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.
Contact details

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Professor Steven L McShane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:smcshane@gsm.uwa.edu.au">smcshane@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+618 6488-1452</td>
</tr>
<tr>
<td>Fax:</td>
<td>+618 6488-1072</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>The best way to contact me is by email. Alternatively you can leave a phone message on my voice mail.</td>
</tr>
<tr>
<td>Lecturer’s Office #:</td>
<td>Saunders Building Rm. 2.17</td>
</tr>
</tbody>
</table>

Your lecturer – Professor Steven L MCSHANE

Steve is Professor of Management in the Graduate School of Management. He has also served on the business faculties at Simon Fraser University and Queen’s University in Canada. He received his Ph.D. from Michigan State University, MIR from University of Toronto, and BA from Queen’s University in Canada. Steve is a past president of the Administrative Sciences Association of Canada (ASAC) and is an Honourary Professor at Universiti Tunku Abdul Rahman (UTAR) in Malaysia.

Steve has published or presented dozens of research articles on such diverse topics as emotions and decision making, pay equity, media bias in business magazines, and organizational learning. He is also the lead author of three organizational behaviour textbooks: *Organizational Behavior, 3rd edition* (2005) with Professor Mary Ann Von Glinow (Florida International University), *Organisational Behaviour on the Pacific Rim, Enhanced edition* (2005) with Professor Tony Travaglione (Charles Sturt University), and *Canadian Organizational Behaviour, 5th edition* (2004). These are among the top-selling OB textbooks in North America, Asia, and Oceania, and have been adopted by the top-ranked universities in these regions of the world. Along with writing books and research, Steve has also given invited talks – over 40 in 2003 and 2004 -- to faculty and students at universities around the world.

Your tutor – Dr HOE Siu Loon

Siu Loon is a management consultant with a European MNC operating in Singapore. He recently completed his PhD at the Graduate School of Management at The University of Western Australia, where his research focused on the effect and antecedents of informal knowledge acquisition and dissemination on market-based organizational learning. Dr. Hoe also holds an MBA from UWA and a BSc from the National University of Singapore. In addition to his consulting career, Dr. Hoe has served as a tutor at UWA Singapore in organisational behaviour and other classes.
Introduction

The purpose of this unit is to provide you with skills and understanding of key leadership theories, competencies and skills. The primary goal of this unit to provide knowledge of the skills required to be an effective leader and how to develop leadership and management skills in yourself and others. This unit also aims to give you understanding of several models of leadership. You will learn skills in relation to coaching, giving and receiving feedback, emotional intelligence, conflict resolution, and other areas. Students will be required to review their own leadership and managerial competencies and to focus on the development of specific skill areas throughout this unit. This unit will involve self-assessment, experiential learning and development of plans and actions to improve personal and interpersonal skills in a number of areas. By the end of the term, you should have developed your own leadership skills and gained a better awareness of the full meaning of leadership.

Unit Objectives

The main objectives of this unit are to:

- Improve your awareness of various leadership perspectives and concepts.
- Assess your personal values and leadership style, and develop an action plan for enhancing future success.
- Understand how to apply power and influence effectively as a leader.
- Improve your presentation skills as a leader.
- Improve your performance management and coaching skills.
- Improve your conflict resolution skills.
- Reflect on your own leadership development needs.

WebCT and Computer Requirements

We will use WebCT for uploading assignments, updating the unit outline, and providing some communication between students and the professor and tutor. Therefore, students should have access to a computer with internet access. Broadband is preferable because readings for this unit will be downloaded from the UWA library reserve web site. You may gain access to this unit’s WebCT web site by going to the web address below, clicking “Log In” for enrolled students, and providing details from your UWA library card. Then select the unit name -- “MBA Leadership Effectiveness (455623 SX, 2005 Singapore). Instruction on using WebCT is available through online help information at the UWA WebCT web site. The first class will also provide instruction. 
Required Textbook

Required Readings
NOTE: Most or all readings will be available for downloading directly from the UWA library website (www.library.uwa.edu.au). Select the “Course Materials” link on the upper right side of the UWA library web site and select either the unit number (455 623) or instructor name (McShane). Readings should be available in early January. You will need your UWA library card details to access these readings. The specific readings list will be made available before the first class in mid-January. Please check the online (WebCT) calendar.

