



# MGMT20131 Organisational Governance and Leadership

## Term 2 - 2017

Profile information current as at 14/12/2025 05:29 pm

All details in this unit profile for MGMT20131 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Today's organisations are facing challenges in shifting from traditional management practices to modern governance and management systems. Organisational Governance and Leadership extensively explores issues about how leadership practices facilitate organisational management. Understanding, analysing, and applying the nature of leadership are important for organisations to pursue sustainable development in the changing environment, where leaders need to address various legal, ethical and economic issues. Organisational Governance and Leadership examines the roles of leaders and details the importance of their personal values with regard to decision making, accountability, responsibility and interactions with organisational and management systems. Matters central to governance and the capacity to lead by example are key to the learning program. If you have successfully completed the unit MGMT20125 you should not enrol in this unit.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Distance
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Work**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Examination**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from 'Have your say' and student email correspondence.

##### Feedback

Students believed that the feedback received on assessment items applied higher than expected standards and varied between markers.

##### Recommendation

Ensure consistent, appropriate and adequate feedback is given on assessment items and that students are aware of where feedback can be located.

#### Feedback from 'Have you say'

##### Feedback

The unit should be taught over a 12 week teaching block rather than in an intensive 4 day teaching mode.

##### Recommendation

Consider restructuring the unit to be taught for three hours a week for 12 weeks.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. analyse the contribution made by leaders in different organisational settings and discuss the characteristics of successful leaders
2. discuss the principles underlying leadership development and good governance
3. describe your own interest in providing leadership and in taking on various leadership roles, as well as analyse your preferred leadership style and approach to leadership
4. critically assess the challenges and tasks of leadership at different levels of the organisation
5. critically discuss the role of leadership in ensuring the good governance of the organisation based on appropriate theories.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks             | Learning Outcomes |   |   |   |   |
|------------------------------|-------------------|---|---|---|---|
|                              | 1                 | 2 | 3 | 4 | 5 |
| 1 - Group Work - 30%         | •                 | • | • | • | • |
| 2 - Written Assessment - 30% | •                 | • |   |   | • |
| 3 - Examination - 40%        | •                 | • |   | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                | Learning Outcomes |   |   |   |   |
|--|-------------------|---|---|---|---|
|  | 1                 | 2 | 3 | 4 | 5 |
| 1 - Knowledge                                      | ○                 | ○ | ○ | ○ | ○ |
| 2 - Communication                                  |                   |   |   | ○ | ○ |
| 3 - Cognitive, technical and creative skills       |                   |   |   |   | ○ |
| 4 - Research                                       |                   | ○ |   |   | ○ |
| 5 - Self-management                                |                   |   | ○ |   |   |
| 6 - Ethical and Professional Responsibility        | ○                 | ○ | ○ | ○ | ○ |
| 7 - Leadership                                     | ○                 | ○ | ○ | ○ | ○ |
| 8 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |   |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks             | Graduate Attributes |   |   |   |   |   |   |   |
|------------------------------|---------------------|---|---|---|---|---|---|---|
|                              | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 - Group Work - 30%         | ○                   | ○ | ○ | ○ | ○ | ○ | ○ |   |
| 2 - Written Assessment - 30% | ○                   | ○ | ○ | ○ |   | ○ | ○ |   |
| 3 - Examination - 40%        | ○                   | ○ | ○ |   | ○ | ○ |   |   |

## Textbooks and Resources

## Textbooks

**There are no required textbooks.**

### Additional Textbook Information

There is no compulsory prescribed textbook for this unit; instead, prescribed weekly reading material will be available in Moodle. However, in order to expand your knowledge and improve your success chances in this unit, it is important you carry out independent study and additional reading. Please find below a selection of recommended books, some of which you should peruse:

