This unit covers key leadership and management skills such as clarifying personal vision, coaching, goal setting, conflict management, stress management, emotional intelligence and communication skills. Exercises and assignments are used to develop personal and interpersonal effectiveness. Students receive a 360-degree assessment of their skills on major leadership dimensions from five work colleagues. This is used to establish individual development needs and provide a measure of improvement throughout the unit. Major competency models of leadership and management are covered so that students become familiar with the research and practice of leadership development.
Here is a test
to find whether your mission on earth is finished,

If you’re alive, It isn’t

Richard Bach, Illusions, The Adventures of a Reluctant Messiah: pg 121
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<table>
<thead>
<tr>
<th>CONTACT DETAILS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Web Site URL</td>
<td><a href="http://www.gsm.uwa.edu.au">www.gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Lecturer</td>
<td>Stacie Chappell</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:schappell@biz.uwa.edu.au">schappell@biz.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>6488-1019</td>
</tr>
<tr>
<td>Fax</td>
<td>6488-1072</td>
</tr>
<tr>
<td>Consultation Hours</td>
<td>Room 2.18ish, GP3</td>
</tr>
<tr>
<td>Lecture Times</td>
<td>9:00am – 12:00pm</td>
</tr>
<tr>
<td>Lecture Venue</td>
<td>Case Study 2 (on the verandah)</td>
</tr>
</tbody>
</table>

**Your Lecturer**

Stacie is a Lecturer at the Graduate School of Management. Stacie has a long standing interest in the area of leadership and leadership development with over fifteen years experience in facilitating the design, development and/or delivery of leadership programs.

Stacie has an honours degree in Commerce from the University of British Columbia in Canada, a Certificate in International Business from the University of Copenhagen in Denmark and she is currently working on a Doctorate in Business Administration. Her research is looking at the relationship between emotional and spiritual intelligence and leadership effectiveness.

Prior to joining the GSM Stacie was Associate Director of the AIM-UWA Senior Management Centre. Her leadership experiences range from whistleblower through to entrepreneur. Originally from Vancouver, Canada, Stacie moved to Perth in 1998 to join GSM Executive Programs. *(She doesn’t miss the rain but she definitely misses the skiing.)* She enjoys facilitating learning and works in the areas of emotional intelligence, multiple intelligences, leadership, communication and teams. She is an accredited facilitator of Corporate Transformation Tools, the Myers Briggs Type Indicator (MBTI), KnowMe Communication game, and various assessment/feedback instruments such as 360 degree profiles and ‘multiple intelligences’ testing.
UNIT DESCRIPTION

Introduction

Welcome to Leadership Effectiveness (LE)! I am looking forward to meeting and learning with you over the next semester. LE is designed as an interactive and experiential journey that combines personal reflection, practical application and leading edge leadership theory. The fundamental assumption is that effective leadership combines a strong sense of self, managerial and leadership competencies and strategic orientation.

Originally designed by Professor Ron Cacioppe and adapted by Stacie Chappell and Fiona Broadbent, most students find LE to be a very different kind of MBA Unit. For some, they think all their celebrations have come at once; they are keenly interested in the art, science and practice of leadership. For others, LE can be initially daunting as the topic of leadership is an enigma, not to mention self-reflection and development.

What about you? What is the mindset that you are bringing to our first class? What are your thoughts on leadership?

Regardless of where you start, we are confident that with a little effort on your part, you will find something personally useful in the unit. We consistently receive feedback from students telling us that initially they had reservations and a critical stance towards LE, but over the course of the unit, they found the material to be interesting, useful and valuable both professionally and personally.

Unit Content

The content of this unit explores the multi-faceted aspect of leadership. The overarching theme is the power of authenticity, self-leadership, and developing/communicating/demonstrating vision effectively.

The unit begins with a focus on the individual leadership journey using self-reflection, 360 degree feedback and coaching. As the unit progresses, the focus increasingly shifts to specific skills for influencing others: leadership development, managing upwards and transformational leadership.

