



# MGMT29012 Managing and Leading in Organisations

## Term 1 - 2024

Profile information current as at 14/05/2024 11:23 am

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 Term 1 - 2024

- 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.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

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

Weighting: 50%

#### 2. **Presentation**

Weighting: 30%

#### 3. **Case Study**

Weighting: 20%

### 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 student feedback

##### Feedback

Increased contextualisation to the Indonesian context

##### Recommendation

Provide more contextualisation, e.g. with the help of local case studies and examples.

#### Feedback from Indonesian tutor feedback

##### Feedback

Increased and more explicit focus on Sustainable Development Goals (SDGs)

##### Recommendation

Incorporate the SDGs more explicitly and consistently in the unit materials and assessments.

## 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
<b>1 - Written Assessment - 50%</b>	•	•	•	•	•
<b>2 - Presentation - 30%</b>	•		•	•	
<b>3 - Case Study - 20%</b>		•			•

### 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 - 50%	○	○		○	○	○	○	
2 - Presentation - 30%	○	○		○	○	○		
3 - Case Study - 20%	○	○	○		○	○		

## 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)
- Zoom (both microphone and webcam capability)

## 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

**Ningky Sasanti** Unit Coordinator

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**Stephanie Macht** Unit Coordinator

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## Schedule

### Week 1: Introduction to Management and Leadership - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b><u>Introduction to Management and Leadership:</u></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.	Essential: Daft (2015) Ch 1 & 2 Recommended: Schermerhorn et al. (2020) Ch 2 Refer to the <b>eReading list</b> in Moodle for full citations as well as additional recommended readings	Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list. Start thinking about forming a group for Assessment 2. <b>Groups need to be formed no later than Week 6.</b>

### Week 2: Professionalism, Ethics and Decision Making - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b><u>Professionalism, Ethics, and Decision Making:</u></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?	Essential: Daft (2015) Ch 6 Recommended: Schermerhorn et al. (2020) Ch 5 Refer to the <b>eReading list</b> in Moodle for full citations as well as additional recommended readings	Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

### Week 3: Emotional Intelligence and Self-Awareness - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b><u>Emotional Intelligence and Self-Awareness:</u></b> Distinguishing EI from IQ The input-based approaches to competency Review of the ESCI model self-awareness and the importance of reflection in management and leadership.	Essential: Daft Ch 5 Recommended: Scan the book by Goleman (2017) Refer to the <b>eReading list</b> in Moodle for full citations as well as additional recommended readings	Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

### Week 4: Situational Leadership - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b><u>Situational Leadership:</u></b> Understanding leadership styles based on context, situation and task. Situational Leadership: 1. Fielder's contingency model 2. Hershey and Blanchard 3. Vroom's Expectancy Model	Essential: Daft (2015) Ch 3 Recommended: Schermerhorn et al. (2020) Ch 13 Refer to the <b>eReading list</b> in Moodle for full citations as well as additional recommended readings	Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

### Week 5: Authentic Leadership - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**Authentic Leadership:**

Genuineness  
Transformational vs transactional leadership  
Authentic leadership and followership  
  
Kouzes and Posner's 5 exemplary leadership practices.

Essential: Daft (2015) Ch 5 & 7  
Recommended: Schermerhorn et al. (2020) Ch 13  
Refer to the **eReading list** in Moodle for full citations as well as additional recommended readings

Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

**Finalise Group formation****Vacation Week - 08 Apr 2024****Module/Topic**

There are no classes during vacation week unless catch-up classes have to be organised. Please refer to communications from your unit team.

**Chapter**

Please catch up on any reading you may have missed in previous weeks.

**Events and Submissions/Topic**

Please catch up on any materials you may have missed in previous weeks.

**Week 6: Understanding Others: Motivation - 15 Apr 2024****Module/Topic****Understanding Others:  
Motivation:**

Intrinsic vs extrinsic motivation  
Content-based theories of Motivation  
Needs approaches: Maslow and Hertzberg, McClelland.

