

EDUC90789 Positive Leadership and Organisations

Credit Points:	25						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2013.						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 240 hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90787 Principles of Positive Psychology</td> <td>Not offered 2013</td> <td>25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90787 Principles of Positive Psychology	Not offered 2013	25
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EDUC90787 Principles of Positive Psychology	Not offered 2013	25					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: http://www.services.unimelb.edu.au/disability						
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)						
Subject Overview:	This subject will explore fundamental theories and frameworks from the fields of organisational behaviour and management together with new theories emerging in the fields of positive organisational behaviour and positive organisational scholarship. A key question posed is 'How and why do people behave differently when they are in an organisational context?'. After exploring this question, a second key question posed is 'How can we create virtuous organisations and lead in a way that facilitates optimal wellbeing and performance in our staff? Key social and identity processes that shape people's behaviours within organisations will be examined. These processes allow leaders to have a better understanding of how to positively influence people at work. Students will explore their own leadership using Walumba's (2008) 4 dimensions of authentic leadership together with Cameron's (2008) 4 dimensions of positive leadership. Cameron's (2011) Organizational Virtues Model will be studied with special emphasis on gratitude in the workplace. Luthan's (2006) psychological capital model will also be explored.						
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> # Analyse and integrate the key frameworks in positive organisational behaviour and positive organisational scholarship. # Understand and apply the reflective-practitioner model in creating organisational change. # Understand and apply positive and authentic approaches to leadership. # Critically evaluate the empirical research in positive organisational behaviour and positive organisational scholarship. # Develop your school leadership skills. # Distinguish between problem-focused versus strengths-based approaches in leadership. 						
Assessment:	There are three assessment tasks: 3,000-word action-reflection assignment using Walumba et al.'s (2008) 4 dimensions of authentic leadership, due 1/3 of the way into semester (30%) 3,000-word action-reflection assignment using Cameron's (2008) 4 dimensions of positive leadership,						

	due 2/3 of the way into semester (30%) 4,000-word case study assignment that analyses the student's workplace (or another company) using Cameron's (2011) Organizational Virtues Model, due end of semester (40%)
Prescribed Texts:	Kim Cameron (2008) Positive Leadership. San Francisco: Berrett Koehler.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # Analytical and cognitive skills will be furthered through developing ways to apply positive psychology research to organisational contexts # Critical and creative thinking skills will be encouraged through exposure to theoretical frameworks across disciplines. # Reflective and narrative skills will be fostered through the use of storytelling as an in-class technique and through reflective assignment work. # Written communication skills will be developed through the assignment work.
Related Course(s):	Master of Applied Positive Psychology