Dreaming (I): Virtues & Values, Relationships and culture
(Guest lecturer: Mr. Darryl Courtney-O'Connor)
No Readings

Week 5: The Gift of Dreaming (II): Beliefs, Strategy and Vision
(Guest lecturer: Mr. Darryl Courtney-O'Connor)
No Readings

Week 6: 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.

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 Management*, 38(2), 17-24.

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

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.

Week7: 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.

*Chen, M. (2007). Entrepreneurial leadership and new ventures: Creativity in entrepreneurial teams. *Creativity and Innovation Management*, 16(3), 239-249.

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

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.

Mid-Semester Break (18 Sept - 4 Oct, 2010)

Week 8: No Readings (Industry Visit)

Week 9: 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 10: Developing Entrepreneurial Leadership Skills

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

*Connelly, M. S., Gilbert, J. A., Zaccaro, S. J., Threlfall, K. V., Marks, M. A. and Mumford, M. D. (2000). Exploring the relationship of Leadership skills and knowledge to leader performance. *Leadership Quarterly*, 11(1), 65–86.

*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 11: 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 12: No Readings (Group Presentation)

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.

Frederick, H. H., Kurakto, D.F. & Hodgetts, R.M. (2007). *Entrepreneurship: Theory, process and practice*, Asia-Pacific edition. Melbourne: Thomson Learning Australia

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.

Henry, A. (2005). *Leadership revelations: An Australian perspective*. Sydney: CCH Australia Ltd.

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge: How to keep getting extraordinary things done in organizations* (4th ed.). San Francisco: Jossey-Bass Publishers.

Maxwell, J. C. (1995). *Developing the leaders around you: How to help others reach their full potential*. Nashville: Nelson Business.

McGrath, R. G., & MacMillan, I. (2000). *The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty*. Boston: Harvard Business School Press.

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GRADES

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://senate.mq.edu.au/rules/Guidelines2003.doc> or
<http://senate.mq.edu.au/rules/detailedguidelines.doc>

DRESS CODE FOR STUDENTS AT THE INTERNATIONAL CAMPUS IN MANLY

The International College of Management Sydney is a leading educator in hotel management, tourism and associated service industries. To encourage a spirit of excellence in personal appearance as part of our education program, preparing graduates for careers in service industries, the College expects all staff and students to conform to a professional level of dress while on College premises.

The College has a mandatory dress code for all its undergraduate students which Masters students are asked to respect. Below is the dress code that currently applies:

Female acceptable	Male acceptable
<ul style="list-style-type: none"> - Coordinated business suit - Skirts knee length and below - Make up simple and natural - Panty hose are not compulsory but recommended - Boots only with business pants - Business like shoes - Business skirt or pants with shirt or high neck long sleeve top - Jumpers and vests over shirt/top 	<ul style="list-style-type: none"> - Business suit - Business pants with shirt or high neck long sleeve top - Polo neck tops - Conventional haircut above the collar - Long hair in one ponytail - Trimmed and clean beards or moustaches - Business like shoes preferred however ankle boots permitted - Jumpers and vests over shirt/top
Female not acceptable	Male not acceptable
<ul style="list-style-type: none"> - Any denim - Open toe, platform or sports shoes - Wearing visible earrings or studs apart from on ear lobes - Visible tattoos - T-shirts - Revealing necklines - Extreme hair colours or styles - Stirrup pants - Midriff tops 	<ul style="list-style-type: none"> - Any denim - Open toe, platform or sports shoes - Wearing visible earrings, studs, necklaces or bracelets - Visible tattoos - T-shirts - Extreme hair colours or styles - Rings on thumb or index finger

All students taking MIB and MCom units at the International Campus are expected to abide by the dress code while attending classes or elsewhere on the Campus, including the computer laboratories or the Courtyard Café. Please note that the Pollard Resource Centre is free of dress rules.

Students who do not respect the dress code may be asked to leave the campus.

The College reserves the right to determine whether specific items of dress are within the code or not.

Thank you for being part of our great College community. Not just an education! An experience!