Unit Outline

MGMT5023 Managerial Effectiveness
Trimester 3, 2016

Unit study package code: MGMT5023
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: 5698 (v.0) Organisational Behaviour 550 or any previous version
OR
189904 (v.0) Master of Nursing or any previous version
OR
187807 (v.0) Graduate Diploma in Nursing or any previous version
OR
MGMT5022 (v.0) Organisational Behaviour for Managers or any previous version
OR
MC-NURS (v.0) Master of Nursing or any previous version
OR
GD-NURS (v.0) Graduate Diploma in Nursing or any previous version

Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Professor
Name: Rick Ladyshewsky
Phone: 9266-3460
Email: Rick.Ladyshewsky@gsb.curtin.edu.au
Location: Building: P01 - Room: Level
Consultation times: By appointment

Teaching Staff:
Name: Rick Ladyshewsky
Phone: 9266-3460
Email: rick.ladyshewsky@gsb.curtin.edu.au
Location: Building: P01 - Room: Online

Administrative contact:
Name: Margot Stacy Javillo
Phone: 08 9266 1205
Email: Margot.javillo@curtin.edu.au
Location: Building: P01 - Room: 117

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and
present.

Syllabus
Development of key leadership and management skills with the goal of enhancing managerial effectiveness.
Development of effective strategies for organisational learning, coaching, time management, negotiation, stress
management and communication, clarifying personal and professional vision, as well as examining the developing
roles of managers in regional and global environments.

Introduction
The purpose of this unit is to provide you with skills and understanding of key managerial and leadership
competencies. This unit aims to provide knowledge of the skills necessary to be an effective leader/manager and
how these can be developed. Students will be required to review leadership and managerial competencies and to
focus on the development of specific skill areas through the term. This unit also aims to give you understanding of a
key leadership competency model and how it can be used for leadership development. You will learn stress
management, communication, conflict resolution, coaching, negotiation and other skills. This unit will involve
selfassessment, experiential learning and development of plans and actions to improve management and leadership
skills in a number of areas. You will also be coaching another student to help him or her develop specific skills during
the unit as a way of building your own ‘manager as coach’ skillset. At the end of the term you should have developed
your own skills in three or more areas as well as understand what things contribute to effective management and
leadership development.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an
employer that, through your studies, you have acquired discipline knowledge and a range of other skills and
attributes which employers say would be useful in a professional setting. Each unit in your course addresses the
graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process
referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or
be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your
achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will
have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate
Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluate personal management and leadership competencies, and then apply experiential learning principles in developing a leadership learning plan for implementation</td>
<td></td>
</tr>
<tr>
<td>2 Devise strategies for life-long leadership learning skills such as objective setting, reflective journaling and peer coaching</td>
<td></td>
</tr>
<tr>
<td>3 Analyse the literature on ‘coaching’, and apply these skills, as part of a leadership development strategy, with a peer</td>
<td></td>
</tr>
<tr>
<td>4 Interpret and apply relevant theoretical and conceptual frameworks to solve questions and problems related to managerial effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th>Information skills (confidence to investigate new ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Activities

The learning activities in this unit include:

- student self study including reading of scholarly articles and chapters in the text book as well as i-lectures and web based content;
- completion of a leadership and management survey;
- practical activities in each module to assist students with self assessment, discussions and assignment preparation;
- online asynchronous discussion forums on general and specific topics; and
- peer coaching

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?MGMT5023

Essential texts

The required textbook(s) for this unit are:

- The required textbook(s) for this unit are:

There are 3 ways of obtaining the text book:

- The Co-op University Bookshop (Bentley Campus)
- On line via Amazon.com as an e-text. The link is http://www.amazon.com/Becoming-MasterManagerCompeting-Approach/dp/1118582586/ref=sr_1_fkmr0_3?_encoding=UTF8&qid=1436463487&sr=1-3&keywords=robert+E+Quinn+Becoming+a+Master+manager+6th+Edition