Required Resources
Students must purchase the Myers-Briggs Type Indicator through PSB/UWA. Students may also need to purchase through PSB/UWA a 360 degree leadership assessment package. Details about that package will be made available before the first class in mid-January.
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topics</th>
<th>Readings</th>
<th>Format</th>
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</thead>
</table>
| 16 January      | Overview of LE learning and assignments  
Overview of leadership perspectives  
• Transactional vs transformational  
• The role of charisma  
• Full-range leadership  
Leadership Competencies and Values  
• Schwartz’s values model  
• Overview of emotional intelligence in leaders  
• Authentic leadership  
**BEFORE 1st CLASS:**  
• Prepare personal best activity  
• Complete Schwartz’s values scale  
• Complete leadership scale | LC Ch1-4 | Block Teaching |
| 17 January      | Strategic Leadership Vision  
• Values-based vision  
• Visions and goals  
• Language of visions | LC Ch 5-6 | Block Teaching |
| 18 January      | Creating Initiative & Innovation  
• Establishing a creative environment  
• Encouraging a learning orientation  
Facilitating & Empowering  
• Elements of empowerment  
• Elements of self-leadership | LC Ch7-8 | Block Teaching |
| 27 January      | Personal leadership style  
• Myers-Briggs Type Inventory  
• Personal decision style | LC Ch11-13 | Tutorial     |
| 3 February      | Presentation Skills  
• Student presentations (see nongraded assignment details)  
• Discussion of presentation skills and persuasive communication  
**BEFORE CLASS:** Prepare for 5-minute presentation | Tutorial |       |
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<tr>
<th>Date/Time</th>
<th>Topics</th>
<th>Readings</th>
<th>Format</th>
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<tbody>
<tr>
<td>7 February 5pm</td>
<td><strong>Assignment Due</strong>: Analysis of Leadership in a Feature Film (Submit through WebCT)</td>
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<td>24 February 7-10pm</td>
<td><strong>Assignment Due</strong>: Real Leaders Report (Submit in class with a copy on WebCT)</td>
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<td>Block teaching</td>
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<td></td>
<td>Introduction to Performance Mgt and Coaching Skills</td>
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<td></td>
<td>• Identifying performance problems</td>
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<td>• Active listening and questioning skills</td>
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<td>• Goal setting &amp; constructive feedback</td>
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<td>25 February 7-10pm</td>
<td>Perform Mgt and Coaching Skills Con’t</td>
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<td>Block teaching</td>
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<td></td>
<td>First round coaching sessions</td>
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<td>26 February 9am-6pm</td>
<td>Emotional intelligence in leadership</td>
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<td>Block teaching</td>
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<td></td>
<td>• Specific emotional intelligence competencies</td>
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<td></td>
<td>• Assessing your EQ and empathy</td>
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<td></td>
<td>• Improving emotional intelligence</td>
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<td>Leadership Influence and decision making</td>
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<td>• Types of leadership influence</td>
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<td>• Direction and contingencies of influence</td>
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<td>• Rational, emotional, and intuitive decision making in leaders</td>
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<td></td>
<td>• Decision-making styles and gaffes</td>
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<td>3 March 7-10pm</td>
<td>Resolving conflicts</td>
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<td>Tutorial</td>
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<td></td>
<td>• Identifying your conflict resolution style</td>
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<td></td>
<td>• Contingencies of conflict resolution</td>
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<tr>
<td>21 March 7-10pm</td>
<td>Second round coaching sessions</td>
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<td>Tutorial</td>
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<td>Key lessons learned about effective leadership</td>
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<td></td>
<td>Unit evaluation and review</td>
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<tr>
<td>21 March 5pm</td>
<td><strong>Assignment Due</strong>: Leadership Reflection Report (Submit through WebCT)</td>
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<tr>
<td>26 March 5pm</td>
<td><strong>Assignment Due</strong>: Team Project: Holyrood Case Study (Submit through WebCT or email attachment)</td>
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</tbody>
</table>
Non-graded Activities

