



# MGMT29012 Managing and Leading in Organisations

## Semester 2 - 2021

Profile information current as at 19/04/2024 05:07 pm

All details in this unit profile for MGMT29012 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

Organisations are social entities and as such require the coordination and alignment of activities undertaken by people to achieve organisational goals. Management is defined as working with and through others whilst leadership is defined as the ability to influence others in a goal directed path. In this unit you will develop an understanding of the differences between management and leadership. You will address specific aspects of different management and leadership styles, including delegation and performance management, 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 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 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students enrolling in this unit must be undertaking the CL84 Master of Business Administration (International).

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 Semester 2 - 2021

- Jakarta

### 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.

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Presentation**

Weighting: 20%

#### 3. **Examination**

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 MBA Director and Indonesian unit coordinator.

#### **Feedback**

Increased contextualisation

#### **Recommendation**

Ongoing review of content with an emphasis on application of management and leadership to reflect an Asian perspective in addition to global examples.

## 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 managers in different organisational settings, in particular their role in fostering commitment to sustainable development goals
2. Evaluate the impact of different approaches to managing and leading on employees
3. Apply established management and leadership theories both independently and collaboratively to effectively identify and manage organisational and individual performance issues
4. Interpret and successfully apply knowledge, skills and ideas related to leading and managing people to a range of internal and external stakeholders
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 - Written Assessment - 40%	•	•	•	•	•
2 - Presentation - 20%	•		•	•	
3 - Examination - 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					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 40%	◦	◦		◦	◦	◦	◦	
2 - Presentation - 20%	◦	◦		◦	◦	◦		
3 - Examination - 40%	◦	◦	◦		◦	◦		

## Textbooks and Resources

### Textbooks

Information for Textbooks is not yet available.

The textbooks have not yet been finalised.

### 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

**Derry Habir** Unit Coordinator

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## Schedule

### Week 1: Introduction to Management and Leadership - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to Management and Leadership</b> Differentiating management and leadership Reviewing the history of managerial thought Management Models and approaches: 1. Fayol's Administrative Model 2. Mintzberg's 10 Managerial Roles. Management and Leadership in Indonesia	Daft (2015) Ch 1 & 2 Whetten & Cameron (2016) Ch 1 Quinn et al., (2015) Ch 1 Lussier and Achua (2016) Ch 1 Gosling and Mintzberg (2004) Schermerhorn et al. (2020) Ch 2 Irawanto, D. W. (2009) Refer to the Moodle site for full citation of recommended readings	

### Week 2: Professionalism, Ethics and Ethical Decision-making - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Professionalism, Ethics and Decision Making</b> What is a professional manager or leader? What are the ethical duties of management and leadership? Ethical decision making: How do we make informed and ethical decisions using a simplified approach.	Daft (2015) Ch 6 Velasquez et al., (2017) Segon and Booth (2015) Lussier and Achua (2016) Ch 2 & 10 de Janasz et al., (2015) Ch 18 Schermerhorn et al., (2020) Ch 5 Refer to the Moodle site for full citation of recommended readings.	

**Week 3: Emotional Intelligence and Self Awareness - 22 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Emotional Intelligence and Self Awareness</b>	Daft Ch 5	
Distinguishing EI from IQ	Whetten & Cameron (2016) Ch 3	
The Input based approaches to competency	Quinn et al., (2015) Ch 1	
Review of the ESCI model	Goleman (2017)	
Self-awareness and the importance of reflection in management and leadership	de Janasz et al., (2015) Ch 1 & 2	
	Refer to the Moodle site for full citation of recommended readings.	

**Week 4: Situational Leadership - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Situational Leadership</b>	Daft (2015) Ch 3	
Understanding leadership styles based on context	Lussier and Achua (2016) Ch 4	
Fielder's contingency model	Schermerhorn et al., (2020) Ch 13	
Hershey and Blanchard	Refer to the Moodle site for full citation of recommended readings	
Vroom's Expectancy Model		

**Week 5: Authentic and Exemplary Leadership - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Leadership: Authentic Leadership</b>	Daft (2015) Ch 5 & 7	
Transformational vs Transactional Leadership	Kouzes and Posner (2013)	
Authentic Leadership and Followership	Lussier and Achua (2016) Ch 7 & 9	
Kouzes and Posner's 5 Leadership practices	Schermerhorn et al., (2020) Ch 13	
	Refer to the Moodle site for full citation of recommended readings	