Other resources

A range of other resources such as journal articles and practical activities are also required for the unit and are available online through Blackboard, scholarly databases and via links to Curtin Library’s eReserve.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Assignment 1             | 35 percent | Week: 6
Day: Sunday, 9
October, 2016
Time: by Midnight
Perth Standard Time | 2 |
| Assignment 2             | 40 percent | Week: 11
Day: Sunday, 13
November, 2016
Time: by Midnight
Perth Standard Time | 3,4 |
| Assignment 3             | 25 percent | Week: Weeks 3 - 12
Day: September 12 -
November 27th, 2016
Time: See Unit
Outline/Planner for
Session Dates | 1 |

Detailed information on assessment tasks

1. Assignment 1: Leadership Management Development Plan

   **Worth 35% - 2250 words maximum +/- 10%** (penalty - 10% for each 100 words over limit for example: 100 words over 10% penalty 200 words over 20% penalty).

   NOTE: reference list, title page, table of contents, diagrams inserted from your competing values survey are not included in the word count. **Do not attach any appendices.**

   Please refer to the Assessment section (from the Navigation Panel of your online unit) where some exemplars are provided for the assessment - along with further information on how to administer your 360 degree leadership survey.

   **You have 3 options for collecting data on your leadership and management skills for this assignment.**

   **Option 1:** If you have undertaken a personal 360 degree survey on your leadership and management skills in your current workplace in the past 24 months, and your work context and role has not changed, you may use the result of this survey for this assignment. Please approve first with the Lecturer by providing information on the survey.

   **Option 2:** Complete a self-managed assessment of your leadership and management skill using the paper based Competing Values Survey from Quinn and colleagues.

   Have at least 6 other work colleagues (direct reports, peers, supervisor(s)) complete the same assessment tool on your leadership and management. Organise to have the other reports directed to a neutral third party who will collect the reports on your behalf and hand them over to you for analysis (for example your peer coach). This helps to ensure confidentiality, an important aspect of ensuring a reliable and valid result. You can average all of these scores in to an 'other' profile or have categories provided you have more than one respondent in each category to assure confidentiality.

   **The assessment surveys for ‘self’ and ‘other’ are in the Assessment Link > Assignment 1 Link.**

   **Option 3:** You may opt to complete a comprehensive online 360 degree survey based specifically on Robert Quinn’s Competing Values Framework. It is administered by Leaderskill Group Pty Ltd and is provided at the specially discounted rate of $110 incl. GST. (normally it is $270.00). If you would like to use this survey, you must let your Instructor know by the end of the first week of Trimester. The Instructor will then forward all the names to Leaderskill who will invoice you with instructions for payment (direct deposit internet banking). Upon receipt of payment Leaderskill will issue you with a login password to complete your survey.
Leaderskill Pty. Ltd. will manage your survey via a web based tool. All you will need to do is complete the self-assessment questionnaire online and nominate your other raters by entering their names and emails in to the web server. Have at least 6 other work colleagues (direct reports, peers, supervisor(s)) complete the 360 leadership and management survey.

Once their names and emails are entered they will receive an email notification from Leaderskill with instructions on how to complete the survey. Leaderskill will then provide you with a comprehensive leadership and management 360 report when the data is entered by your raters, which you can then use for this assignment.

Further information on this survey and an example report from Leaderskill Pty. Ltd. is located in the Assessment Link > Assignment 1 Link.

Assignment Preparation:

Part A: Worth 50 Per Cent of Assignment

The following is some background reading on 360 degree surveys which you should familiarise yourself with in preparation for this assignment. It provides a context and background for the survey which you may find offers supportive information with respect to the analysis of your 360 degree survey.