This unit relies extensively on experiential learning, including activities that require pre-class preparation and/or knowledge. Students must participate in these non-graded assignments to pass the unit. In addition, all of these activities provide raw material towards the graded leadership reflection report. Here are the main non-graded activities:

Assessments: You will complete several self-assessments and a 360 degree assessment relating to a variety of leadership competencies. All assessments may remain privately known to you. The leadership reflection report only requires you to discuss what you learned from these assessments, including their practical implications and application for personal goals. Although the assessment results are private, you must complete each assessment by the date indicated.

Personal best leadership exercise: This exercise is described at the end of this syllabus and, as indicated, requires preparation prior to the first class (16 January 2005). Essentially, you are asked to consider an incident where you demonstrated your best leadership. You will document the context, your actions as a leader, and your general leadership philosophy (as a quotation). This activity will be part of a class exercise and will make a contribution toward each student’s leadership reflection report.

Presentation exercise: Each student will give a 5-minute presentation to a small group (approx 8) of fellow students. Students may choose any topic about which they feel passionate and which has a leadership orientation. In other words, the presentation is on a topic that requires action and future direction, such as a business opportunity, community service, or social change. The audience will provide anonymous constructive written feedback to each presenter using a rating form provided by the instructor. These results will not be graded; instead presenters consider this feedback in their leadership reflection report.

Coaching exercise: Each student will be a coach and coachee with another student in two separate sessions. Students will rank order the themes on which they want to be coached and on which they feel well qualified to coach others, such as work-life balance, statistics skills, presentation skills, or sports skills. Another student will provide coaching support regarding that theme on two occasions—an initial coaching session and a follow-up session for approximately 30 minutes in each session. After each session, the coachee will confidentially provide the coach with constructive feedback regarding his/her coaching skills. This verbal feedback will not be graded; instead coaches consider this feedback in their leadership reflection report.
Assessment and Grading Policy

The Graduate School of Management, in common with other schools in the Faculties of The University of Western Australia, allocates grades as follows:

HD (Higher Distinction) 80-100%
D (Distinction) 70-79%
CR (Credit Pass) 60-69%
P (Pass) 50-59%
N+ (Fail) 45-49%
N (Fail) 0-44%

A grade of P or higher is a passing grade for an individual unit. However, MBA students are permitted only 4 results with a grade of P or lower. For written assignments, project work and examinations, the grades presented below reflect the indicated criteria:

**HD**
Excellent: Answers all aspects of question. Tight sustained arguments. Clear understanding of theory, concepts and issues. Logically consistent analysis well articulated within the analytic framework presented in the course. Clear identification of an focus on the most critical aspects of the situation being analysed. Synthesis (if called for) carefully reflects results of key analyses presented. Well structured discussion, carefully written, adequately documented, persuasively argued, with effective selection and presentation of supporting data. Appropriate reference to relevant course materials (and an absence of references not clearly relevant to issue being discussed).

**D**
Answer all aspects of the question. Analysis developed within the analytic framework presented in the course. Good identification and discussion of critical issues. Synthesis (if any) based on analyses presented. Organisation of discussion is clear, argument is persuasive, documentation and supporting data are appropriate to discussion. Referencing is accurate and appropriate.

**CR**
Answers most aspects of the question. Analysis invokes analytic framework developed in the course, but with some conceptual errors or shortcoming. Critical aspects of situation are addressed, but not clearly identified as such. Synthesis is related to analyses, but logical gaps between analysis and synthesis are evident. Discussion is comprehensible and internally consistent, but not persuasive. Referencing is adequate.

**P**
Adequate structures. Descriptive rather than analytical. Analysis shows limited knowledge of analytical framework developed in the course. Limited but adequate reference and sourcing. Arguments weak but shows understanding of issues involved.

**N+**
Analysis misapplies analytic framework developed in course. Critical aspects of situation are not adequately addressed or identified. Synthesis has little or no relation to analyses. Discussion is hard to follow, internally inconsistent, and not at all persuasive.

