MGMT20131 *Leadership and Integrity*
Term 3 - 2017

Profile information current as at 15/12/2025 07:43 am

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

Leadership and integrity extensively explores issues about how leadership practices facilitate organisational effectiveness. Understanding, analysing and applying the nature of leadership are important for organisations to pursue sustainable development in the changing environment. In this unit you will examine a variety of traditional and more contemporary approaches to leadership, their effect on followers and when and how they should be applied. You will also consider leadership in a cross-cultural context and how different leadership styles are more accepted, or less tolerated, in different cultures. This unit addresses specific aspects of the emotional intelligence model that will allow you to identify the key competencies required of leaders to effectively influence followers with a high degree of integrity. Using reflective practice as the basis for personal development, you will be required to research, reflect on and acquire the conceptual knowledge, behavioural skills and attitudinal components of specific leadership competencies including: power and influence, self-confidence, and visibility and credibility.

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 3 - 2017

- Brisbane
- Distance
- Melbourne
- Sydney

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. **Presentation**
Weighting: 30%
2. **Reflective Practice Assignment**
Weighting: 40%
3. **Examination**
Weighting: 30%

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 and critically reflect on the contribution made by leaders in different organisational settings
2. Develop an advanced and integrated understanding of the different approaches to leadership and integrity behaviours and the impact on followers
3. Develop, through independent research, an advanced and integrated understanding of the competencies that underpin successful leadership development and integrity
4. Critically assess the leadership challenges and tasks at different levels of the organisation that contribute to effectiveness
5. Analyse critically and reflect on cultural differences in leadership and the implication for followers.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Presentation - 30%	●	●			●
2 - Reflective Practice Assignment - 40%		●	●	●	
3 - Examination - 30%	●			●	●

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 - Presentation - 30%	○	○	○	○	○	○	○	
2 - Reflective Practice Assignment - 40%	○	○	○	○	○	○	○	
3 - Examination - 30%	○	○	○		○	○		

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 to carry out independent study and additional reading. Please find below a selection of recommended books, some of which you should peruse:

- Carlopio , J. & Addrawartha, G. (2012). *Developing management skills: A comprehensive guide for leaders,* (5th ed.). Pearson : Australia.
- 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.
- Doh, J.P., & Stumpf, S.A. (eds.). (2005). Handbook on responsible leadership and governance in global business. Cheltenham: Edward Elgar Publishing.
- Gandossy, R., & Sonnenfeld, J. (eds.). (2004). *Leadership and governance from the inside out*. Hoboken, NJ: John Wiley & Sons.
- 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.
- McKee, A., Boyatzis, R., & Johnston, F. (2008). *Becoming a Resonant Leader*. Boston, MA: Harvard University Press.
- Pedler, M., Burgoyne, J., & Boydell, T. (2010). *A Manager's Guide to Leadership: An Action Learning Approach*, (2nd ed.). Maidenhead: McGraw-Hill.

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

Upamali Amarakoon Unit Coordinator
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Schedule

Week 1 - Introduction - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Self awareness	Readings posted on Moodle.	Forming groups (for group presentations)

Week 3 - Workshop 1 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 1 **-** Traditional Approaches to Leadership	Readings posted on Moodle.	

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

Week 5 - Workshop 2 - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 2 - Contemporary and Emerging Approaches	Readings posted on Moodle.	Assessment 1 - Group Presentation 1

Week 7 - Workshop 3 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 3 - Leadership Competencies	Readings posted on Moodle.	Assessment 1 - Group Presentation 2

Week 9 - Workshop 4 - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 4 - Integrity and Ethics	Readings posted on Moodle.	

Week 11 - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 - Individual Report
		Assessment 2 - Individual Reflection Due: Week 11 Wednesday (31 Jan 2018) 3:00 pm AEST

Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 - Exam

Term Specific Information

This unit is delivered in intensive workshop-mode using interactive techniques, in face-to-face and distant delivery modes.
Assessment tasks for on-campus students are allocated and conducted during the workshops, and therefore participation in these workshops is mandatory.
Diagnostic tools, which will also serve as the foundation for assessment tasks, are distributed and undertaken during these workshops.