- Daft, R. (2015). *The Leadership Experience*, (6th ed.). Stamford, US: Cengage.
- Daft, R., & Pirola-Merlo, A. (2009). *The Leadership Experience Asia Pacific Edition*, (1st ed.). South Melbourne, Vic: Cengage.
- Pedler, M., Burgoyne, J., & Boydell, T. (2010). *A Manager's Guide to Leadership: An Action Learning Approach*, (2nd ed.). Maidenhead: McGraw-Hill.
- Kouzes, J.M., & Posner, B.Z. (eds.). (2011). *Credibility: How Leaders Gain and Lose It, Why People Demand It*, (2nd ed.). San Francisco, CA: Jossey-Bass.
- Kouzes, J.M., & Posner, B.Z. (2012). *The leadership challenge* (5th ed.). San Francisco, CA: Jossey-Bass.
- Gandossy, R., & Sonnenfeld, J. (eds.). (2004). *Leadership and governance from the inside out*. Hoboken, NJ: John Wiley & Sons.
- Doh, J.P., & Stumpf, S.A. (eds.). (2005). *Handbook on responsible leadership and governance in global business*. Cheltenham: Edward Elgar Publishing.
- McKee, A., Boyatzis, R., & Johnston, F. (2008). *Becoming a Resonant Leader*. Boston, MA: Harvard University Press.

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Michael Segon** Unit Coordinator  
m.segon@cqu.edu.au

## Schedule

**Week 1 - 10 Jul 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

Please note that the rows on this schedule reflect the themes that will be discussed throughout the term- they do NOT refer to weekly materials. For details of schedules and theme content, please refer to the unit Moodle site.

Readings posted on Moodle.

Please note that this unit is structured as a number of key themes that are equivalent of 36 hours of contact time.

**Theme: Leadership Competencies**

**Week 2 - 17 Jul 2017**

| Module/Topic  | Chapter                    | Events and Submissions/Topic |
|---|----------------------------|------------------------------|
| <b>Theme: Leadership, Management and Self-Awareness</b> | Readings posted on Moodle. |                              |

**Week 3 - 24 Jul 2017**

| Module/Topic                         | Chapter                    | Events and Submissions/Topic |
|--------------------------------------|----------------------------|------------------------------|
| <b>Theme: Emotional Intelligence</b> | Readings posted on Moodle. |                              |

**Week 4 - 31 Jul 2017**

| Module/Topic  | Chapter                    | Events and Submissions/Topic |
|---|----------------------------|------------------------------|
| <b>Theme: Traditional and Contemporary Approaches to Leadership</b> | Readings posted on Moodle. |                              |

**Week 5 - 07 Aug 2017**

| Module/Topic                       | Chapter                    | Events and Submissions/Topic |
|------------------------------------|----------------------------|------------------------------|
| <b>Theme: Duties of Leadership</b> | Readings posted on Moodle. |                              |

**Vacation Week - 14 Aug 2017**

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Vacation week |         |                              |

**Week 6 - 21 Aug 2017**

| Module/Topic   | Chapter                    | Events and Submissions/Topic |
|--|----------------------------|------------------------------|
| <b>Theme: Leadership Behaviour - Historical and Contemporary Thought</b> | Readings posted on Moodle. |                              |

**Week 7 - 28 Aug 2017**

| Module/Topic   | Chapter                    | Events and Submissions/Topic |
|--|----------------------------|------------------------------|
| <b>Theme: Critical Capabilities (Competencies) In Leadership: Visibility Credibility, Power and Influence and Self Confidence.</b> | Readings posted on Moodle. |                              |

**Week 8 - 04 Sep 2017**

| Module/Topic                         | Chapter                    | Events and Submissions/Topic |
|--------------------------------------|----------------------------|------------------------------|
| <b>Theme: Leader as Entrepreneur</b> | Readings posted on Moodle. |                              |

**Week 9 - 11 Sep 2017**

| Module/Topic                                       | Chapter                    | Events and Submissions/Topic |
|--|----------------------------|------------------------------|
| <b>Theme: Global and Cross-Cultural Leadership</b> | Readings posted on Moodle. |                              |

**Week 10 - 18 Sep 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**Week 11 - 25 Sep 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**Week 12 - 02 Oct 2017**

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
|              |         | <b>Individual Written Assessment - Developing Leadership Capability</b><br>Due: Week 12 Friday (6 Oct 2017) 6:00 pm AEST |

**Review/Exam Week - 09 Oct 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**Exam Week - 16 Oct 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Term Specific Information

This unit is being offered in online mode in term 2, 2017 with some supported delivery.