**N**
Analysis unrelated to course framework. No effort to identify or address critical aspects of situation. Synthesis unrelated to analyses. Discussion shows no evidence of understanding of concepts covered in the course.

The scaling of marks to ensure comparability between classes is a widely accepted academic practice. The GSM and Board of Examiners have the right to scale marks where it is considered that scaling is warranted.
Overview of Graded Assessments

The final grade for this unit will be determined as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Analysis of Leadership in a Feature Film</td>
<td>15</td>
</tr>
<tr>
<td>Real Leaders Report</td>
<td>25</td>
</tr>
<tr>
<td>Leadership Reflection Report</td>
<td>30</td>
</tr>
<tr>
<td>Team Project: Holyrood Case Study</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100</td>
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</tbody>
</table>

Details of Graded Assessments

Analysis of Leadership in a Feature Film
WEIGHT: 15%
DUE: 7 February 2005 (5pm)

For this assignment, you will view and write a report not exceeding 1,200 words that describes and analyzes the leadership of one key character in a full-length motion picture. The film you select may be recent or older. Your instructor can recommend a specific film, although students are encouraged to identify films on their own. You should select a different film from other students to minimize the risk of collusion. You will be responsible for being able to view the film and ensuring that the film’s content is sufficiently rich to write this assignment. (You may want to brief the instructor to decide if the film is appropriate for this assignment.)

The five practices described in *The Leadership Challenge* book will be the foundation of your analysis. As such, the report should be organized around the five practices with clear subheadings reflecting these principles. Your analysis should describe specific examples where the character engaged in effective (and possibly ineffective) leadership as well as the consequences of those actions. The report should also provide conclusions from the movie on what people need to do to be effective leaders in the film’s context? Your only literature source is The Leadership Challenge book, so you do not require references.

Please submit your report using the online submission procedure described in class.
Real Leaders Report  
WEIGHT: 25%  
DUE: 24 February 2005 (7pm)  

Each student, working alone, will write a three-section 2,000 word report that documents and evaluates three leaders. The three leaders you will evaluate will include:

(a) **Corporate leader:** Based on public sources (newspapers, magazines, etc.), describe and evaluate someone in business or a not-for-profit organization who demonstrates effective leadership. This should preferably be someone who is currently active as a leader. You should rely on several public sources and reference these sources.

(b) **Political leader:** Based on public sources (newspapers, magazines, etc.), describe and evaluate someone in an elected or comparable political leadership capacity who demonstrates effective leadership. This may be a current or historical leader from any country. You should rely on several public sources and reference these sources.

(c) **Leader from personal experience:** Describe and evaluate someone with strong leadership capabilities who you have known in your job, sports team, social setting, religious organization, or other setting. This person may be active currently or in the past as a non-political leader from any organization. As this is a personal experience, no sources or references about the leader are required. You may disguise the person’s name, if you wish.

Each section of this report will provide the following information:
1. Describe what the person does/did that identifies him/her as a leader. Be sure to provide specific examples.

2. Use concepts from *The Leadership Challenge* book to explain why the person’s actions represent effective leadership.

3. Briefly note the personal values that seem to drive the leader’s goals and actions.

4. Briefly note any ways in which the person needs to improve as a leader.

Please submit a hard copy of your report in class as well as using the online submission procedure described in class.
Leadership Reflection Report  
WEIGHT: 30%  
DUE: 21 March 2005 (5pm)

Each student, working alone, will submit a 2,000 word report reflecting on his/her personal leadership discoveries and goals derived from the various assessments and experiential activities in this Leadership effectiveness unit. To prepare for this report, you should maintain a personal journal (separate from class notes) in which you write your thoughts and discoveries as soon as possible after each assessment and classroom activity.

IMPORTANT: Your assessment scores and personal journal entries remain private to you. This assignment only requires you to document to the instructor/tutor your interpretation and analysis of the information from these sources. You may, of course, report scores and quote journal entries if you wish. However, the report will mainly discuss how this information frames your personal understanding of your leadership skills, potential, and future strategies.