Textbook:
Quinn et al. (2015) in preparing your assignment: pages 128-143 (planning and coordinating projects); 144-153 (measuring and monitoring performance and quality); and 183-194 (setting goals and objectives).

eReserve:
Toegel, G. (2003) 360-degree degree assessment: time for reinvention. Academy of Management Learning and Education. 2;3;297-311
Johnson, S., Garrison, L., Hernez-Broome, G., Fleenor, J., Steed, J. (2012) Go For the Goal(s): Relationship Between Goal Setting and Transfer of Training Following Leadership Development. Academy of Management Learning and Education. 11;4;555-569

Survey Implementation Strategies

- Try and select individuals that will give you honest and fair feedback. Try and select more than 6 as some may opt not to complete the survey leaving you short.
- Advise them that this survey is for your personal development as a leader/manager.
- Advise them of the scoring scale methodology (e.g. 1 – 7 and rankings). Make sure they don’t think that giving you a 7 is a reward for great performance. 1 means you NEVER do it and 7 means you do it all the time.
- Advise them that they must answer every question, and if they are unsure, they should contact you for clarification, or score 1 if they have never seen you complete the activity.
- Encourage them to provide qualitative comments to support their numerical evaluation.
- Assure them that their responses are confidential as the scores are averaged with other people’s scores.

Survey Analysis:

Once you obtain your 360 degree leadership and management profile, write an analysis that describes the outcome of your assessment drawing in appropriate information from the unit and relevant references to support your interpretations. Include any diagrams or tables from your results to illustrate your profile. These can be extracted from your report and converted to a jpg image by using ‘snipping tool’ in your Microsoft program or Jing which is a copy and paste tool (see link below). Do not attach your entire survey result.

http://www.techsmith.com/jing.html
Select five inventories from the list below and integrate the findings to your analysis of your results. You must include the items in bold with an *.

For example you may find that you have very high scores in team management and driving change on your CVF result and your MBTI/Jungian characteristics reveal high Extrovert (E) and Intuition (N) traits which would influence these strengths. If you have results from other inventories you may also include these but you must select at least five from those listed below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Inventory/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Styles and Organisational Learning</td>
<td>• Honey and Mumford Learning Style Inventory*</td>
</tr>
<tr>
<td></td>
<td>• VARK</td>
</tr>
<tr>
<td></td>
<td>• Felder-Silverman Learning Styles Model</td>
</tr>
<tr>
<td>The Leader as Coach</td>
<td>• Coaching Process Questionnaire</td>
</tr>
<tr>
<td>Emotional Intelligence and Mindfulness</td>
<td>• How Good are You at Managing Your Emotions</td>
</tr>
<tr>
<td></td>
<td>• Schutte’s Sel-Report Emotional Intelligence Test</td>
</tr>
<tr>
<td>Communication Conflict Management</td>
<td>• Thomas Kilman Conflict Styles Instrument</td>
</tr>
<tr>
<td>Working and Living with Different Personality Types</td>
<td>• Locus of Control / Tolerance of Ambiguity Scales</td>
</tr>
<tr>
<td></td>
<td>• Fundamental Interpersonal Relations Orientation Scale FIRO-B</td>
</tr>
<tr>
<td></td>
<td>• NEO PI-R Big Five Personality Test</td>
</tr>
<tr>
<td></td>
<td>• MBTI type* - and where appropriate reference to GRIP responses and your leadership profile</td>
</tr>
<tr>
<td>Managing Life Stress</td>
<td>• Stress Inventory Scales (hardiness and support; life orientation profile; symptoms of stress, tension discharge rate, type A or B Behaviour)</td>
</tr>
<tr>
<td></td>
<td>• Barrett Personal Values Assessment</td>
</tr>
<tr>
<td>Managing Upwards</td>
<td>• Understanding your Supervisor and Understanding Yourself</td>
</tr>
<tr>
<td>Employing Strengths and Positive Leadership</td>
<td>• VIA Strengths Survey</td>
</tr>
</tbody>
</table>

**Work Place Integration**

Please contextualize your survey results by discussing the nature of your work and role. In other words, provide a context for your results. You may have very low scores in the create quadrant for example, because the nature of your work does not require you to manage or drive change. You may work in a very stable environment. Hence, this explains these results. Your results are situated within a context, please make this explicit.

