



MGMT20131 *Leadership and Integrity*

Term 2 - 2018

Profile information current as at 19/04/2024 09:06 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

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 2 - 2018

- 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).

Residential Schools

This unit has a Optional Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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



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

MGMT20131

Supplementary

The Leadership Experience, (6th ed.).

Edition: 6th edn Revised (2015)

Authors: Lussier, R, & Achua, C

Cengage Learning

Florence , KY , USA

ISBN: 9781285866352

Binding: Paperback

Additional Textbook Information

There is no compulsory prescribed textbook for this unit; instead, the 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., & 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.

[View textbooks at the CQUniversity Bookshop](#)

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 - Introduction - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Self awareness and introduction to Leadership. Unit overview and Assessment	Indicative readings: Daft (2015) Ch 1 & 4 Lussier and Achua (2016) Ch 1 McKee (2017) [In HBR Guide to Emotional Intelligence Ch 2] Markman (2017) [In HBR Guide to Emotional Intelligence Ch 3] Kouzes and Posner (2003) Ch 1 & 3 Nitin and Khurana (2010) Quinn et al. (2015) Module 1 Understanding Self and Others. Carlopio and Andrawartha (2012) Ch 2	Forming groups (for group presentation)

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 Traditional Models of Leadership Trait Approach, "Great Man" theories	Indicative readings: Daft (2015) Ch 2 Further posted on Moodle	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Approaches to Leadership Contingency and Situational Leadership	Indicative readings: Daft (2015) Ch 3 Lussier and Achua (2016) Ch 4 Nitin and Khurana (2010) Ch 15 Further posted on Moodle	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary and Emerging Approaches: Followership The five exemplary practices of leadership Primal Leadership	Indicative readings: Daft (2015) Ch 7 Lussier and Achua (2016) Ch 7 Kouzes and Posner (2012) Ch 1, 3-6 Goleman, Boyatzis and McKee (2013) Ch 1-2,4 Further posted on Moodle	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary and Emerging Approaches Charismatic and Authentic Leadership. Stewardship and Servant Leadership	Lussier and Achua (2016) Ch 9 Nitin and Khurana (2010) Ch 25	Assessment 1 - Group Presentation

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Application and Analysis of Leadership Practice
International Perspectives of Leadership

Nitin and Khurana (2010) Ch 20
Lussier and Achua (2016) Ch 10
Molisky (2017) [In HBR Guide to Emotional Intelligence]

Assessment 1 - Group Presentations due in class for on campus students and submission of presentation and executive summary due by Friday August 24th, 2018.
Refer to Moodle site for submission requirements and options.

Assessment 1 - Group presentation Due: Week 6 Friday (24 Aug 2018) 12:00 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and Competency- Review of critical concepts	Goleman, Boyatzis and McKee (2013) Ch 3, Appendix A & B Boyatzis (1982) Ch 1 Pedler et al. (2013) Ch 1 Further readings posted on Moodle	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Power and Influence	Indicative readings: Daft (2015) Ch 12 Lussier and Achua (2016) Ch 5 Nitin and Khurana (2010) Ch 12 Boyatzis (1982) Ch 5 Quinn et al. (2015) Module 4 Using Power and Influence Ethically and Effectively Goleman (1998) Ch 8 Further readings posted on Moodle	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Self Confidence	Boyatzis (1982) Ch 5 Further readings posted on Moodle	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Visibility/Credibility	Kouzes and Posner (2012) Ch 2 Further readings posted on Moodle	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Integrity, Leadership and Ethics	Indicative readings: Daft (2015) Ch 6 Kouzes and Posner (2012) Ch 1, 3-6 Further readings posted on Moodle	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unit review and Exam preparation.		Assessment 2 - Individual Report Assessment 2 - Individual Reflection Due: Week 12 Friday (5 Oct 2018) 11:59 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Please note that whilst the schedule lists a variety of topics in weekly format, the order of content covered may differ depending on the learning needs and capability of students to deal with the concepts addressed in class. In addition the unit may be offered with some intensive delivery to facilitate interaction and adult learning.

Assessment Tasks

1 Assessment 1 - Group presentation

Assessment Type

Presentation

Task Description

Format: Professional presentation

Length: 15-20 minutes each

Weight : 30 marks in total

Due date: For on campus and online students - On-campus students are to present in class week beginning Monday 20th August, 2018. Both on-campus and online students - must upload their presentation which consists of the PowerPoint slides, an executive summary of approximately 1000 words and a reference list to the Moodle site by Friday 24th August, 2018.

On campus students and online students will be allocated into groups during the introductory session. The size and composition of groups will be determined by the class facilitator and will normally not be negotiable.

Task: The facilitator will nominate a specific task or analysis. The presentation will provide an opportunity for groups to examine leadership practice using accepted leadership models and perspectives and assess the impact on followers.

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

Late submissions will incur a penalty of 5% per day after the due date.

Research Requirements:

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.

1. 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
2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each Masters unit 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. As Masters students you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent 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).

Assessment Due Date

Week 6 Friday (24 Aug 2018) 12:00 pm AEST

To be uploaded to the Moodle site.

Return Date to Students

Week 8 Friday (7 Sept 2018)

Informal verbal feedback is provided to all group members at the time of the presentation- Formal feedback is provided via feedback studio on the Moodle site.

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 leadership 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 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

No submission method provided.

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. Formal submission via the Moodle site must include the presentation, executive summary and reference list.

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: Friday, 5th October, 2018.

Task: The purpose of this assignment is to allow participants to explore their own leadership practice by focusing on one critical leadership competency that they believe will enhance their ability to effectively lead others.

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). A minimum of two diagnostic tools must be specific to the chosen competency, being either self-confidence, power and influence or visibility/credibility. Please note that diagnostic tools used in other units, such as the Johari Window, Conflict or Team questionnaires, will not be accepted as relevant to the nominated leadership competencies.

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. within the last 12 months) in which the chosen capabilities were or were not 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 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 the use of 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. Please note the expectation is that students must refer to the competency as advocated by Goleman et al. (2013); Boyatzis (1982); Pedler et al. (2013), etc., and the specific behavioural characteristics exhibited by leaders who have developed these competencies.

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 areas 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.

A rubric and audio file are available on the Moodle site that provides further details and expectations regarding standards expected of Masters students.

Late penalties of 5% per day after the due date will be applied.

Research Requirements:

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.

1. 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
2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each Masters unit 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. As Masters students you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent 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).

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:59 pm AEST

Return Date to Students

Exam Week Monday (15 Oct 2018)

Feedback will be provided using Feedback studio or a similar tool.

Weighting

40%

Assessment Criteria

Literature review - Understanding of key terms, theories, capabilities and concepts presented with a specific focus on competency.

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 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 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).

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