The Goal of the Unit

The purpose of this unit is to provide you with the knowledge and skill to develop your own leadership effectiveness. This unit also aims to give you understanding of several models of leadership, especially competency models and how they can be used for leadership development. You will learn skills in relation to coaching, giving and receiving feedback, facilitative questioning, stress management, conflict resolution, managing upwards and powerful communication.
Learning Outcomes
On completion of this unit, you should be able to:

1. Identify and understand the dynamics of effective leadership.
2. Define and communicate your own personal vision.
3. Link individual and organisational visions.
4. Critically analyse and use leadership development models.
5. Develop, design and implement leadership development.
6. Use a 360 feedback instrument to identify learning goals and design a leadership development plan.
7. Perform a coaching interview for workplace performance development.
8. Recognise and understand different personality types in the workplace.
9. Reflect on your own leadership development needs.

Prerequisites
The optional prerequisite for this unit is Organisational Behaviour.

Key Dates
- 360 ‘other’ raters nominated: 15 July 2006
- Cut off for responses from 360: 29 July 2006
- Your Contribution to the Munch Roster: TBC – YOUR RESP!
- Spouses invited to attend class on MBTI: 12 Aug 2006

UNIT STRUCTURE
Seminar Topics

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic, Learning Objectives</th>
</tr>
</thead>
</table>
| 1         | 8 July | Leadership and Effectiveness
• Provide introduction to unit objectives and logistics (including assignments)
• Establish shared understanding of ‘leadership’ and ‘leadership effectiveness’
• Identify key leadership behaviours, roles, and model(s)
  Pre-Reading:
   • Clawson, 2003 Level 3 Leadership: Chapter 1 & 2
   • LE readings package: week one |
| 2         | 15 July| Authentic Leadership
• Introduce and apply key concepts: the iceberg model, levels of leadership, the Johari window, trust and with-holds.
• Reflect on the leadership point of view and your leadership journey
• Debrief your first experience with the LE learning journal.
  Pre-Reading:
   • Clawson, 2003 Level 3 Leadership : chapter 4 & 5
   • LE readings package: week two |