**University Vacation - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
University Vacation		

**Week 6: Understanding Others: Motivation - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Understanding Others: Motivation</b>	Daft (2015) Ch 8	
Intrinsic vs extrinsic motivation	Whetten & Cameron (2016) Ch 8	
Needs based approaches: Maslow and Hertzberg	Quinn et al. (2015) Module 3 pp 194-210	
Process Approaches: Equity theory	Lussier and Achua (2016) Ch 3	
	Schermerhorn et al., (2020) Ch 15	
	Refer to the Moodle site for full citation of recommended readings	

**Week 7: Effective Delegation and Empowerment - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Effective Delegation and Empowerment</b>	Whetten & Cameron (2016) Ch 10	
Strategies for effective delegation	Quinn et al. (2015) Module 4 pp 243-257	
Authority and Responsibility: The Tannenbaum and Schmidt continuum and Leadership.	Daft (2015) Ch 8	
Mentoring and developing staff.	de Janasz et al., (2015) Ch 14	
	Refer to the Moodle site for full citation of recommended readings.	
		<b>Effective Management and Leadership</b> Due: Week 7 Friday (30 Apr 2021) 6:00 pm AEST

**Week 8: Developing Power and Influence - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**Developing Power and Influence**

Understanding and developing power bases  
 Individual and organisational sources of power.  
 French and Raven's 5 power bases  
 Ethical use of power

Daft (2015) Ch 12  
 Whetten & Cameron (2016) Ch 7  
 Quinn et al. (2015) Module 4 pp 243-257  
 Lussier and Achua (2016) Ch 5  
 de Janasz et al., (2015) Ch 9 & 10  
 Refer to the Moodle site for full citation of recommended readings

Influence strategies.

**Week 9: Managing Conflict and Negotiation - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Managing Conflict and Negotiation</b> Understanding the sources of conflict Conflict handling Behaviours Integrative and distributive negotiation	Whetten & Cameron (2016) Ch 9 Quinn et al. (2015) Module 1 pp 88-102 & Module 4 pp 283-293 Lussier and Achua (2016) Ch 5 de Janasz et al., (2015) Ch 11 & 12 Refer to the Moodle site for full citation of recommended readings.	Return of Assignment 1

**Week 10: Performance Management - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Performance Management</b> Sources of poor performance Types of performers and strategies for dealing with employees (the Potential Productivity Matrix). The importance of process and procedural fairness in performance management.	Whetten & Cameron (2016) Ch 14 de Janasz et al. (2015) Ch 6,7 & 13 Schermerhorn et al., (2020) Ch 12 Buckingham and Goodall (2015) Refer to the Moodle site for full citation of recommended readings.	

**Week 11: Global perspectives on leadership and international business - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Global perspectives on leadership and international business</b> Global leadership competencies The "Globe" studies of international leadership Leadership in cultural contexts. International business challenges: bribery and corruption and International legislation.	Daft Ch 11 Nitin and Khurana (2010) Ch 20 Lussier and Achua (2016) Ch 10 Hassanzadeh et al., (2015) Mendenhall et al., (2017) Molisky (2017) [In HBR Guide to Emotional Intelligence] Schermerhorn et al., (2020) Ch 4 House et al.,(2002)  Refer to the Moodle site for full citation of recommended reading	

**Week 12: Group Presentations and Unit Review - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Group Presentations Unit and Topic Review Exam Preparation		<b>Group Analysis and Presentation</b> Due: Week 12 Friday (4 June 2021) 6:00 pm AEST

**Assessment Tasks****1 Effective Management and Leadership****Assessment Type**

Written Assessment

**Task Description**

The purpose of the assignment is to increase the student's understanding of what constitutes effective management and leadership practices within an organisational context. Students will also increase their own level of self-awareness by

reflecting on their management and leadership capability, via the completion of a minimum of two diagnostic tools, one related to management and one related to leadership. Students are to reflect on the results of these tools and what they say about the student's preferences in terms of managing and leading others. Students are expected to use examples from their own practice or observations to illustrate key aspects effective management and leadership practice. Students need to conclude by identifying how they will use this information as a future manager and leader.