**Chapter**

Essential: Daft (2015) Ch 8  
Recommended: Schermerhorn et al. (2020) Ch 15  
Refer to the **eReading list** in Moodle for full citations as well as additional recommended readings

**Events and Submissions/Topic**

Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

**Groups are finalised and locked this Friday; no late changes are permitted.**

**Week 7: Effective Delegation and Managing Performance - 22 Apr 2024****Module/Topic****Effective Delegation and  
Managing Performance:**

Strategies for effective delegation.  
Authority and Responsibility: The Tannenbaum and Schmidt continuum and Leadership  
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

**Chapter**

Essential: Daft (2015) Ch 12  
Recommended: Schermerhorn et al. (2020) Ch 12  
Refer to the **eReading list** in Moodle for full citations as well as additional recommended readings

**Events and Submissions/Topic**

Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

**Assessment 1: Effective Management and Leadership** Due: Week 7 Thursday (25 Apr 2024) 6:00 pm AEST

**Week 8: Developing Power and Influence - 29 Apr 2024****Module/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  
Influence strategies

**Chapter**

Essential: Daft (2015) Ch 12  
Refer to the **eReading list** in Moodle for full citation as well as additional recommended readings

**Events and Submissions/Topic**

Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

**Week 9: Conflict Management and Negotiation - 06 May 2024****Module/Topic****Managing Conflict and  
Negotiation:**

Understanding the sources of conflict  
Conflict as a process: Robbins vs Quinn Models  
Conflict handling behaviours  
Integrative and distributive negotiation

**Chapter**

Essential: Whetten & Cameron (2016) Ch 9  
Refer to the **eReading list** in Moodle for full citations as well as additional recommended readings

**Events and Submissions/Topic**

Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

## Week 10: Managing Up and Understanding Dysfunctional Leaders - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Managing Up and Understanding Dysfunctional Leaders:</b> Identifying the 6 managerial styles and behaviours and the impact on others. Types of ineffective and dangerous leaders and managers: <ul style="list-style-type: none"><li>• corporate psychopaths</li><li>• narcissist</li><li>• incompetents</li></ul> Coping strategies Different Types of Narcissists Developing "managing up strategies"	Essential: Rosenbach et al. (2012) Chs 16, 19 & 20 Recommended: Gabarro, J. J. and John P. Kotter, J. P. (2005), 'Managing Your Boss', <i>Harvard Business Review</i> , 83(1), pp. 92 - 99. Refer to the <b>eReading list</b> in Moodle for full citations as well as additional recommended readings	Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

## Week 11: International Perspectives - 20 May 2024

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, corruption and international legislation	Essential: Daft (2015) Ch 11 Recommended: Schermerhorn et al. (2020) Ch 4 Refer to the <b>eReading list</b> in Moodle for full citations as well as additional recommended readings	Workshop requirements are provided in Moodle each week. Please prepare for these by accessing the recommended readings in the eReading list.

## Week 12: Group Presentations and Case Analysis Preparation - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Group Presentations, Unit Review and Case Preparation		Preparation for group presentations and case analysis.  <b>Assessment 2: Leadership and Management in Practice</b> Due: Week 12 Monday (27 May 2024) 3:00 pm AEST

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 10 Jun 2024</b>		
		<b>Take Home Case Study</b> Due: Exam Week Friday (14 June 2024) 1:00 am AEST

## Assessment Tasks

### 1 Assessment 1: Effective Management and Leadership

#### Assessment Type

Written Assessment

#### Task Description

This is an individual, written assessment, in the form of an essay.

The purpose of the assignment is to increase your understanding of what constitutes effective management and leadership practice within an organisational context. You will also increase your own level of self-awareness by reflecting on your level of management and leadership capability. You will need to complete three diagnostic tools, at least one

related to management and at least one related to leadership, and reflect on the results in the light of the better practices identified in the first part of the assignment. To get the most value from this task, you are expected to use examples from your own practice or observations to illustrate key aspects of effective management and leadership practice. Please attach the results of the diagnostic tools as an appendix.

The required length for this essay is 1,500 - 1,800 words, excluding title page, diagrams, tables, appendices, and reference list. You must use common font (e.g. Arial, Calibri, Times New Roman, etc.) with font size 11 or 12, as well as appropriate margins and spacing.

