



MGMT20131 *Leadership and Integrity*

Term 2 - 2023

Profile information current as at 26/04/2024 08:36 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 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 CL20 (Master of Business Administration), CC52 (Graduate Diploma in Business Administration), CL21 (Master of Business Management), and CM35 (Graduate Diploma of Leading Organisational Change) can enrol in this 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 - 2023

- Brisbane
- Melbourne
- Online
- 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. **Literature Review or Systematic Review**

Weighting: 40%

2. **Reflective Practice Assignment**

Weighting: 30%

3. **Presentation**

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 Teaching team; informal student feedback

Feedback

Guest speakers: Two external guests were invited to the workshops. They present on the given topic particularly in relation to their industry experience then answered 5-6 questions. This was very well received by students.

Recommendation

Continue to include guest speakers in this unit.

Feedback from Teaching team; informal student feedback

Feedback

Student guest speaker: In Week 12, two students who held management roles presented a case study on their experience in managing a crisis. This was followed by an open Q&A sessions where all students asked the presenters questions. All students studying this Unit were on-line. There was excellent student attendance and participation.

Recommendation

Continue to include students (with work experience) as guest speakers.

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					

Textbooks and Resources

Textbooks

MGMT20131

Prescribed

Building Blocks of Emotional Intelligence: 12 Leadership Competency Primers

(2017)

Authors: Goleman et al.

Keystep Media

Florence, MA, USA

Binding: Website Link

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Students require access to digital devices and applications with audio-video capability to enable participation in online sessions

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Margaret Ellis Unit Coordinator

m.ellis@cqu.edu.au

Schedule

Introduction - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Leadership and Integrity Unit overview and assessment strategy. Management vs Leadership Traditional Models of Leadership Trait Approach, "Great Man" theories.	Indicative readings: Daft (2015) Ch 1 & 4 Lussier and Achua (2016) Ch 1 Bolman and Deal (2017) Ch 20 McKee (2017) [In HBR Guide to Emotional Intelligence Ch 2] Markman (2017) [In HBR Guide to Emotional Intelligence Ch 3] Nitin and Khurana (2010) Quinn et al. (2015) Module 1 Understanding Self and Others. Carlopio and Andrawartha (2012) Ch 2 Boyatzis (1982) Ch 1 Pedler et al. (2013) Ch 1	Introduction discussion on requirements of Unit and assessments Video: Goleman interview: 'Attribute of Leadership, Motivation and Influence' Video: Kotter: Management and Leadership

Week 2: Traditional Approaches to Leadership 1 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Contingency and Situational Leadership
Transformational and Transactional Leadership
Primal Leadership

Indicative readings:
Daft (2015) Ch 2, 4
Lussier and Achua (2016) Ch 4
Nitin and Khurana (2010) Ch 15
Further readings posted on Moodle

Group Formation for Assessment 1
Discussion on Behaviours of Leaders with examples of past and contemporary leaders.
Video: Hersey and Blanchard's Situational Leadership Model

Week 3: Dysfunctional Leadership - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Ineffective and Dysfunctional Leaders Different Types of Narcissists 1. Productive vs unproductive Narcissists Narcissists and empathy Impact on others	Indicative readings: Rosenbach et al. (2012) Chpts 16, 19 & 20 Maccoby Ch 1 Rosenthal, Seth & Pittinsky, Todd. (2006). Narcissistic Leadership. The Leadership Quarterly. 17. 617-633. Knight, R (2016) How to work for a narcissistic boss, Harvard Business Review, April, Further readings posted on Moodle	Articles on Narcissistic Leaders e.g. Silvio Berlusconi Completion of Myers Brigg Personality tool

Week 4: Leadership Competencies: Power and Influence - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Power and Influence Conceptual Knowledge- Power and influence Defined Sources of Power- personal and organisational Behavioural characteristics of managers with influence Socialised and Unilateral power	Indicative readings: Goleman et al. (2017) Book 11 Inspirational Leadership: A Primer Boyatzis (1982) Ch 6 Use of Socialised power, Ch 7 Use of Unilateral power Daft (2015) Ch 12 Lussier and Achua (2016) Ch 5 Goleman (1998) Ch 8 Further readings posted on Moodle	Case study with questions: Focus on Power - The case of Steve Jobs Completion of Self-Assessment diagnostic tool

Week 5 Leadership Competencies: Credibility and Visibility - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competencies: Credibility and Visibility Behavioural characteristics of managers with credibility Link to Power bases.	Indicative readings: Kouzes and Posner (2003) Ch 5 & 7 Kouzes and Posner (2007) Ch 2 dejanasz et al. (2018) Ch 2, 4 & 8 Boyatzis (1982) Ch 5 & 6 Further readings posted on Moodle	Briefing of Assignment 2: Leadership Competency Conceptual paper due Friday 16th September, 2022 Completion of Diagnostic tools: (1)Visibility (2) Leaders Self Insight

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6: Self Esteem - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Self confidence, self efficacy and self esteem. Relationship of self confidence to leadership Personal traits, behaviours, characteristics of effective leaders who exhibit self confidence. Strategies to build self confidence	Boyatzis, R (1982) Chpt 5 The Leadership Cluster " Self-Confidence" Goleman, D. (1999) Self-Efficacy p 89-90	Group Presentations: In class presentations and online for distance students 15 min per group Assessment 1 - Group Presentation and Executive Summary Due: Week 6 Friday (25 Aug 2023) 6:00 pm AEST

•To identify strategies for building self-confidence

Week 7: Leadership Competence- Positive Outlook - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Leadership Competence- Positive Outlook Behavioural characteristics of managers with positive outlook	Indicative readings: Goleman et al., (2017) Positive Outlook: A Primer Boyatzis (1982) Ch 4 Kouzes and Posner (2003) Ch 5 & 7 deJanasz et al. (2018) Ch 2, 4 & 8	Student group discussion on proactive and reactive people in business with examples. Video: Proactivity and Positivity

Week 8: Contemporary Approaches to Leadership 1 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Leadership and Integrity Courage and Moral Leadership Authentic Leadership	Daft (2015) Ch 6 Nitin and Khurana (2010) Ch 20 Lussier and Achua (2016) Ch 10 Molisky (2017) [In HBR Guide to Emotional Intelligence] Segon and Booth (2015) Virtue: The Missing element in Emotional Intelligence	Briefing on Assessment 3

Week 9: Contemporary Approaches to Leadership 2 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary and Emerging Approaches: • Followership • Stewardship and Servant Leadership	Daft (2015) Ch 7. Nitin and Khurana (2010) Ch 25 Kouzes and Posner (2012) Ch 1, 3-6 Lucier and Archer (2016) ch 7	Assessment 2 due - Friday 16 September at 6 p.m. AEST In-depth article with questions - HBR - Contemporary Approaches to Leadership McKinsey -Better bosses: Changing the way we lead post pandemic - mckinsey-live>webinars">https://www.mckinsey.com>mckinsey-live>webinars . https://www.essay48.com/case/47028-Does-Servant-Leadership-Lead-to-Greater-Customer-Focus-and-Employee-Satisfaction-Mckinsey-7s-February-2020 . Assessment 2 - Conceptual Review of Leadership Competencies Due: Week 9 Friday (15 Sept 2023) 6:00 pm AEST

Week 10: Contemporary Approaches to Leadership 3 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary and Emerging Approaches: • The five exemplary practices of Leadership • Kouzes and Posner	Kouzes and Posner (2017) Ch 1-6	Discussion on Contemporary Leadership Case Study; Hot Start-up Theranos has struggled with blood test technology Article: Elizabeth Holmes" Has Theranos scandal changed Silicon Valley

Week 11: Leadership Application: International Perspectives - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Application and Analysis of Leadership Practice International Perspectives of Leadership International Leadership Competencies	Nitin and Khurana (2010) Ch 20 Lussier and Achua (2016) Ch 10 Molisky (2017) [In HBR Guide to Emotional Intelligence]	Case Study: Building a Multi Cultural Team Article 'What makes you Multicultural' HBR article 'What thee West get wrong about China'

Week 12: Crisis Leadership - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Crisis Leadership Competencies
Crisis Risk Assessment Model
Learning Organisations.

Lussier and Achua (2016) Ch 12
Petriglieri G. (2020) "The Psychology Behind Effective Crisis Leadership, HBR.
Carinal-Go, J.F., Teng-Calleja, M., Franco, E.P., Manaois, J.O and Zantua, R.M (2021), "Crisis leadership from the perspective of employees during the COVID-19 pandemic", *Leadership and Organization Development Journal* 42(4), pp. 630-643
Van Wart, M and Kapucu, N. (2011). Crisis Management Competencies. *Public Management Review*. 13. 489-511.

Assignment 3: Reflective Practice and Action Plan due Friday 7th October at 6 p.m. ASDT
HBR article: the Psychology Behind Effective Crisis Leadership - Gianpiero Petriglieri
Team work on Organisational and Political Crisis scenarios with possible actions/solutions

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 - Reflective Practice and Action Plan Due: Review/Exam Week Friday (13 Oct 2023) 6:00 pm AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 2 - Conceptual Review of Leadership Competencies

Assessment Type

Literature Review or Systematic Review

Task Description

The written assignment is an exploration of "Leadership competencies" examined in this unit. Students should select ONE competency that they wish to develop based on self analysis and reflection, which they believe will enhance their ability to effectively lead others.

1. Power and Influence
2. Visibility/Credibility
3. Positive Outlook

It is important to note that the exploration is not just a review of the topic. Rather students need to identify the conceptual, behavioural and attitudinal aspects that typify leaders who have developed this competency. 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 must summarise the conceptual knowledge associated with the competency, AND identify the specific behaviours that leaders with this competency exhibit. Furthermore, students need to identify two recent articles that presents 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 1800-2000 words in length and cite a minimum of 12 quality academic sources.