## Assessment Tasks

### 1 Group Analysis and Presentation

**Assessment Type**

Group Work

**Task Description**

**Format:** 2 professional presentations

**Length:** 15-20 minutes each

**Due date:** During the supported sessions and online.

During the first introductory session students will be allocated to a group. Each group will then make two (2) 15-20 minute presentations: The first presentation will take place due Friday 3rd August, 2017 and the second will take place Friday 15th September, 2017.

The size and constitution of the groups will be determined by the class facilitator. Each presentation is worth 15 marks.

**Task:** The facilitator will nominate a specific task or analysis. Each presentation will provide an opportunity for groups to examine leadership practice using accepted leadership models and perspectives and assess the impact on followers. A copy of the PowerPoint slides and a list of references used (correctly listed according to APA requirements) must be provided to the class facilitator at the time of presentation. These printed documents need to be suitable as a professional handout.

**This is a pass-fail activity and students must be in a group; students cannot undertake this task individually.**

**Assessment Due Date**

Please refer to the above task description for details of presentation times or submission dates.

**Return Date to Students**

On-campus students will receive feedback at the presentation date; online students will receive feedback within 10 working days (excluding university holidays) of submission.

**Weighting**

30%

**Assessment Criteria**

1. Demonstrate the capability to use leadership models and concepts as analytical tools to identify key issues that impact on specific leadership practice
2. Accurate definitions of key concepts and terms
3. The ability to utilise key leadership competencies and interpersonal concepts and terms to describe and analyse leadership practice in an organisational context
4. Use business examples to illustrate leadership practice so as to demonstrate understanding
5. Demonstrate a breadth and quality of research by using a minimum of 12 academic sources from recommended

texts and journal articles

6. Ability to prepare a professional presentation in the nominated format consistent with standards expected of professional leaders and managers in the work context
7. Ability to demonstrate appropriate personal professional standards in terms of dress, verbal and non-verbal communication consistent with standards expected of professional leaders and managers in the work context
8. Ability to work cooperatively in a work-based team and present a cohesive presentation and answer relevant questions during the presentation
9. Use of the APA in-text referencing system to correctly cite academic sources

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice", and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each unit in the MBA has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Students should ensure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, they will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline Online Group

### Submission Instructions

On-campus students: Provide PowerPoint handouts and reference list to the tutor in-class. Online students: submit your slides and executive report via Moodle.

### Learning Outcomes Assessed

- analyse the contribution made by leaders in different organisational settings and discuss the characteristics of successful leaders
- discuss the principles underlying leadership development and good governance
- describe your own interest in providing leadership and in taking on various leadership roles, as well as analyse your preferred leadership style and approach to leadership
- critically assess the challenges and tasks of leadership at different levels of the organisation
- critically discuss the role of leadership in ensuring the good governance of the organisation based on appropriate theories.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Individual Written Assessment - Developing Leadership Capability

### Assessment Type

Written Assessment

### Task Description

**Format:** Professional written report

**Length:** 2,300 to 2,800 words

**Submission format:** Written Word document; submitted electronically via Moodle

**Due date:** Friday, 06/01/17 (week 12) at 18.00pm AEST

This assessment aims to allow participants to explore and develop key capabilities in one of the three key leadership capabilities (competencies) addressed in the unit. There are three sections to this report:



1. A self-analysis/-reflection
2. A literature review, and
3. A conclusion that outlines an action plan for development

The assignment must focus on one of the following:

- Visibility/Credibility OR
- Power and Influence OR
- Self-confidence

Diagnostic tools and mini-simulation activities will be undertaken for each topic/theme that serve as the experiential basis for individual reflection about current leadership practice. These are compulsory activities for students enrolled in this unit.