**Goleman’s Leadership Styles Integration**

Please make reference to Goleman’s 6 Leadership Styles (Goleman, 2000) in your paper and compare and contrast your results to what is described in Goleman’s leadership model.

Part B: Worth 50% of Assignment

Development Need Identification:

A reminder that this section is worth 50% of the assignment so ensure you put adequate thought and preparation in to this section!!

Identify ONE developmental need that you think you should work on as a result of your analysis. It can be a specific item (e.g. improving constructive conflict) or broader which takes in to account a pattern in your profile (e.g. low communication, low change management and low driving for result scores) which would relate to improving more macro skills such as improving overall team motivation during a restructure (as per your work context).

The purpose of this exercise is to teach you how to write up a robust learning plan. You only have sufficient word count to cover ONE development need adequately. Please ensure you focus on ONE aspect only.

Development Plan

Ensure that this development plan is challenging and will take some time and effort to achieve. It is not expected that you will achieve your outcome by the end of this unit! This is just the start....

The plan should have a clearly specified SMART goal(s) as well as a detailed implementation plan. The plan should have a range of resources you will use to achieve this goal. The resources should be integrated with an appropriate strategy describing the key performance indicators you will achieve. Key players and groups should be identified that will participate in the strategy and provide feedback and evaluation on your progress.

Please reference fully any journal articles, books, resources, programs or courses you intend to use in your strategy and development plan (e.g. reference or website). Be specific about parties involved in your plan, and experiential activities situated within your workplace.

The development plan should incorporate the principles of the experiential learning cycle. You must ensure your plan does not have a learning style bias. You must ensure your plan has experience based activities, opportunities for reflection, strategies for conclusion making and re-application so the learning cycle is complete.

The creation of the development plan is a collaborative process which should involve your peer coach. You should have one peer coaching session where you both overview and discuss your development plan in relation to your results. Use this session to test the validity of the plan to see if it makes sense, is clear, and is a reasonable representation of what you intend to develop. This first coaching session is applied towards your three coaching sessions required for assignment 2.

References and Assignment Layout

Please reference your assignment correctly, including those resources which have been provided for this assignment. For example, Quinn, Goleman, a Website, etc.: must all be referenced according to Chicago style. For assessment surveys and other materials in the unit without a direct reference please make a note of the content and cite ME 571 Unit Materials. [e.g. - in text - Honey and Mumford (2014) and reference list - Honey and Mumford Learning Style Inventory (2014) ME 571 course materials].

Please include a word count and name your assignments according to the following conventions:

Lastname firstname - LDPlan.

Assignment 2: Leadership & Management Implementation Coaching Report

“By the end I didn’t see this as an assignment, as a mandatory task. I saw it as an opportunity that I would not have gained access to in my current workplace. I saw it as opportunity to tie in all I have learnt from the unit so far. An opportunity to learn, to grow, as a coach, and as a person.” ME 571 Student 2015

Worth 40%: One document comprising of 1500 words maximum +/- 10% (10% penalty for every 100 words over limit. For example, 100 words over 10% penalty, 200 words over 20% penalty). References and title page, table of contents not included in word count.

This single report summarises three coaching sessions. The purpose of this assignment is to
develop your skills in deep reflective journaling employing the experiential learning cycle (Kolb, 1984) and applying principles of evidence based practice. This assessment commences once you have selected your Peer Coaching Partner and you begin engaging in coaching sessions related to your development plan.

Three coaching sessions need to be completed.

Coaching Session 1 – getting to know your peer coach, set up ground rules, discuss confidentiality, scope of the coaching agreement, and overview the development plan. This first coaching session occurs just before the first assignment is submitted.

Coaching Session 2 - exploring the development plan and to consider some of the key challenges and questions. Discuss implementation of a task from the plan.

Coaching Session 3 - exploring how initial attempts at implementing the development plan have turned out.