**Word Count: 1500-1800 words**

**Due Date: End of Week 7**

Further details are available in the Moodle site including a rubric and an audio file that provides further guidance on this assessment task.

**Assessment Due Date**

Week 7 Friday (30 Apr 2021) 6:00 pm AEST

Submit via the Moodle site.

**Return Date to Students**

Week 9 Friday (14 May 2021)

Feedback will be provided via Feedback Studio

**Weighting**

40%

**Assessment Criteria**

1. Clear definitions and overview of management and leadership concepts.
2. A concise summary of the key theories related to management, leadership and self-awareness.
3. The use of a minimum of two diagnostic tools; one related to management and the other to leadership.
4. A concise reflection on the results of the tools and how these enhance greater awareness of individual management and leadership practice
5. Breadth and quality of research, using a minimum of 12 academic sources
6. Correctly using the APA in text referencing system to cite academic sources.

As Masters students you are required to engage in research consistent with the Australia Quality Framework (AQF) guidelines, that establishes the standards for all CQUniversity's Masters courses. 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 also drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH ARE 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**

No submission method provided.

**Learning Outcomes Assessed**

- Analyse and critically reflect on the contribution made by leaders and managers in different organisational settings, in particular their role in fostering commitment to sustainable development goals
- Evaluate the impact of different approaches to managing and leading on employees
- Apply established management and leadership theories both independently and collaboratively to effectively identify and manage organisational and individual performance issues
- Interpret and successfully apply knowledge, skills and ideas related to leading and managing people to a range of

- internal and external stakeholders
- Analyse critically and reflect on cultural differences in leadership and the implication for followers.

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## **2 Group Analysis and Presentation**

### **Assessment Type**

Presentation

### **Task Description**

Students are to prepare a business style presentation addressing specific aspects of leadership and management practice. Students will be allocated to groups in Week 6 of term, the size and composition of which will be determined by the class facilitator and will normally not be negotiable.

Each group will select two prominent leaders or managers, one of which must be a business leader. The specific task is to analyse the demonstrated behaviour of each, citing examples to illustrate, and then contrast these against management and leadership models and theories. Students are expected to refer not only to leadership and management theories, but also to appropriate concepts studied throughout the term including ethics, motivation, delegation, power and influence etc. Groups are to assess how these leaders and managers use these aspects as part of their practice, determine the impact on followers and whether these leaders and managers display effective or ineffective practice.

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

Each group will present in class and will be afforded 15-20 mins, including Q&A.

Students must then 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 the due date.

**Presentation: 15 - 20 minutes per group.**

**Written Summary: 1000 words (maximum).**

**Weighting: 20%**

### **Assessment Due Date**

Week 12 Friday (4 June 2021) 6:00 pm AEST

Submit powerpoints and written summary via Moodle

### **Return Date to Students**

Exam Week Friday (18 June 2021)

Feedback is provided via Feedback Studio

### **Weighting**

20%

### **Assessment Criteria**

1. 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).
2. Demonstrate an ability to incorporate relevant key leadership and management terms, theories, models, and concepts.
3. Use specific examples of leader and management behaviours to illustrate effective or ineffective practice.
4. Utilise a clear and professional presentation structure with an introduction, main presentation and conclusion.

5. Ability to effectively use audio visuals and verbal communication delivered within the time allocation.
6. Ability to work in a collaborative and effective manner as a team.
7. Provide an effective and concise written summary fo the main points from the presentation.

### **Referencing Style**

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

### **Submission**

No submission method provided.

### **Learning Outcomes Assessed**

- Analyse and critically reflect on the contribution made by leaders and managers in different organisational settings, in particular their role in fostering commitment to sustainable development goals
- Apply established management and leadership theories both independently and collaboratively to effectively identify and manage organisational and individual performance issues
- Interpret and successfully apply knowledge, skills and ideas related to leading and managing people to a range of internal and external stakeholders

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

## **Examination**

### **Outline**

Complete an invigilated examination.

### **Date**

During the examination period at a CQUniversity examination centre.

### **Weighting**

40%

### **Length**

120 minutes

### **Minimum mark or grade**

N/A

### **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