Online students are provided with alternative experiential activities.

### **1. Self-analysis/-reflection (800 - 1,000 words)**

Students must utilise at least three (3) of the diagnostic tools undertaken during the term (such as the Quinn Management Questionnaire, the ESCI (Emotional Intelligence) Situational Leadership Questionnaires, and a minimum of two diagnostic tools must be specific to the chosen capability.

Students are to contrast the results of the diagnostics tests and reflect on their own practice by identifying two incidences from their recent past (i.e. last 12 months) in which the chosen capabilities were being used. Students are then to analyse the incidents to determine whether the results of the self-diagnosis are evidenced in practice.

The objective is for students are then to identify two areas or competencies for improvement that will enhance visibility/credibility OR use of power and influence OR self-confidence.

(Students should recognise that three tools is seen as the minimum requirement and meeting this minimum will result in the minimum score being awarded for this section of the assignment).

### **2. Literature Review (approx. 1,000 words)**

Students are then to prepare a literature review about the chosen topic that defines the key terms and outlines key theories or models and application. Students are expected to use the specific concepts and terms of the leadership and competency models examined during the term.

Students are to start with a broad overview of the topic (i.e. Visibility/Credibility, Power and Influence, or Self-confidence) and how this relates to leadership practice. Students are then to focus on the specific aspect that the self-analysis and reflection identified as requiring development. Students need to focus on this aspect defining the key competencies required and scoping aspects related to acquiring these leadership behaviours.

### **3. Conclusion/Action Plan (500 - 800 words)**

As a conclusion, students are to develop an action plan of key events and activities that they can undertake over the next 6 months to acquire the knowledge, skills and behaviours identified as requiring development in Section 1.

This can include undertaking specific short courses, to develop skills (must be actual courses), a reading plan to acquire conceptual knowledge, maintaining of personal journals reflecting on communication interactions, etc.

This section must include actionable items with timelines and an indication of how you will measure successful completion.

**Research Requirements:** A minimum of 12 scholarly references are to be used that includes at least 4 peer-reviewed journal articles included as citations within the report.

Keep in mind that the academic sources (outside the textbooks) must be peer-reviewed journal articles or scholarly book chapters. If you are in doubt of what constitutes a journal article or scholarly book chapter, please refer to the Moodle site, discuss with your tutor and/or approach the Academic Learning Centre (ALC).

### **Assessment Due Date**

Week 12 Friday (6 Oct 2017) 6:00 pm AEST

Please refer to the above task description for details of submission dates.

### **Return Date to Students**

We will make every attempt to get your assignments back within ten working days (excluding university holidays).

### **Weighting**

30%

### **Assessment Criteria**

- Provide the results of minimum of 3 diagnostic tools that relate to the selected leadership competency and to analyse (reflect) these against past practice to identify personal strengths and weaknesses.
- Ability to construct a detailed and cohesive literature review that defines key concepts and terms related to the selected leadership competency/capability.
- As part of the literature review to summarise and contrast key concepts/models related to the selected competency/capability.

- Ability to devise a personal (management) development plan, supported by literature, that addresses these key capability needs.
- Demonstrate a breadth and quality of research by using a minimum of 12 academic sources from recommended texts and journal articles.
- Correct use of the APA in-text referencing system to cite academic sources.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice", and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each unit in the MBA has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Students should ensure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, they will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Word document via Moodle.

### Learning Outcomes Assessed

- analyse the contribution made by leaders in different organisational settings and discuss the characteristics of successful leaders
- discuss the principles underlying leadership development and good governance
- critically discuss the role of leadership in ensuring the good governance of the organisation based on appropriate theories.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

## Examination

### Outline

Complete an invigilated examination.

### Date

During the examination period at a CQUniversity examination centre.

### Weighting

40%

### Length

180 minutes

### Exam Conditions

Closed Book.

### Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem