



MGMT28002 *Transformational Leadership and Mentoring*

Term 1 - 2024

Profile information current as at 16/05/2024 09:41 pm

All details in this unit profile for MGMT28002 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 mentoring are key skills required for effective business consultancy. Leadership is defined as the ability to influence others in a goal directed path, with transformational leadership specifically focussing on collaborative endeavours to work through change. Mentoring involves a long-term, supportive relationship between mentor and mentee, in which mentees take control of the process of personal and professional development with encouraging support from their mentor. In this unit, you will develop an understanding of the differences between mentoring and leadership. You will address specific aspects of different mentoring and leadership styles, including their appropriateness and impact given people and cultural context. You will critically examine the individual attributes such as values, personality, motivation and the use of power and how they affect individual and team performance. You will also gain an appreciation of the key role played by organisational leaders and mentors (both within the organisation and external, such as business consultants) in the implementation and alignment of the United Nation's Sustainable Development Goals and how organisations and businesses can become institutions of positive social change as well as meeting the needs of shareholders and/or stakeholders.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Anti-requisite: MGMT29004 Transformational Leadership and Mentoring

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 1 - 2024

- 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. **Written Assessment**

Weighting: 40%

2. **Presentation**

Weighting: 20%

3. **Take Home Exam**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Informal discussions with student

Feedback

The unit was reported by the students as very engaging, productive and added to their understanding of transformational leadership in business consulting

Recommendation

The focus of the unit and the materials. The assessments aligned with the graduate attributes expected by the profession.

Feedback from Informal discussions with student

Feedback

The unit did not include industry guest speakers. Thus limiting students ability to understand how transformational leadership relates to leadership within consulting firms

Recommendation

Future iterations of the unit could include guest speakers from the business consulting profession.

Feedback from Informal discussions with student

Feedback

The timing of the workshops were scheduled well to address the needs of students in the workplace

Recommendation

Consideration should be given to continuing to schedule classes late afternoon and early evening

Feedback from Informal discussions with student

Feedback

The assessments met the unit requirements and were scaffolded

Recommendation

Future iterations could address the needs of students in the workforce by adopting a two assessment model, rather than three.

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 and mentors in different organisational settings, in particular their role in fostering commitment to Sustainable Development Goals
2. Evaluate the impact of different approaches to mentoring and leading on employees and consultancy clients
3. Apply established mentoring and leadership theories, both independently and collaboratively, to effectively identify and manage organisational and individual performance issues and change
4. Interpret and successfully apply knowledge, skills and ideas related to leading and mentoring to a range of internal and external stakeholders
5. Analyse critically and reflect on cultural differences in leadership and mentoring and the implication for followers.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•	•	•	•
2 - Presentation - 20%	•		•	•	
3 - Take Home Exam - 40%		•			•

Alignment of Graduate Attributes to Learning Outcomes

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

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

For further information, see the Assessment Tasks.

Teaching Contacts

Udari Ekanayake Unit Coordinator

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Malcolm Johnson Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Understanding leadership	Cole, K. (2019). <i>Leadership & Management: theory & practice</i> (7th edition). Cengage Learning Australia. Chapter 10 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Characteristics of leaders	DuBrin, A.J. (2022). <i>Leadership: research findings, practice and skills.</i> (10th edition). Cengage: Chapter 2 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transformational leadership	DuBrin, A.J. (2022). <i>Leadership: research findings, practice and skills.</i> (10th edition). Cengage: Chapter 3 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Group development and team building	Mosley, D.C. Jr., Mosley, D.C. Sr., & Pietri, P.H. (2008). <i>Supervisory Management: The art of inspiring, empowering, and developing people.</i> (9th edition). Cengage: Chapter 9 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Leading today's teams	Cole, K. (2019). <i>Leadership & Management: theory & practice</i> (7th edition). Cengage Learning Australia: Chapter 14 Please also refer to selected papers uploaded to the eReading list in Moodle	Written assignment 40% - Essay on Transformational Leadership and Sustainable Development Goals Due: Week 5 Friday (5 Apr 2024) 12:00 pm AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mentoring skills for developing employees	Cole, K. (2019). <i>Leadership & Management: theory & practice</i> (7th edition). Cengage Learning Australia: Chapter 29 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Motivation and coaching skills	DuBrin, A.J. (2022). <i>Leadership: research findings, practice and skills</i>. (10th edition). Cengage: Chapter 10 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communication and conflict resolution skills	DuBrin, A.J. (2022). <i>Leadership: research findings, practice and skills</i>. (10th edition). Cengage: Chapter 12 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Facilitation skills	Mosley, D.C. Jr., Mosley, D.C. Sr., & Pietri, P.H. (2008). <i>Supervisory Management: The art of inspiring, empowering, and developing people</i>. (9th edition). Cengage: Chapter 10 Please also refer to selected papers uploaded to the eReading list in Moodle	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Performance management skills	<p>Cole, K. (2019). Leadership & Management: theory & practice (7th edition). Cengage Learning Australia: Chapter 15</p> <p>Please also refer to selected papers uploaded to the eReading list in Moodle</p>
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Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Coaching skills for higher performance	<p>Mosley, D.C. Jr., Mosley, D.C. Sr., & Pietri, P.H. (2008). Supervisory Management: The art of inspiring, empowering, and developing people. (9th edition). Cengage: Chapter 11</p> <p>Please also refer to selected papers uploaded to the eReading list in Moodle</p>	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Strategic Leadership	<p>Hanson, D., Backhouse, K., Leaney, D., Hitt, M.A., Ireland, D.R., & Hoskisson, R.E. (2022) Strategic management: competitiveness and globalisation (7th Asia-Pacific edition). Cengage: Chapter 12</p> <p>Please also refer to selected papers uploaded to the eReading list in Moodle</p>	<p>Recorded Presentation 20% - Performance Appraisal Video Due: Week 12 Friday (31 May 2024) 12:00 pm AEST</p>