**Learning Journal Reflection (due at beginning of class)**
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic, Learning Objectives</th>
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<tbody>
<tr>
<td>3</td>
<td>29 July</td>
<td><strong>The Inner Journey</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Introduce and apply key concepts of: ego, core-beliefs, self-talk, circle of influence,</td>
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<td>• Understand the relationship between inner leadership, authenticity, and leadership effectiveness,</td>
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<td>• Identify your learning edges.</td>
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<td></td>
<td><strong>Pre-Reading:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Clawson, 2003 Level 3 Leadership : chapter 6</td>
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<tr>
<td></td>
<td></td>
<td>• LE readings package – week 3</td>
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<tr>
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<td><strong>Learning Journal Reflection (due at beginning of class)</strong></td>
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<tr>
<td>4</td>
<td>12 Aug</td>
<td><strong>Influencing Different Types of People</strong></td>
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<tr>
<td></td>
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<td>• Introduce and apply key concepts in personality type: dimensions of personality type, psychological preferences, communicating and influencing through ‘type’</td>
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<td></td>
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<td>• Recognise and influence different personality types more effectively.</td>
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<td></td>
<td>• Reflect on your own personality type and it’s influence on your leadership and learning styles</td>
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<td></td>
<td><strong>Pre-Reading:</strong></td>
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<td><strong>Learning Journal Reflection (due at beginning of class)</strong></td>
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<td>5</td>
<td>26 Aug</td>
<td><strong>Working with The Emotional Landscape</strong></td>
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<td></td>
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<td>• Introduce and apply key concepts: ei abilities, authentic listening, drama triangles, self-reflection, the balcony and the dance</td>
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<td></td>
<td>• Explore strategies for building your own emotional fitness and leveraging the emotional landscape at work.</td>
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<td><strong>Pre-Reading:</strong></td>
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<td></td>
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<td>• Clawson, 2003 Level 3 Leadership: chapter 8</td>
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<td>• LE readings package : week 5</td>
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<td></td>
<td><strong>Learning Journal Reflection (due at beginning of class)</strong></td>
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<tr>
<td>6</td>
<td>9 Sept</td>
<td><strong>Visioning</strong></td>
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<td></td>
<td></td>
<td>• Introduce and apply key concepts: visionary leadership, vision, mission and values, and stages of organizational visioning.</td>
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<td><strong>Pre-Reading:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Clawson, 2003 Level 3 Leadership : chapter 7, 9 &amp; 11</td>
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<td>• LE readings package – week 5</td>
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<tr>
<td>Session #</td>
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<td>Topic, Learning Objectives</td>
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<td>Leadership Development</td>
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<tr>
<td>7</td>
<td>23 Sept</td>
<td>- Introduce and apply key concepts: leadership models, 360 degree feedback, adult learning</td>
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<td></td>
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<td>and development.</td>
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<td>- Compare and critique alternative leadership models.</td>
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<td>- Use 360 degree feedback to identify your own learning goals.</td>
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<td><em>Pre-Reading:</em></td>
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<td>- LE readings package – week 6</td>
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<td></td>
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<td><em>Assignment #2 (due at beginning of class)</em></td>
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<tr>
<td>8</td>
<td>7 Oct</td>
<td>Coaching Skills for Leaders</td>
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<td></td>
<td></td>
<td>- Introduce and apply key coaching concepts: directive versus facilitative questioning,</td>
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<td></td>
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<td>active listening, model 2 feedback, GROW model,</td>
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<td></td>
<td></td>
<td>Practise coaching different personality types.</td>
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<td>Reflect on your own coaching strengths and development needs.</td>
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<td><em>Pre-Reading:</em></td>
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<td></td>
<td></td>
<td>- LE readings package – week 9</td>
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<td>9</td>
<td>21 Oct</td>
<td>Building Power and Influence: Managing Upwards</td>
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<td>- Introduce and apply key concepts of: multiple power-bases, alignment and upwards</td>
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<td></td>
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<td>influence.</td>
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<td>- Leverage your ability to influence upwards, sideways and beyond the organization more</td>
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<tr>
<td></td>
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<td>effectively.</td>
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<td></td>
<td></td>
<td>- Reflect on your own power and influence sources and areas for development.</td>
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<tr>
<td></td>
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<td><em>Pre-Reading:</em></td>
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<tr>
<td></td>
<td></td>
<td>- Clawson, 2003 Level 3 Leadership: chapter 12</td>
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<td></td>
<td></td>
<td>- LE readings package: week 10</td>
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<td></td>
<td></td>
<td><em>Assignment #3 (due at beginning of class)</em></td>
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</tbody>
</table>

**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.
TEXTBOOKS AND RESOURCES

Unit Web Site

First, click on Quickplace under the header ‘Course Information’. Then click on the Leadership Effectiveness unit. This will take you to a password protect area. Your username is your initials and family name i.e. for Elvis Aaron Presley it would be ea.presley. Your password is your student number (eight-digit number).

Recommended/Required Text(s)
Recommended/required text(s)
- Leadership Effectiveness Readings Package
- MBTI materials (purchase these from the GSM reception desk)

Additional/Optional Text(s)
- Cacioppe, R. 1997 Vision Alive Map, Integra, Australia. (purchase one of these from the UWA Bookstore OPTIONAL)
- Carlopio, J., Andrewartha, G. & Armstrong H., Whetton, D. & Cameron, K. 2001 Developing Management Skills: A Comprehensive Guide for Leaders, Pearson Education, Frenchs Forest. (there are a number of these on reserve at the library)

Software Requirements
To successfully complete the assessment in this unit, students will need to use a standard word-processing application; to create and import graphs and/or other images.

Readings Package
Class #1 - Leadership and Effectiveness
Class #2 – Authentic Leadership

Class #3 - The Inner Journey

Class #4 – Influencing Different Types  DO NOT READ PRIOR TO CLASS

Class #5 – Working with The Emotional Landscape

Class #6 – Visioning

Class #7 - Leadership Development

Supplementary Resources:

Class #8 - Coaching Skills for Leaders
Jerving, J. 2003, Managing Problem Employees, Credit Union Magazine Vol 69 Iss 4 Pg 17-18.