In each session, the coach and the coachee have an opportunity to explore this role and the three sessions allow you to work through three experiential learning cycles as a coach.

Please refer to the Assessment section (from the Navigation Panel of your online unit) where an exemplar is provided for each piece of assessment.

The journal is used to document your learning experience as a COACH across the three sessions. You can write one overall reflective analysis of your coaching experience across the three sessions, or separate them into 3 sections.

It is not expected that either of you will achieve the outcomes of your development plan during this coaching engagement or during this unit. However, it is expected that you will begin implementing the plan so you gain experience in the coaching process and the use of development plans.

Students who submit an assignment in which they do not address the learning across the three coaching sessions will receive a grade of zero (0) for this assignment.

Instructions:

1. Please include the name(s) of your peer coach.
2. Coach in dyads with the third party observing (and providing non-evaluative feedback at the end). For example:

   A coaches B (C is observer) C coaches A (B is observer) B coaches C (A is observer)

3. Please specify the method of coaching that occurred across the three session and note if there were any issues with the medium selected. For example:
   - Face to Face
   - Virtual: You are required to conduct these sessions face to face using technology – eg. WebCam. There are free software applications that provide this for free (e.g. SKYPE or FACETIME – if you have iPhones) or others for a nominal cost: GoToMeeting, Collaborate. These are all software applications that enable you to see your coach during a session and vice versa. Please see the peer coaching guidelines in the assessment link on Blackboard for further information on the use of technology in coaching. Coaching via telephone or email as the only tools for coaching is unacceptable.

4. Write your reflective journal using the experiential learning cycle. You can write your journal with discrete sections as noted below or as a more holistic reflection. However, evidence of each stage of the cycle must be evident.
5. Make sure your reflections and conclusions take into consideration non-evaluative feedback from your coachee and observer. You should ask for this feedback at the end of each coaching session.

6. Comment on your Coaching Process Questionnaire results from the beginning of the unit and where you feel you stand now after completing 3 coaching sessions.

7. Include a minimum of five (5) contemporary references from the scholarly, peer reviewed literature (e.g. no more than 5 years old) when writing your conclusions. Please highlight these in **BOLD** in your reference list. *Please note, you may cite information from materials written by Ladyshewsky or in e-reserve but these references are not counted in the reference tally. In addition to the scholarly databases available to you on the Curtin library website, the following online journal offers current scholarly articles which may be useful for this assignment: [http://ijebcm.brookes.ac.uk/](http://ijebcm.brookes.ac.uk/)

**Assignment Submission Layout**

Peer Coaching Assignment_Lastname_First Name.

3. **Assignment 3: Community of Practice Discussions - 25%**

These are student-focused discussion forums which occur across two intervals in the unit. The focus of these discussions is to integrate learning by creating a community of practice (CoP) within this cohort. [http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/](http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/)

A community of practice is a group of learners who engage with one another to deepen their understanding and learning of knowledge and events. As such, this means these discussions are reflective, cooperative and designed to share learning. The focus of these discussions are to share knowledge (personal and obtained via additional research), ask questions, seek clarification and deepen understanding of unit materials as they apply to leadership and management.

Students are allocated 25 per cent of their unit grade for:

- their efforts in sharing their own personal learning outcomes and insights on unit materials.
- increasing engagement of peers through raising key questions;
- expanding learning by offering insights, thoughts and suggestions to others' questions;
- succinctness and quality of postings;
- their integration of unit material and scholarly references into discussions.

**Instructions for Community of Practice**

As a minimum, you are required to post 2 comprehensive personal reflections of your own choosing from the list below (one from each session). Then, the other 4 responses are to posts from other community of practice members (two from each session). These responses relate to topics that are different from the ones you have personally chosen to reflect upon. In other words, you will have addressed 6 modules in total (2 of your own and 4 responses to others).