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<p>Case Study Analysis 40% Due: Exam Week Friday (14 June 2024) 12:00 pm AEST</p>

Assessment Tasks

1 Written assignment 40% - Essay on Transformational Leadership and Sustainable Development Goals

Assessment Type

Written Assessment

Task Description

For this assignment, and with approval from your Unit Coordinator, **you are able to choose a company with which you are familiar and a Sustainable Development Goal (<https://sdgs.un.org/goals>) within that company.**

Your essay comprises three parts:

Part 1: Provide evidence of, or lack of, transformational leadership within the selected company

Part 2: Provide evidence for the consideration, or non-consideration, of a selected Sustainable Development Goal within the company

Part 3: Provide recommendations for how the company could improve/implement transformational leadership initiatives that help to achieve the selected SDG

Please see the Moodle site for further information about this task.

Assessment Due Date

Week 5 Friday (5 Apr 2024) 12:00 pm AEST

Please submit your assignment through Turnitin in Moodle

Return Date to Students

Week 7 Friday (26 Apr 2024)

Results and feedback will be released through Feedback Studio in Moodle (click on the blue pencil icon)

Weighting

40%

Assessment Criteria

Your essay on transformation leadership and SDGs will be assessed on the following criteria:

- Understanding (20%)
- Analysis (20%)
- Research skills (20%)
- Recommendations (20%)
- Referencing (10%)
- Written presentation (10%)

A [marking rubric](#) will be provided in Moodle that elaborates on each of these criteria.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit your essay through Turnitin using the link provided in Moodle

Learning Outcomes Assessed

- Analyse and critically reflect on the contribution made by leaders and mentors in different organisational settings, in particular their role in fostering commitment to Sustainable Development Goals
- Evaluate the impact of different approaches to mentoring and leading on employees and consultancy clients
- Apply established mentoring and leadership theories, both independently and collaboratively, to effectively identify and manage organisational and individual performance issues and change
- Interpret and successfully apply knowledge, skills and ideas related to leading and mentoring to a range of internal and external stakeholders
- Analyse critically and reflect on cultural differences in leadership and mentoring and the implication for followers.

2 Recorded Presentation 20% - Performance Appraisal Video

Assessment Type

Presentation

Task Description

For this task, you will undertake a **performance appraisal of a notional consultant** who has worked on a typical client project. Having identified a common performance issue, this one-way dialogue needs to demonstrate the following:

- Ability to demonstrate professionalism
- Clear explanation of area where performance needs to be improved
- Ability to apply coaching/mentoring skills
- Identification of appropriate recommendations where performance needs to be improved

See the Moodle site for more information about this assessment task.

Assessment Due Date

Week 12 Friday (31 May 2024) 12:00 pm AEST

Please upload your recorded presentation through Turnitin using the link provided in Moodle

Return Date to Students

Review/Exam Week Friday (7 June 2024)

Weighting

20%

Assessment Criteria

The assessment task will be assessed on the following criteria:

- Professionalism (20%)
- Application (20%)
- Skills (20%)
- Recommendations (20%)
- Oral presentation (20%)

A [marking rubric](#) will be provided in Moodle that elaborates on each of these criteria.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload your recorded presentation through Turnitin using the submission link provided in Moodle.

Learning Outcomes Assessed

- Analyse and critically reflect on the contribution made by leaders and mentors in different organisational settings, in particular their role in fostering commitment to Sustainable Development Goals
- Apply established mentoring and leadership theories, both independently and collaboratively, to effectively identify and manage organisational and individual performance issues and change
- Interpret and successfully apply knowledge, skills and ideas related to leading and mentoring to a range of internal and external stakeholders

3 Case Study Analysis 40%

Assessment Type

Take Home Exam

Task Description

This is a take home exam. For this task you will be provided with a detailed case study and several questions that require application of relevant theories from the list below:

- Trait leadership theory
- Transformational leadership theory
- Group development theory
- Managerial succession
- Coaching and mentoring concepts
- Conflict management theory
- Supervisory coaching

See the Moodle site for further information about this assessment task.

Assessment Due Date

Exam Week Friday (14 June 2024) 12:00 pm AEST

Return Date to Students

The marks and feedback for the final assessment task will be released on the certification of grades date.

Weighting

40%

Assessment Criteria

This assessment task will be assessed on the following criteria:

- Understanding (20%)
- Analysis (20%)
- Research skills (20%)
- Recommendations (20%)
- Referencing (20%)
- Written submission (20%)

A [marking rubric](#) will be provided in Moodle that elaborates on each of these criteria.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit your assessment through Turnitin using the submission link provided on Moodle

Learning Outcomes Assessed

- Evaluate the impact of different approaches to mentoring and leading on employees and consultancy clients
- Analyse critically and reflect on cultural differences in leadership and mentoring 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