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|  LSPR Institute of Communication & Business <small>The Leading Graduate School of Communication & Business ASEAN Global Campus</small> MASTER PROGRAMME | | INSTITUT KOMUNIKASI DAN BISNIS LSPR FAKULTAS PASCASARJANA PROGRAM STUDI MAGISTER ILMU KOMUNIKASI | | | CODE RPS/PGP/S2/ODD/LIM |
| SEMESTER LEARNING PLAN | | | | | |
| SUBJECT | CODE | MK Cluster | WEIGHT (credits) | SEMESTER | Date of Compilation |
| Leadership and Innovation Management | MGT7081 | | 3 credits | 3 | February 2022 |
| Authority/Approval | RPS Development Lecturer | | RMK Coordinator | | Head of Study Program |
| | Taufan Akbari, Ph.D. | | Dr. Anita Rosana, MA. | | Dr. Andika Witono, MM |
| Learning Outcomes | CPL - Study Program charged to the Constitutional Court | | | | |
| | CPL 1 – P1 | P1 – Philosophy of communication science and communication research paradigms which include ontology, epistemology, axiology, and methodology. Students are able to design innovation-based leadership models or strategies that are based on the results of scientific studies and philosophical reflections, and take into account the complexities of contemporary social, cultural, and communication technology. | | | |
| | CPL 2 – P2 | P2 – Communication theory with various communication science contexts to produce innovative work and solve problems in society in the field of communication science or the communication industry. Students are able to design innovative and adaptive communication leadership strategies, by integrating communication theory and management practice to respond to challenges and dynamics in society and the communication industry. | | | |

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| | CPL 3 – KU5 | <p>KU5 – <i>Able to make decisions in order to solve problems in the development of science and technology that pay attention to and apply humanities values based on analytical or experimental studies of information and data.</i></p> <p>Students are able to make strategic decisions based on analytical or experimental studies in developing leadership and innovation models that are relevant to developments in communication science and technology.</p> |
| | CPL 4 – KK2 | <p>KK2 – <i>Able to produce scientific works in the form of a thesis or other equivalent form of final assignment, and published works in national or international accredited journals, and/or national or international seminar proceedings.</i></p> <p>Students are able to create research works that can contribute to problems in the field of organizational management in the context of communication.</p> |
| | CPL 5 – S3 | <p>S3 – <i>Contributing to improving the quality of life in society, the nation, the state, and the progress of civilization based on Pancasila.</i></p> <p>Students are able to design leadership strategies that are inclusive, participatory, and oriented towards community empowerment by prioritizing sustainability, diversity, and social justice as the basis for communication innovation.</p> |
| | Course Learning Outcomes (CPMK) | |
| | CPMK 1 | <p><i>Students will be able to understand and analyze leadership theories and innovation management principles in various organizational contexts. They will also be able to evaluate innovation-based leadership strategies by considering cultural factors, technology, and the dynamics of organizational change.</i></p> <p>Related CPL codes:</p> <p>✓ P1 – Able to design innovation-based leadership models or strategies that are based on the results of scientific studies and philosophical reflections, and take into account the complexities of contemporary social, cultural and communication technology.</p> <p>✓ P2 – Able to design innovative and adaptive communication leadership strategies, by integrating communication theory and management practices to respond to challenges and dynamics in society and the communication industry.</p> |

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| | CPMK 2 | <p><i>Students will be able to design and present innovation strategies based on visionary leadership in actual case studies. They will also be able to implement decision-making simulations as leaders in organizational contexts requiring change and adaptation.</i></p> <p>Related CPL codes:</p> <p>✓ KU5 – Able to make strategic decisions based on analytical or experimental studies in developing leadership and innovation models that are relevant to developments in communication science and technology.</p> <p>✓ KK2 – Create research work that can contribute to problems in the field of organizational management in the context of communication.</p> |
| | CPMK 3 | <p><i>Students demonstrate openness to new ideas, collaboration within teams, and responsibility in every aspect of planning and implementing innovation within the organization. Students also demonstrate initiative and integrity in leadership.</i></p> <p>Related CPL codes:</p> <p>✓ S3 – Able to design leadership strategies that are inclusive, participatory, and oriented towards community empowerment by prioritizing sustainability, diversity, and social justice as the basis for communication innovation.</p> |
| | Final Competence of Each Learning Stage (Sub-CPMK) | |