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics Week 3 - 7</strong></td>
<td><strong>Topics Week 8-12</strong></td>
</tr>
<tr>
<td>Working and Living with Different Personality Types</td>
<td>Negotiation Skills</td>
</tr>
<tr>
<td>Emotional Intelligence and Mindfulness</td>
<td>Strengths, Positive Psychology and Leadership</td>
</tr>
<tr>
<td>The Leader as Coach</td>
<td>Managing Upwards</td>
</tr>
<tr>
<td>Communication</td>
<td>Establishing your Vision and Life Plan</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>Managing Life Stress</td>
</tr>
</tbody>
</table>
As a rough guideline, each initial original post should not exceed 500 words in order to keep the reading and workload manageable in the community of practice discussion. Responsive posts should each be around 300 words. As a guideline, a contribution of around 1900-2000 words would be considered an average or reasonable ‘amount’ of writing. This includes your two original posts and your four responses. Please be guided by the depth of engagement and questioning occurring in the forum AND complete all conversation streams!! Do not leave a student’s question or request unanswered. This means you may have to write more than 6 overall posts to address all the questions and interest in your posting.

You cannot see any of the other students’ contributions until you post your own initial contribution. After this you have access to the Community of Practice Forum.

The following Rubric is the grading key for assessing your overall community of practice contribution.

Community of Practice Grading Criteria:

80-90% - outstanding contributions with original and insightful thoughts as well as high level integration of unit material, scholarly resources and critical evaluation. Demonstrates an exceptional understanding of the concepts under discussion. Timely responses offer considered insight and analysis and add excellent value to the learning.

70-80% - a very good score - the contributions are of a high quality including having a very good understanding of the unit topic under discussion. Responses are insightful, draw in unit materials and scholarly reading. They offer food for thought and add timely learning to the discussion.

60-70% - an average score - the contributions meet the basic requirements of the brief, there is an adequate understanding of the material, with some integration of unit material and scholarly reading, but it is average, responses offer some timely insights to further expand or enhance learning.

50-60% - below average score – reference to unit material and scholarly research is poor. Understanding of unit material is patchy. Contributions and responses to others offer some insight, albeit small, particularly if late, to expand or enhance learning.

< 50% - inadequate – mostly opinion provided without any significant linkage to unit material or scholarly reading. Poor demonstration of knowledge with respect to unit material. Contributions are superficial, perhaps late, and add very little to expand learning.

You are provided with feedback on your contributions in the discussion forum in a variety of ways. One source of feedback are the comments provided by the e-tutor in the discussion room. If a positive comment is made, then you can look at that contribution to see why it has received a positive comment. Contributions that generate a lot of secondary discussion threads are also good comments. You can use this information to help you improve your contributions. The e-tutor may also advise you if your contributions are poor and refer you to good examples to help you improve your contributions. However, individual feedback on each posting made by a students is limited.

Pass requirements

Students must achieve an overall grade of 50 per cent or more to successfully ‘pass’ the unit. The CGSB also uses rubrics to determine the quality of a student’s academic work. These can be found in the assessment folder of the unit. Please note, a grade of 65 percent represents adequate or average performance. To achieve a grade of 70 per cent or more (distinction), the work must be distinctive and beyond average.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm
Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

This unit is an interactive ongoing managerial leadership development experience which starts from the initial session of the class through to the end. Students who enroll in this unit should, therefore, be available throughout the 13 weeks of this unit in order to work fully with their peer coach(s) and to engage with the online activities. It is the students’ responsibility, therefore, to manage their requirements of this unit by being available and accessible (online or face to face) to the instructor and students depending on the mode of delivery.

Managerial Effectiveness MGMT 5023 is designed for students who have some managerial experience. Application of the content and learning within this unit to current management practice is essential for maximum benefit. As this unit builds upon the theory of organisational behaviour, students must have this unit as a pre-requisite or completed study of units of a similar nature.

How to Access Your Online Unit

It is recommended that you access your online Blackboard unit through OASIS, your student portal at Curtin. You will find the Blackboard option located under the ‘My Studies’ tab. You can also use the direct link: http://www.lms.curtin.edu.au/. Should you choose to use this link, you will need to use your login and password which are exactly the same as for OASIS. If you have not activated your OASIS logon, please go to http://www.oasis.curtin.edu.au and follow the prompts.