Class #9 – Building Power and Influence: Managing Upwards

TEACHING AND LEARNING RESPONSIBILITIES
Teaching and Learning Strategies
There are four main educational strategies used in the design and implementation of this unit:

1. Skills, concepts and models presented within seminars to increase your knowledge of effective leadership and leadership development
2. Individual and collective reflection processes included during and between the seminars to deepen your understanding of the skills, concepts and models as well as providing the means of linking these across the topics
3. Assessment designed to provide you with the opportunity to increase your knowledge of effective leadership and leadership development in addition to practicing the key skills listed as intended learning outcomes
4. Seminars designed in accordance with adult learning principles.

This unit will be very interactive and participative. The extent and quality of student involvement is a key lever of value for the unit so prepare before classes and get involved in class discussion. To maximise your take away value from this course, some good practices include:

- Asking questions and giving your honest views during classes and team discussions
- Preparing for classes by reading the articles thoroughly
- Reading the course outline several times…. there is a lot of useful information in it
- Participating in your team project - live up to your commitments and do quality work
- Being honest with the other students you work with; discuss problems you are having if you and they are not meeting commitments, negotiate, provide honest feedback and use this to learn for future group assignments you do in the GSM.
- Having fun, don’t take it all too seriously; if learning isn’t fun, something’s missing
- Letting us know you if you have a problem…we all do….don’t wait until it’s too late to provide help

We have created an interesting and challenging learning pathway. The rest is up to you. Come prepared to share your thoughts and experiences and who knows what we might learn?

**Charter of Student Rights**

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia. It recognizes that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instill in all students independent scholarly learning, critical judgment, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the University and you are encouraged to refer to the charter at:


**Use of Student Feedback**

As you know, feedback on your learning experiences at the GSM is extremely important and we take note of your comments!
A number of innovations in the content and design of Leadership Effectiveness have come from student suggestions and feedback. For example, the following

- the invitation to significant others/partners to the MBTI evening
- linking the 360 review with coaching conversations for assignment #3 (previously these were two distinct assignments)
- the addition of learning journals to the assessment requirements given the importance of it in the learning process.
- The use of a guest speaker at the end of the unit to give a practitioners view on their personal journey towards authentic and strategic leadership
- A number of examples and applications of the content incorporate contributions from students.

**ASSESSMENT MECHANISM**

**The Purpose of Assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

**Assessment Details Summary**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1: Learning Journal Reflections on weeks 1-5</td>
<td>40%</td>
<td>Due at the beginning of class seminars #2-5</td>
</tr>
<tr>
<td>Assignment #2: Leadership Vision</td>
<td>20%</td>
<td>Seminar #7 beginning of class</td>
</tr>
<tr>
<td>Assignment #3: Leadership 360 Review and Development Plan</td>
<td>30%</td>
<td>Seminar #9 beginning of class</td>
</tr>
<tr>
<td>Contribution to Class Discussions</td>
<td>10%</td>
<td>Every class!</td>
</tr>
</tbody>
</table>

**Assessment Components**

Details on assignments will be distributed in the first class.

**Submission of Assignments**

Assignments should be submitted in class on the due date. Assignments will be returned in class or through the GSM reception. Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned. Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part
thereof, over the word limit. It is the intention that the marked assignments will be returned within two weeks of submission.

**The Standard of Assessment**

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
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<tr>
<td>N (Fail)</td>
<td>0 -44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytical framework presented in the course. The student is able to draw widely from the academic literature and elsewhere, but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.
The scaling of marks to ensure comparability between classes is an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.

**Ethical Scholarship, Academic Literacy and Academic Misconduct**

**Ethical Scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity. **Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
- misrepresenting or fabricating data or results or other assessable work
- inappropriate electronic data sourcing/collection
- breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: [http://www.teachingandlearning.uwa.edu.au/tl/academicconduct](http://www.teachingandlearning.uwa.edu.au/tl/academicconduct)

**Acknowledgements of Plagiarism**

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you
must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

Referencing
It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your Sources Harvard Style’

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff has also developed a tutoring package: ‘A Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to the ‘How to Use ’EndNote page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Taping of Lectures
The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.

Appeals Against Academic Assessment
In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark
originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html