



MGMT20131 *Leadership and Integrity*

Term 2 - 2019

Profile information current as at 21/09/2024 11:23 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 and effective practice 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 builds on aspects of the emotional intelligence model that was introduced in the MBA commencement unit, MGMT 20129. You will identify the key competencies required of leaders to effectively influence followers whilst demonstrating a high degree of integrity. Using advanced 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

Students enrolled in the MBA CL20, CC52 the Graduate Diploma in Business Administration and CL15 the Graduate Certificate in Authentic Leadership can enrol in the unit. Students in other Masters courses who have greater than three years relevant work or professional experience, i.e. they meet the entry criteria to CL15 and CL20 may also enrol, subject to verification of meeting this criteria.

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 - 2019

- Melbourne
- Online

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. **Literature Review or Systematic Review**

Weighting: 40%

3. **Reflective Practice Assignment**

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

Feedback

Moodle navigation

Recommendation

The Moodle site will be redesigned for 2019 delivery to insure that all powerpoints, videos and readings are contained under each topic.

Feedback from Have your say

Feedback

Feedback

Recommendation

The unit coordinator will liaise with facilitators to clarify expectations regarding timely and feedback and the quality of such feedback.

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 and their conceptual, behavioural and attitudinal foundations, 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 - Literature Review or Systematic Review - 40%		•	•	•	•
3 - Reflective Practice Assignment - 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 - Literature Review or Systematic Review - 40%	○	○	○	○	○	○	○	
3 - Reflective Practice Assignment - 30%	○	○	○		○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Introduction

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Self awareness and introduction to Leadership and Integrity Leadership and Competency- Review of critical concepts Management vs Leadership Primal Leadership Unit overview and assessment strategy.	Indicative readings: Goleman et al. (2017) Book 1 Emotional Self Awareness: A Primer Goleman et al. (2017) Book 11 Inspirational Leadership: A Primer 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 Goleman, Boyatzis and McKee (2013) Ch 1,2,3,4 & Appendix A & B Boyatzis (1982) Ch 1 Pedler et al. (2013) Ch 1	Forming groups (for group presentation)

Traditional Approaches to Leadership

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 Traditional Models of Leadership Trait Approach, "Great Man" theories. Contingency and Situational Leadership	Indicative readings: Daft (2015) Ch 2, 4 Lussier and Achua (2016) Ch 4 Nitin and Khurana (2010) Ch 15 Further posted on Moodle	

Leadership Competencies: Power, Influence and Ethics

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Power and Influence Leadership Competencies: Ethics and Integrity	Indicative readings: Goleman et al. (2017) Book 8 Influence: A Primer Boyatzis (1982) Ch 5 Daft (2015) Ch 2, 5, 10, 12 & 6 Lussier and Achua (2016) Ch 5 Nitin and Khurana (2010) Ch 12 Quinn et al. (2015) Module 4 Using Power and Influence Ethically and Effectively deJanasz et al. (2018) Ch 3 Goleman (1998) Ch 8 Further readings posted on Moodle	

Leadership Competencies: Self Confidence and Credibility

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Self Confidence Leadership Competencies: Visibility/Credibility	Indicative readings: Boyatzis (1992) Ch 5 Kouzes and Posner (2003) Ch 2 & 7 deJanasz et al. (2018) Ch 2, 4 & 8 Further readings posted on Moodle	

Contemporary and Emerging Approaches

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary and Emerging Approaches: <ul style="list-style-type: none">• Followership• The five exemplary practices of Leadership• Charismatic and Authentic Leadership.• Stewardship and Servant Leadership	Lussier and Achua (2016) Ch 9 Daft (2015) Ch 9. Nitin and Khurana (2010) Ch 25 Lussier and Achua (2016) Ch 7 Kouzes and Posner (2012) Ch 1, 3-6	

Vacation Week

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

Application, Mindfulness and International Perspectives

Module/Topic	Chapter	Events and Submissions/Topic
Application and Analysis of Leadership Practice Mindfulness 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 16th, 2019. Refer to Moodle site for submission requirements and options.

Unit Review

Module/Topic	Chapter	Events and Submissions/Topic
Unit review		

Term Specific Information

The content of this Unit is delivered as blocks or modules. The schedule of topics is not to be taken as a weekly schedule. Please refer to the Moodle site for further information regarding the offering in face to face mode and the schedule of online sessions.

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: Students are to present in class at a time negotiated with the facilitator. However all students, 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 16th August, 2019.

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.

Assessment Due Date

Week 5 Friday (16 Aug 2019) 11:59 pm AEST

To be uploaded to the Moodle site.

Return Date to Students

Week 7 Monday (2 Sept 2019)

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.

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).

Referencing Style

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

Submission

Online

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.