Assessment Due Date

Week 9 Friday (15 Sept 2023) 6:00 pm AEST

Students are to submit their work via the Moodle site. Please note that late submission incurs a penalty of 5% per day.

Return Date to Students

Week 11 Friday (29 Sept 2023)

Feedback will be provided via Feedback Studio.

Weighting

40%

Assessment Criteria

1. Clear definition and overview of the chosen leadership competencies, using the key authors such as Goleman, Boyatzis, Pedler, etc (20%)
2. A concise summary of the conceptual knowledge of the chosen competencies (20%)
3. A discussion of the behaviours exhibited by leaders who have developed these competencies (30%)
4. Identification of at least two (2) sources of evidence that leaders with these competencies are more effective or demonstrate superior performance (20%)
5. Breadth and quality of research, using a minimum of 12 academic sources and correctly using AP in text referencing (10%)

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 topic in this 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, 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Written assessments to be uploaded to Moodle

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.

2 Assessment 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 analysing and reflecting on their level of leadership capability. There are several analytical components to this assignment that include self analysis reflection and the development of a personal developmental plan.

Students must describe a recent work related incident that involved the specific leadership competency identified in assignment two. Students should endeavour to describe specific behaviours, actions, statements and attitudes they displayed in the incident.

Using the conceptual and behavioural framework of the selected competency described in assignment two, students are to identify the extent to which they demonstrated knowledge of the leadership competency via their actions, and the extent to which they demonstrated the behavioural characteristics of leaders who have developed this competency. Students are then to undertake a minimum of five (5) diagnostic tools, two (2) of which may be general personality type tools including the MBTI, Big 5 or Leadership profile, and three (3) tools directly assessing the chosen competency. (Please note students are to chose a different general tool to that used in MGMT20129)

Students are to identify the actual results of the tests and discuss what they mean regarding their preferences. This information is to be used as a reflection to ascertain the key knowledge or behavioural gaps from the incident described. Students must identify a minimum of two learning needs from this behavioural and conceptual analysis.

The last requirement of this assignment is the mapping of a personal development plan. This must include a minimum of five specific activities designed to address the conceptual and behavioural knowledge required to enhance the selected competency. These may include identified readings from recognised texts or academic journals, attendance at specific workshops or training sessions organised by third parties including institutes such as the Australian institute of management, the institute of managers and leaders or local TAFE or VET colleges, electives at CQU relevant to the competency, mentoring activities and or journaling. These activities must include a brief outline of timelines and how the activity will address either conceptual or behavioural development.

This section should be between 1500-2000 words in length and cite a minimum of 12 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 (13 Oct 2023) 6:00 pm AEST

Students are to submit their work via the Moodle site. Please note that late submission incurs a penalty of 5% per day.

Return Date to Students

Exam Week Friday (20 Oct 2023)

Feedback will be provided via Feedback Studio.

Weighting

30%

Assessment Criteria

1. Inclusion and understanding of a minimum of five relevant diagnostic tools. (Results sheet only attached as appendices) (20%)
2. Demonstration of self-analysis, including reflection on diagnostic results directly linked to examples of own behaviour and relevant conceptual and behavioural competency literature (40%)
3. Presentation of a development plan that identifies specific activities and appropriate time-frames for implementation. (30%)
4. Breadth and quality of research, using a minimum of 12 academic sources plus correcting using the APA in text referencing system.(10%)

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

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

3 Assessment 1 - Group Presentation and Executive Summary

Assessment Type

Presentation

Task Description

Format: Professional Presentation and Executive Summary.

Length: 15-20 minutes each

Weight : 30 marks in total

Due date: 26/08/2022 at 6.00 p.m.

Students are to prepare a presentation addressing specific aspects of leadership practice. Students must upload to the Moodle site by the due date the PowerPoint slides and an Executive Summary on the aspects of leadership practices addressed in the presentation. The Executive Summary should be approximately 1000 words excluding the cover sheet and reference list.

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. A individual mark will be allocated to each student for the presentation, a group mark will be allocated for the Executive Summary. Late submissions will incur a penalty of 5% per day after the due date.

Assessment Due Date

Week 6 Friday (25 Aug 2023) 6:00 pm AEST

Students will present their findings in class. Reports and ppts to be uploaded to the Moodle site.

Return Date to Students

Week 8 Friday (8 Sept 2023)

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 a minimum of 12 academic quality sources (including a minimum of five relevant peer-reviewed academic journal articles). (10%)
- Application of theory - Ability to incorporate relevant key leadership terms, theories, models, and concepts. (30%)
- Findings and recommendations - Ability to present key findings and recommendations in a business presentation to expected professional standards. (20%)
- Presentation structure - Concise and structured presentation with introduction, main presentation and conclusion. (10%)
- Delivery - Ability to effectively use audio visuals and verbal communication delivered within the time allocation. (20%)
- Team work - Ability to work in a collaborative and effective manner as a team.(10%)

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 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 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

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.

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