All sources, which you have used in your essay, need to be referenced correctly in the text AND within a reference list at the end of the essay. You are required to use a MINIMUM of 12 suitable, high-quality academic sources. Please note that high-quality academic sources are academic journal articles and - to a lesser extent - published books of reputable publishing houses. A majority of sources you use should be academic journal articles written in English.

#### **Assessment Due Date**

Week 7 Thursday (25 Apr 2024) 6:00 pm AEST

Please submit your essay as a Word document via Moodle.

#### **Return Date to Students**

Feedback is provided via Moodle within 2 weeks of submission.

#### **Weighting**

50%

#### **Assessment Criteria**

As a Masters-level student, you are required to engage in research as per the Australian Qualifications 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 a 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 unit in your Masters program 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 a Masters student, demonstrate an ability to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. This is an advanced level unit, and accrediting bodies are also looking for evidence of independent research, so the ability to conduct this project without continually relying on your tutors and lecturers is an important part of the learning process for this unit.

You should ensure that you understand the specific research that is required for each assessment piece and recognise that if you merely meet this minimum requirement, you will receive the minimum grade for demonstrated 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. Your assignment will be marked on the following criteria; detailed marking rubrics are available in Moodle:

1. Clear definition and overview of management and leadership (10%)
2. A concise summary of the key theories and concepts related to management, leadership, and self-awareness (20%)
3. The use of a minimum of three diagnostic tools (at least one related to management and at least one related to leadership) (30%)
4. A concise reflection on the results of the tools and how these enhance greater awareness of individual management and leadership practice (20%)
5. Breadth and quality of research, using a minimum of 12 academic sources (10%)
6. Correctly using the APA referencing system to cite an academic source (in-text and in the reference list) (10%)

Late submission and academic misconduct penalties will be applied in accordance with the university policies.

#### **Referencing Style**



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

### **Submission**

Online

### **Submission Instructions**

Please submit the Assessment 1 to Moodle with a consideration that Moodle is following the Australian Eastern Time Zone.

### **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 Assessment 2: Leadership and Management in Practice**

### **Assessment Type**

Presentation

### **Task Description**

This assignment contains some individual and some group components. It consists of a verbal presentation with PowerPoint slides.

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

Each group member will select ONE prominent leader or manager to focus on, so each group will have the same number of leaders/managers as group members. At least half of the chosen leaders/managers must be business leaders. Thus, it is important for the group to make the decision of which leaders/manager to include and group members must not choose leaders/managers independently from the rest of their group.

Each group member will then analyse the behaviour of their allocated leader/manager, citing examples to illustrate and then contrast these against management and leadership models and theories to determine the extent of effective or ineffective practice. Students are expected to refer not only to leadership and management theories, but also specific concepts studied throughout the term including ethics, motivation, delegation, power and influence, etc., and how these leaders and managers use these aspects as part of their practice, and assess the impact on followers.

The group will then come together to compare the behaviour effectiveness of the individual leaders/managers. During the assessed presentation, each group member will present their own analysis, which will then be followed by a presentation of the comparison that the group has developed. One group member will be selected to present said comparison. Following the group's presentation, the tutor will lead a discussion/Q&A session with the group; each student should expect to answer questions about their own allocated leader/manager, as well as the group's comparison.

The PowerPoint slides should be designed in a manner effective for a presentation to an audience, but they need to be relatively self-explanatory. This means, the slides should not be crammed full of text, but also not too sparse. Every claim needs to be supported by a reference on the individual slides and a reference list at the end of the slides. Every student must submit the slides in Moodle by the given deadline.

Although there is a large individual component to this assignment, the group component is a pass-fail activity and students must be in a group; students cannot undertake this task individually.

The presentation duration will depend on the size of the group, but it is expected that each student presents for approximately 7-8 minutes and the group summary will be another 5-7 minutes. There is no minimum or maximum number of slides or words on the slides. Each student is expected to use a minimum of 5 academic journal articles as reference material for their component.