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| | Correlation of CPL to Sub-CPMK |

| | <table><tr><th>Sub-CPMK</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th></tr><tr><td>CPL1</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>Mid-term exam</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Final Exam</td></tr><tr><td>CPL2</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>Mid-term exam</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>Final Exam</td></tr><tr><td>CPL3</td><td></td><td></td><td></td><td>√</td><td>√</td><td>√</td><td>Mid-term exam</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>Final Exam</td></tr><tr><td>CPL4</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Mid-term exam</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>Final Exam</td></tr><tr><td>CPL5</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Mid-term exam</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>Final Exam</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | Sub-CPMK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | CPL1 | √ | √ | √ | √ | √ | √ | Mid-term exam | | | | | | | Final Exam | CPL2 | | √ | √ | √ | √ | √ | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | CPL3 | | | | √ | √ | √ | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | CPL4 | | | | | | | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | CPL5 | | | | | | | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | | | | | | | | | | | | | | | |
|--------------------------------|--|----------|---|---|---|---|---|---------------|---|---|----|----|----|----|------------|----|----|------|---|---|---|---|---|---|---------------|--|--|--|--|--|--|------------|------|--|---|---|---|---|---|---------------|---|---|---|---|---|---|------------|------|--|--|--|---|---|---|---------------|---|---|---|---|---|---|------------|------|--|--|--|--|--|--|---------------|---|---|---|---|---|---|------------|------|--|--|--|--|--|--|---------------|---|---|---|---|---|---|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Sub-CPMK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL1 | √ | √ | √ | √ | √ | √ | Mid-term exam | | | | | | | Final Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL2 | | √ | √ | √ | √ | √ | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL3 | | | | √ | √ | √ | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL4 | | | | | | | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL5 | | | | | | | Mid-term exam | √ | √ | √ | √ | √ | √ | Final Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Brief Description of MK | <p>This course explores the concepts of strategic leadership and innovation management in modern organizations in depth. Students will understand the role of leadership in creating an innovative culture, driving organizational transformation, and managing change effectively. The course also emphasizes the importance of critical thinking, cross-disciplinary collaboration, and adaptive skills in facing challenges in the digital age. Students will be equipped with theory, case studies, and practical applications to develop transformative and innovative leadership competencies in business and societal contexts.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Study Material: Learning materials</p> | <p>1. The Concept of Strategic Leadership</p> <ul style="list-style-type: none"> • Differences in leadership styles and approaches • Transformational vs transactional leadership • Leadership in the context of today's organizations <p>References:</p> <ul style="list-style-type: none"> • Buku: Northouse, P. G. (2021). <i>Leadership: Theory and Practice</i> (9th ed.). SAGE Publications. • Jurnal: Bass, B. M., & Riggio, R. E. (2018). "Transformational Leadership and Performance Across Criteria and Levels: A Meta-Analytic Review." <i>Leadership Quarterly</i>, 29(6), 695-706. <p>2. Inovasi dalam Organisasi</p> <ul style="list-style-type: none"> • Teori dan model inovasi • Proses difusi inovasi • Inovasi disruptif dan digital <p>Referensi:</p> <ul style="list-style-type: none"> • Buku: Christensen, C. M., Raynor, M. E., & McDonald, R. (2015). <i>What is Disruptive Innovation?</i> Harvard Business Review Press. • Journal: Susanto, A. (2020). "Innovation Management Model in Government Organizations." <i>Journal of Public Administration</i>, 17(1), 22-35. <p>3. Change Management and Adaptation</p> <ul style="list-style-type: none"> • Strategies for dealing with resistance to change • Leadership in times of crisis • Change communication model <p>References:</p> <ul style="list-style-type: none"> • Books: Kotter, J.P. (2018). <i>Leading Change</i>. Harvard Business Review Press. |
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| | <ul style="list-style-type: none"> Journal: Hermawan, A. (2019). "The Role of Leaders in Change Management in the Digital Era." <i>Journal of Communication and Management</i> , 5(2), 101–112. <p>4. Ethical Issues, Crisis, and Risk Management in Financial Communication</p> <p>4. Organizational Culture and Collaborative Innovation</p> <ul style="list-style-type: none"> Building an innovative culture Cross-functional and cross-generational collaboration The role of leadership in managing multicultural teams <p>References:</p> <ul style="list-style-type: none"> Books: Schein, E. H., & Schein, P. (2017). <i>Organizational Culture and Leadership</i> (5th ed.). Wiley. Journal: Lestari, D., & Hidayat, A. (2021). "Inclusive Leadership and Culture of Innovation in the Public Sector." <i>Journal of Administrative Sciences</i> , 18(1), 45–60. <p>5. Innovation Strategy and Its Implementation</p> <ul style="list-style-type: none"> Innovation strategy planning Risk management in innovation Case studies of innovation success <p>References:</p> <ul style="list-style-type: none"> Books: Tidd, J., & Bessant, J. (2020). <i>Managing Innovation: Integrating Technological, Market and Organizational Change</i> (7th ed.). Wiley. Journal: Nugroho, Y. (2022). "Strategic Innovation in Indonesian Startups: Case Studies and Managerial Implications." <i>Journal of Technology and Business</i> , 10(2), 87–99. |
| Library | Main |
| | <ol style="list-style-type: none"> Northouse, P. G. (2021). <i>Leadership: Theory and Practice</i> (9th ed.). SAGE Publications. (Book) |