Online Participation Student Home Journal

Building your Student Home Journal is an important part of your online unit as it creates your ‘identity’ within the unit and enables your peers to get to know you and work with you. You will find detailed instructions on what is required in the initial discussion in your online unit and instructions on how to build your Student Home Journal in The Learning Hub section. Please ensure you have the following information in your Student Home Journal:

- Photograph of yourself
- Introduction: who you are, where you work, background education and experience, city where you live.
- Personal Information: anything you feel you might like to share about yourself (hobbies, interests, languages spoken, special skills).
- Favourite Links: web sites you enjoy and would like to share with other students. You may also wish to include a link to your LinkedIn profile,
- Twitter account or other relevant personal website or blog.

Completion of the Student Home Journal is ESSENTIAL for your participation in this unit. Failure to complete the individual Student Home Journal will result in the deduction of 5% of your overall grade. Please complete it by the due date outlined in the Program Calendar (located on the back page/s of your Unit Outline).

Blackboard Collaborate – Live Chat

Your unit will have several live virtual classes led by your instructor. Details on this will be provided to you by the instructor and/or noted in your Unit Outline. Prior to participating in a Blackboard Collaborate live chat session, you will need to familiarise yourself with some of the basic features of the Blackboard Collaborate tool in The Learning Hub section. Once done, you may then proceed to click on the Blackboard Collaborate Live Chat link on the left hand menu in Blackboard. To participate in any scheduled session, click on the Sessions tab follow by the session link. To playback a recorded session, click on the Recordings tab.

Scheduled CITS outages

Scheduled Maintenance occurs when Curtin Information Technology Services (CITS) takes one or more University systems offline up to 12 hours to complete routine repairs. During these scheduled maintenance windows major maintenance may take place and may affect multiple systems. You should plan for limited or no access to Curtin systems and network, including the possible absence of internet connectivity. You will be notified two weeks prior to the Scheduled Maintenance window with a detailed list of affected IT services and their associated outage windows.

Notices about scheduled maintenance periods are posted in OASIS and will indicate which systems will be affected. Please pay attention to these notices as they will affect your access to the system (thus your assessment submission!). You may also refer to the following link for updates on maintenance work (scroll to the bottom of the screen for “Blackboard Maintenance”: http://cits.curtin.edu.au/support/scheduled_maintenance_service_availability.cfm
Submission of all Written Assignments through Turnitin

The majority of your written assessments will be submitted through Turnitin via Blackboard. Submission upload links are located in the ‘Assessment’ section on Blackboard within their respective assessment ‘folder’ (in most units). You will also be given the option to upload a draft copy of each assessment to Turnitin prior to your final submission. If you choose to upload a draft (referred to in Turnitin as a “Revision”), Turnitin will generate an Originality Report to help you pinpoint any referencing issues. Make good use of this feedback to improve your writing before uploading your final submission. If you require further information about how to reference correctly, please visit the Library website (http://libguides.library.curtin.edu.au/content.php?pid=141214), book in to a Library workshop, or access the online Referencing module in the SUCCESS for CGSB Students Blackboard site (this link to the SUCCESS site appears alongside the other Blackboard sites you have access to).

Assessment Guidelines

Marks for each assignment are posted into the Blackboard Grade Centre which is the University’s official repository for all grades. Whilst Grade Centre access is restricted to Curtin staff only (UC, Lecturers and LMS support personnel), students can view their grades via My Grades. The My Grades option is accessible off the main menu in all CGSB Blackboard units. This policy, taken from the University’s Assessment and Student Progression Policy, ensures requirements for submission of assignments (and other work) to be assessed are fair, transparent, equitable and that penalties are consistently applied.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

Recent changes to this unit include:

Recent changes to this unit include a revisiting of the Community of Practice discussion forum and altering the structure to address workload concerns noted by students. Feedback from students has been very positive about the manner in which the forum operates. A review of each module has also been undertaken to review workload and reading requirements although this is a post-graduate unit and it is not uncommon to have more reading than an undergraduate course. The amount of reading has been reduced but it is important to note that many of the resources are there 'for interest'. Required readings are clearly marked.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.
## Program calendar

<table>
<thead>
<tr>
<th>Module and Week Beginning</th>
<th>Module Topic</th>
<th>Reading (Quinn et al., 2015)</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 August 29</td>
<td>Models of Leadership and Management</td>
<td>pp.2-17; The Evolution of Management Models. pp. 313-32; Integration and the Road to Mastery</td>
<td>1. Get started on the administration of your 360 competing values leadership survey. 2. Read Assignment 1 information in unit outline and information in Assessment Link on Blackboard. 3. Blackboard Collaborate Q and A Session <strong>Saturday, September 3, 9 am. Perth Time</strong></td>
</tr>
<tr>
<td>2 September 5</td>
<td>Learning Styles and Organizational Behaviour</td>
<td>pp. 20 – 29; Organizing the Learning Process - ALAPA</td>
<td>1. Student Home Journal due: <strong>Wednesday, September 7.</strong> 2. If using Leaderskill Pty. Ltd. to manage your CVF survey please advise instructor by <strong>September 9.</strong></td>
</tr>
<tr>
<td>3 September 12</td>
<td>Working and Living with Different Personality Types</td>
<td></td>
<td><strong>Community of Practice Session 1 Opens 12 September 9 am Perth Time</strong></td>
</tr>
<tr>
<td>4 September 19</td>
<td>Emotional Intelligence and Mindfulness</td>
<td>pp. 35 – 46: Understanding Self and Others</td>
<td>Blackboard Collaborate Session - Personality, Assignment 1 and the Community of Practice – <strong>Saturday, September 24, 9 am. Perth Time.</strong> 1. All Data Collection for surveys completed by <strong>September 23.</strong></td>
</tr>
<tr>
<td>6 October 3</td>
<td>Communication: Interpersonal</td>
<td>pp. 47- 57; Communicating Honestly and Effectively pp. 256-270; Championing and Selling New Ideas</td>
<td>Assignment 1 Due - <strong>Sunday, October 9th, Midnight, Perth Time.</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>October 10</td>
<td>Conflict Management</td>
<td>pp. 88-102; Managing and Encouraging Constructive Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Coaching Session (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Blackboard Collaborate Session – Peer Coaching and Assignment 2 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Saturday, October 15, 9 am. Perth Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community of Practice Session 1 Closes Sunday, 16 October at midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perth Time.</td>
</tr>
<tr>
<td>8</td>
<td>October 17</td>
<td>Negotiation Skills</td>
<td>pp. 283-293; Negotiating Agreement and Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community of Practice Session 2 Opens 17 October 9 am Perth time.</td>
</tr>
<tr>
<td>9</td>
<td>October 24</td>
<td>Strengths, Positive Psychology and Leadership</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>October 31</td>
<td>Managing Upwards</td>
<td>pp. 243-256; Using Power and Influence Ethically and Effectively</td>
</tr>
<tr>
<td>11</td>
<td>November 7</td>
<td>Establishing your Vision/Life Plan</td>
<td>pp. 170 – 182; Developing and Communicating a Vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pp. 183- 194; Setting Goals and Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pp. 21 –226; Designing and Organizing</td>
</tr>
<tr>
<td>12</td>
<td>November 14</td>
<td>Managing Life Stress</td>
<td>Assignment 2 Due Sunday, November 13 Midnight, Perth Time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community of Practice Session 2 Closes Sunday, 20 November at midnight</td>
</tr>
<tr>
<td>13–14</td>
<td>November 21 – December 2</td>
<td>eVALUate</td>
<td>Please complete eVALUate of UNIT and TEACHER</td>
</tr>
</tbody>
</table>