Graduate Attributes

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

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.

2 Conceptual Review of Leadership Competencies

Assessment Type

Literature Review or Systematic Review

Task Description

The written assignment is an exploration of two (2) competencies that students can self-select from the four "Leadership" competencies examined in this unit. Students should select the competency that they wish to develop based on self analysis and reflection, which they believe will enhance their ability to effectively lead others.

1. Visibility/Credibility
2. Power and Influence
3. Self-confidence
4. Ethics/Integrity

It is important to note that the exploration is not just a review of the topics. Rather students need to identify the conceptual, behavioural and attitudinal aspects that typify leaders who have developed these competencies. The key authors associated with the input based competency movement such as Goleman, McKee, Hielregal, Salovey and Mayer, Boyatzis etc. describe the behaviours that managers who have developed this competency exhibit. This is an important aspect of the report. Students need to not only summarise the conceptual knowledge associated with the competency, but identify the specific behaviours that leaders with this competency exhibit. Furthermore students need to identify evidence that their chosen competency leads to superior performance. This information then becomes the analytical frame that is the basis for the reflective assignment and action plan.

This section should be between 2000-2500 words in length and cite a minimum of 16 quality academic sources. critical leadership competency that they believe will enhance their ability to effectively lead others.

Assessment Due Date

Week 10 Friday (27 Sept 2019) 11:45 pm AEST

Return Date to Students

Week 12 Monday (7 Oct 2019)

Weighting

40%

Assessment Criteria

1. Clear definition and overview of the chosen leadership competencies, using the key authors such as Goleman, Boyatzis, Pedler, etc
2. A concise summary of the conceptual knowledge of the chosen competencies
3. A discussion of the behaviours exhibited by leaders who have developed these competencies.
4. Identification of at least two (2) sources of evidence that leaders with these competencies are more effective or demonstrate superior performance.
5. Breadth and quality of research, using a minimum of 16 academic sources.
6. Correctly using the APA in text referencing system to cite academic source

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 the 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 topic in your course 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. A detailed rubric and audio file is available in the Assessment Folder of the Unit Moodle Site provides further information regarding this assessment

Referencing Style

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

Submission

Online

Graduate Attributes

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

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 and their conceptual, behavioural and attitudinal foundations, that underpin successful leadership development and integrity
- Critically assess the leadership challenges and tasks at different levels of the organisation that contribute to effectiveness
- Analyse critically and reflect on cultural differences in leadership and the implication for followers.

3 Reflective Practice and Action Plan

Assessment Type

Reflective Practice Assignment

Task Description

The purpose of the assignment is to increase the student's self-awareness by reflecting on their level of capability in the competencies explored in the conceptual review assignment. Students are to complete at least five diagnostic tools specifically related to the chosen competencies. Students must reflect on their level of competence by analysing at least one specific work related event from within the past 12 months, using the conceptual knowledge and behaviours identified in conceptual assignment, being those exhibited by leaders who have developed these competencies, as the basis of the analysis, contrasting these with the results of the diagnostic tools.

Based on the results of the self-analysis, students are to identify one learning or developmental need that will enhance their competence, and devise an action-learning contract that will address the issue. This means identifying a range of tasks, activities or learnings, that must be actionable and related to conceptual, behavioural or attitudinal competent of the chosen competency. Examples can include identifying further units at CQUniversity, short courses offered by other providers and professional bodies, reflective journals and or industry training. This section can be presented in either descriptive or in table form.

This section should be between 1500-2000 words in length and cite a minimum of 16 quality academic sources. critical leadership competency that they believe will enhance their ability to effectively lead others.

Please note these are the minimum requirements for this assignment. Students who only submit the minimum should not expect more than a minimum grade.

To assist students indicative rubrics and audio files for the assignment are available on the Moodle site

Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 11:59 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

Weighting

30%

Assessment Criteria

1. Inclusion and understanding of a minimum of five relevant diagnostic tools distributed or completed in class. (Results sheet attached as appendices)
2. Demonstration of self-analysis, including reflection on diagnostic results directly linked to examples of own behaviour and relevant conceptual and behavioural competency literature
3. Presentation of a development plan that identifies specific activities and appropriate time-frames for implementation.
4. Breadth and quality of research, using a minimum of 16 academic sources.
5. Correctly using 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.

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).

Referencing Style

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

Submission

No submission method provided.

Graduate Attributes

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

Learning Outcomes Assessed

- Analyse and critically reflect on the contribution made by leaders in different organisational settings
- Develop, through independent research, an advanced and integrated understanding of the competencies and their conceptual, behavioural and attitudinal foundations, that underpin successful leadership development and integrity
- Critically assess the leadership challenges and tasks at different levels of the organisation that contribute to effectiveness

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