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| | 2. Christensen, C.M., et al. (2015). <i>What is Disruptive Innovation?</i> Harvard Business Review Press. (Book) 3. Kotter, J. P. (2018). <i>Leading Change</i> . Harvard Business Review Press. (Book) 4. Schein, E. H., & Schein, P. (2017). <i>Organizational Culture and Leadership</i> (5th ed.). Wiley. (Book) 5. Tidd, J., & Bessant, J. (2020). <i>Managing Innovation</i> (7th ed.). Wiley. (Book) 6. Bass, B. M., & Riggio, R. E. (2018). "Transformational Leadership and Performance." <i>Leadership Quarterly</i> . (Journal) 7. Nugroho, Y. (2022). "Strategic Innovation in Indonesian Startups." <i>Journal of Technology and Business</i> . (Journal) |
| | Supporters |
| | 1. Susanto, A. (2020). "Innovation Management Model in Government Organizations." <i>Journal of Public Administration</i> . (Journal) 2. Hermawan, A. (2019). "The Role of Leaders in Change Management." <i>Journal of Communication and Management</i> . (Journal) 3. Lestari, D., & Hidayat, A. (2021). "Inclusive Leadership and Culture of Innovation." <i>Journal of Administrative Sciences</i> . (Journal) 4. Yusra, M. (2022). <i>Leadership in Public Organizations</i> . Deepublish. (Book) 5. Saraswati, T. (2020). <i>Innovation and Digital Transformation in the Era of Industry 4.0</i> . Prenada Media. (Book) 6. Ghozali, I., & Latan, H. (2015). <i>Partial Least Squares: Concepts, Techniques, and Applications of SmartPLS 2.0</i> . Diponegoro University Publishing House. (Book) |
| Instructional Media | Software: Power Point, Google Form. Hardware: Computer, <i>Infocus</i> , <i>Whiteboard</i> , Marker. Learning Methods: Case based Learning, Project Based Learning, and Research based Learning |
| Supporting lecturer | Taufan Akbari, Ph.D. |
| Course Requirements | There isn't any |