Assessment Tasks

1 Assessment 1 - Group presentation

Assessment Type
Presentation
Task Description
Format: 2 professional presentations

Length: 15-20 minutes each

Weight : 15 marks each (30 marks in total)

Due date: For on campus students - During Week 5 and Week 7 workshops; For flex students - Online presentations around Week 5 and Week 7

On campus students will be allocated into groups during the introductory session. Flex students will be allocated into groups during the first week.

The size and composition of groups will be determined by the class facilitator.

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 style of referencing) must be provided to the class facilitator prior to the presentation.

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

Assessment Due Date

For on campus students - During workshops in Week 5 and Week 7; For Flex students - Around Week 5 and Week 7

Return Date to Students

Written feedback is provided to all group members at the time of the presentation

Weighting
30%
Assessment Criteria
Quality of research – Demonstrate a thorough knowledge of relevant concepts/materials through use of

appropriate body of quality sources (including a minimal of five relevant peer reviewed academic journal articles).

Application of theory – Ability to incorporate relevant key terms, theories, models, and

concepts.

Findings and recommendations - Ability to present key findings and recommendations in a business

presentation to expected professional standards.

Presentation structure - Concise and structured presentation with introduction, main

presentation and conclusion.

Delivery – Ability to effectively use audio visuals and verbal communication delivered within the

15 minute time allocation.

Team work - Ability to work in a collaborative and effective manner as a team.

Referencing Style
  • American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
A copy of the PowerPoint slides and a list of references used (correctly listed according to APA style of referencing) must be provided to the class facilitator prior to the presentation.

Learning Outcomes Assessed

- Analyse and critically reflect on the contribution made by leaders in different organisational settings
- Develop an advanced and integrated understanding of the different approaches to leadership and integrity behaviours and the impact on followers
- Analyse critically and reflect on cultural differences in leadership and the implication for followers.

Graduate Attributes

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

2 Assessment 2 - Individual Reflection

Assessment Type
Reflective Practice Assignment

Task Description
Format: Professional written report

Length: 2,500 +/- 10% words

Weight: 40% of marks

Submission format: Word document; submitted electronically via Moodle

Due date: Wednesday, 31/01/18 (Week 11) at 3.00 p.m. AEST

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 completed under each topic which will 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.

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

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

Students must utilise a minimum of 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 tools 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 the chosen area (i.e. 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)

The second section should comprise 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 areas for development identified during the self-analysis and reflection stage.

3. Action Plan and Conclusion (500 - 800 words)

Develop an action plan which includes key events and activities that can be undertake over the next 6 months to acquire the knowledge, skills and behaviours in the ares that need improved (identified based on diagnostic tools).

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 twelve (12) peer-reviewed journal articles.

Assessment Due Date
Week 11 Wednesday (31 Jan 2018) 3:00 pm AEST

Return Date to Students
Review/Exam Week Thursday (15 Feb 2018)

Weighting
40%

Assessment Criteria
Literature review - Understanding of key terms, theories, capabilities and concepts presented.

Diagnostic tools - Inclusion and understanding of the diagnostic tools completed in class.

Reflection - Demonstration of self-analysis, including reflection on personal results directly linked to examples of own behaviour and relevant literature.

Development plan - Presentation of a development plan that identifies specific activities and appropriate time frames for implementation.

Research - Breadth and quality of research, using a minimum of 12 peer reviewed journal articles.

Presentation – Present in business report format (5% for this) with a clear introduction, literature review, diagnostic tools, analysis of results/reflection, developmental plan, and conclusion, followed by the list of references. Correct use of APA referencing system (remaining 5% for this) to correctly citing

academic sources.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Develop an advanced and integrated understanding of the different approaches to leadership and integrity behaviours and the impact on followers
- Develop, through independent research, an advanced and integrated understanding of the competencies that underpin successful leadership development and integrity
- Critically assess the leadership challenges and tasks at different levels of the organisation that contribute to effectiveness

Graduate Attributes

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

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
30%

Length
180 minutes

Exam Conditions
Closed Book.

Materials
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).
No calculators permitted

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