The discussion/Q&A session that follows the group's presentation will be led by the tutor, but other participants may be invited to ask questions. You are expected to be able to answer questions about your allocated leader/manager, as well

as the group's comparison. Your ability to answer these questions is part of the marking criteria; the discussion/Q&A is not a test of your knowledge of all aspects of the unit, but to be able to do well here, you need to be very familiar with your presentation and the group's comparison.

### **Assessment Due Date**

Week 12 Monday (27 May 2024) 3:00 pm AEST

Presentation takes place during the class. Please submit your PowerPoint slides via Moodle.

### **Return Date to Students**

Presentation feedback is provided in class. Marks will be made available in Moodle within 2 weeks of submission.

### **Weighting**

30%

### **Assessment Criteria**

As a Masters-level student, you are required to engage in research as per the Australian Qualifications 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 a 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 unit in your Masters program 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 a Masters student, demonstrate an ability to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. This is an advanced level unit, and accrediting bodies are also looking for evidence of independent research, so the ability to conduct this project without continually relying on your tutors and lecturers is an important part of the learning process for this unit. You should ensure that you understand the specific research that is required for each assessment piece and recognise that if you merely meet this minimum requirement, you will receive the minimum grade for demonstrated 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. Your assignment will be marked on the following criteria; detailed marking rubrics are available in Moodle.

1. Application of theory – Ability to accurately use and apply relevant key leadership and management terms, theories, models, and concepts to the allocated leader/manager. (25%)
2. Ability to use specific examples of leader and manager behaviours to illustrate effective or ineffective practice. (25%)
3. Quality and appropriateness of references, and accuracy of referencing – Accurate use of APA style referencing system in the text and the reference list, by using a minimum of 5 quality sources. (10%)
4. Individual presentation structure and delivery - Concise and structured presentation using audio visuals and verbal communication with an introduction, main presentation, and conclusion. (10%)
5. Individual ability to respond to questions from the audience (20%)
6. Group summary - Ability to work in a collaborative and effective manner as a team to prepare a coherent comparison of individual leaders'/managers' behaviour effectiveness. (10%) (note: all students in the group receive the same mark here)

Late submission and academic misconduct penalties will be applied in accordance with the university policies.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Please submit the Assessment to Moodle prior to the presentation session during the Week 12 class.

### **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

## 3 Take Home Case Study

### Assessment Type

Case Study

### Task Description

In week 11, a **case study** will be distributed to all students, but without any questions. You will have approximately 2 weeks to familiarise yourself with the case and the events and decisions described in the scenario.

During Week 14, on a specific date, you will be asked to answer a series of questions requiring you to apply your understanding of the unit content directly to the case. These will be made available 10 minutes prior to the opening of the submission.

This will be a time-limited submission. **You will have three (3) hours to respond to a series of questions regarding the case** that will require integrated answers utilising a variety of concepts from the unit. You may use texts, journals, and notes in responding to the questions. As this is an open book style response, accurate use of concepts, terms, and models is expected.

No marks will be awarded for correct definitions or terms, however, marks will be deducted for students who incorrectly use terms and concepts.

**The focus of the assessment is on correct application and analysis.**

Referencing is not required for this assessment.

Please note that this is a time-limited submission and late submission is NOT permissible. Late submissions will receive a mark of zero (0) if not submitted before the given deadline.

### Assessment Due Date

Exam Week Friday (14 June 2024) 1:00 am AEST

Please submit your answers in Word document format via Moodle.

### Return Date to Students

The results will be released at the time of the Certification of Grades.

### Weighting

20%

### Assessment Criteria

Specific to the questions (which will be provided 10 minutes before the submission opens), you will need to demonstrate the following in your answers:

- Correct use of leadership and management theories and content
- Ability to analyse management and leadership practice
- Ability to apply management and leadership theories and content to the given case
- Ability to construct a report style paper in limited time to simulate business pressure

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your exam to Moodle before the due date.

### Learning Outcomes Assessed

- Evaluate the impact of different approaches to managing and leading on employees
- Analyse critically and reflect on cultural differences in leadership and the implication for followers.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

- Self-management
- Ethical and Professional Responsibility

## 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

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