| Sunday to- | Final ability of each learning stage (Sub-CPMK) | Evaluation | Form of Learning; Learning Methods; Student Assignments | Learning materials | Assessment Weight (%) |
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| | | | | [Estimated Time] | | | |
|-----|-----|-----------|-----------------------|------------------|--------|-----|-----|
| | | Indicator | Criteria & Techniques | Offline | Online | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
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| Week 2 | Final Competence of Each Learning Stage (Sub-CPMK) | Evaluation | Learning Format; Learning Method; Student Assignments [Time Estimate] | Learning Materials [Library] | Assessment Weight (%) |
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| 1 | Students are able to understand the basic concepts of leadership and its relationship to organizational innovation. | Able to explain and understand the basic concepts of leadership and innovation. | Explanation of material (60'), discussion and questions and answers (90') | Northouse (2021) Chapter 1; Bass & Riggio (2018) Chapter 1 | 4% |
| 2 | Students are able to identify differences in leadership styles and their relevance in creating innovation. | Able to differentiate leadership styles in the context of innovation. | Explanation of material (60'), discussion and questions and answers (90') | Northouse (2021) Chapter 1; Lestari & Hidayat (2021) Chapter 1 | 4% |
| 3 | Students are able to explain the concept of organizational innovation and the role of communication in the process. | Able to explain the concept of organizational innovation in the context of communication. | Explanation of material (60'), discussion and case study (90') | Christensen et al. (2018). Disruptive Innovation: An Intellectual History and Directions for Future Research. <i>Journal of Management Studies</i> , 55(7). | 4% |
| 4 | Students are able to evaluate leadership strategies in encouraging | Able to explain leadership strategies in order to build | Explanation of material (60'), case study analysis (30') | Schein & Schein (2017) Chapter 2; Lestari & Hidayat (2021) Chapter 2 | 4% |

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| | collaboration and a culture of innovation. | collaboration and a culture of innovation. | | | |
| 5 | Students are able to relate leadership approaches to managing multicultural and digital teams. | Able to analyze and evaluate leadership management. | Guest lecture (90'), Q&A & reflective discussion (60') | Kotter (2018) Chapter 2; Hermawan (2019) Chapter 2 | 4% |
| 6 | Students are able to analyze the change management process and the role of leaders in facing crises. | Able to explain the principles of crisis management. | Explanation of material (60'), case studies and journal reviews (90') | Kotter (2018) Chapter 3; Ghozali & Latan (2015) Chapter 3 | 2.5% |
| 7 | Students are able to design innovative communication strategies to face organizational challenges. | Able to explain strategic steps in facing organizational challenges. | Problem solving (120'), simulation (30') | Tidd & Bessant (2020) Chapter 3; Yusra (2022) Chapter 1. | 5% |
| 8 | Mid-Semester Exam (UTS) | Evaluation of understanding of the theory and application of organizational communication. | Case study based exams or written tests. | Reference to previous material. | 20% |
| 9 | Students are able to assess innovation models applied in digital-based organizations. | Able to design digital-based organizational innovation models. | Explanation of material (60'), discussion and Q&A, presentation (90') | Saraswati (2020) Chapter 4; Christensen et al. (2015) Chapter 3 | 4% |
| 10 | Students are able to identify obstacles and success factors in implementing innovation. | Able to explain the obstacles to successful implementation of innovation. | Explanation of material (60'), discussion and Q&A, presentation (90') | Tidd & Bessant (2020); Nugroho (2022) | 4% |
| 11 | Students are able to develop innovative leadership models based on best practices. | Able to explain the innovative leadership theory model. | Corporate social media discussion (120') | Northouse (2021) Chapter 5; Bass & Riggio (2018) Chapter 3 | 4% |
| 12 | Students are able to evaluate the impact of innovation on organizational culture transformation. | Able to analyze transformations in organizational culture. | Explanation of material (60'), case study (90') | Schein & Schein (2017) Chapter 4; Lestari & Hidayat (2021) Chapter 5 | 4% |

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| 13 | Students are able to apply a visionary leadership approach in the context of organizational change. | Able to analyze the concept of organizational leadership. | Explanation and reflection (90'), leadership simulation (60') | Kotter (2018); Hermawan (2019) | 2.5% |
| 14 | Students are able to develop innovation-based strategic plans for organizational improvement. | Preparation of proposals | Strategy workshop (120'), proposal mentoring (30') | Tidd & Bessant (2020); Ghazali & Latan (2015) | 2.5% |
| 15 | Students are able to present innovative ideas in professional forums ethically and responsibly. | Final presentation | Project presentation (120'), panel discussion (30') | All previous references | |
| 16 | Final Semester Exam (UAS) | Final evaluation of the organization's communication strategy. | Communication project presentation or case study based exam. | Reference to previous material. | 30% |

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| Approved, Date: April 25, 2025 Head of the study program | Checked, Date: Course Coordination/Field of Expertise | Created, Date: The lecturer in question |
| (Dr. Andika Witono, MM) | (Taufa Teguh Akbari, Ph.D.) | (.....) |

Check : Quality Assurance Unit

(.....)

Notes:

1. Study Program Graduate Learning Outcomes (CPL-PRODI) are the abilities possessed by each PRODI graduate which are the internalization of attitudes, mastery of knowledge and skills according to the study program level obtained through the learning process.
2. The CPL charged to a course is a number of learning outcomes of study program graduates (CPL-PRODI) which are used to form/develop a course consisting of aspects of attitude, general skills , specific skills and knowledge.
3. Course CP (CPMK) is a capability that is specifically described from the CPL that is assigned to the course, and is specific to the study material or learning material of the course.
4. Sub-CP Course (Sub-CPMK) is a capability that is specifically described from SPMK that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
5. The assessment indicators for students' learning process and outcomes are specific and measurable statements that identify students' learning outcomes or abilities, accompanied by evidence.
6. Assessment criteria are benchmarks used to measure or quantify learning achievement in assessments based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments . Criteria can be quantitative or qualitative.
7. Assessment techniques: tests and non-tests
8. Forms of learning: Lectures, Responses, Tutorials, Seminars or equivalent, and/or other equivalent forms of learning.
9. Learning Methods : *Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and* other equivalent methods.
10. Learning materials are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
11. The assessment weight is the percentage of the assessment for each sub-CPMK achievement, the amount of which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **TM**= Face to Face, **PT**= Structured Assignment , **BM**= Independent Learning.

Assessment Components:

The assessment process in this course is divided into 4 components, including the following:

a. Presence.

This component has a point value of **10%** of the total face-to-face meetings in class.

b. Task.

During each semester, students are required to complete a minimum of four assignments, consisting of two independent assignments and two group assignments. These assignments are given twice before the midterm exam and twice after the midterm exam, or before the final exam. The total assignments are worth **40% of the points**.

c. UTS (Mid Semester Exam).

The mid-term exam (UTS) is conducted in the eighth week of the semester. It assesses students' final abilities based on the learning material/topics from the first to seventh semesters. The UTS can take the form of a written exam, presentation, independent or group assignment, or other tasks, depending on the learning method. The UTS grade is weighted at **20%**.

d. UAS (End of Semester Exam).

The final exam (UAS) is conducted in the 16th week of the total number of meetings. The UAS assesses students' final abilities based on the learning material/topics planned from meetings 9 to 15. The UAS can take the form of a written exam, presentation, independent or group assignment, or other forms, depending on the learning method. The UAS grade is weighted at **30%**.

Assessment Rubric

| Level/Grade | Numbers/Scores | Job Description/Indicators |
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| A | 90.00 – 100 | This is the achievement of superior students , namely those who follow lectures very well, understand the material very well and are even challenged to understand it further, have a high level of proactivity and creativity in seeking information related to the material, are able to solve problems with perfect accuracy and are even able to recognize real problems in |

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| | | society/industry and are able to propose solution concepts. |
| A- | 85.00 – 89.99 | This is the achievement of students who follow lectures very well, understand the material very well, have a high level of proactivity and creativity in seeking information related to the material, and are able to solve problems/assignments with very good accuracy. |
| B+ | 80.00 – 84.99 | This is the achievement of students who follow lectures well, are able to understand the material and are able to solve problems/assignments with very good accuracy. |
| E | ≤79,99 | This is the achievement of students who do not carry out assignments and do not understand the material at all. |