In your leadership reflection report, you should refer the following:
(a) Assessments (Schwartz’s values, Myers-Briggs Type Indicator, leadership 360, emotional intelligence, empathy, etc.)
(b) Personal Best exercise
(c) In-class experiential activities
(d) Presentation exercise
(e) Coaching exercise

This leadership reflection report may be organized in a variety of ways. One suggestion is to write around each of the categories of activity listed above. Another suggestion is to write around a set of specific leadership competencies and describe the relevant activities under each competency. Whatever structure is followed, your report should include the following information:

1. What did you learn from each assessment and activity about yourself as a leader (your positive discoveries and, to the extent you wish to reveal, the areas requiring improvement)?

2. What are the practical implications of your discovery in each assessment or exercise for your future leadership? For instance, what did the information reveal about your career strengths and preferences?

3. Based on the assessments and class activities, describe specific personal development goals and strategies that would improve your leadership capabilities in the future.

Please submit your report using the online submission procedure described in class.
Team Project: Holyrood Case Study  
WEIGHT: 30%  
DUE: 26 March 2005 (5pm)

For this assignment, each student team will prepare a 4,000 word report analyzing the Holyrood fiasco in terms of leadership and the related topics of influence, communication, and decision making. Holyrood is the site of Scotland’s new parliament building. In 1997, when the new Scottish parliament building was first proposed, a committee estimated that the new structure could be completed in 2001 at a maximum cost of £50 million (US $80 million). Instead, Scotland’s new parliament building was completed this year (2004) at a cost of well over £400 million (US $720 million).

Your team’s report will identify specific instances of effective and ineffective leadership, influence, and decision making. The analysis must relate back to any material in the course book (Leadership Challenge) and additional readings. Appropriate references are required for your information and conceptual sources.

This report will rely on the sources described below for details about the Holyrood case.

**Holyrood Inquiry Report.** A special inquiry set up to investigate the reasons behind Holyrood’s budget blowout submitted its final report in September 2004. Student teams can review this report, which is available in its entirety online, along with transcripts of testimony and related documentation.

[www.holyroodinquiry.org](http://www.holyroodinquiry.org)

**Scotland’s Auditor General Reports.** Scotland’s Auditor General issued two reports (in 2000 and 2004) on the Holyrood budget overrun. These reports provide additional insight into the problems behind the events.

[http://wwwaudit-scotlandgov.uk/publicationspdf200000e01agpdf](http://wwwaudit-scotlandgov.uk/publicationspdf200000e01agpdf)
[http://wwwaudit-scotlandgov.uk/publicationspdf200404pf07agpdf](http://wwwaudit-scotlandgov.uk/publicationspdf200404pf07agpdf)

**BBC Scotland Documentary.** BBC has produced a one-hour program revealing many of the organizational problems behind the project and replaying some of the critical testimony during the recent inquiry. The entire BBC documentary is available publicly online as a streaming RealVideo in both broadband (DSL/cable) and narrowband (dial-up) quality.

Web site: [http://news.bbc.co.uk/1/hiscotland/3644318.stm](http://news.bbc.co.uk/1/hiscotland/3644318.stm)

Broadband link: [http://www.bbc.co.uk/scotland/media/demand/news/bb/nw_holyrooddocumon_16x9_bb.ram](http://www.bbc.co.uk/scotland/media/demand/news/bb/nw_holyrooddocumon_16x9_bb.ram)

Narrowband link: [http://www.bbc.co.uk/scotland/media/demand/news/nb/nw_holyrooddocumon_16x9_nb.ram](http://www.bbc.co.uk/scotland/media/demand/news/nb/nw_holyrooddocumon_16x9_nb.ram)

**BBC Overview of Holyrood Inquiry.** BBC has a special web site devoted to the Holyrood parliament building story, including four web pages of testimony in the recent government inquiry. The link below takes you to “Part 1” of the BBC site. Click the link under the top photo on this page to connect to “Part 2” and so on.

[news.bbc.co.uk/1/hiscotland/3619533.stm](http://news.bbc.co.uk/1/hiscotland/3619533.stm)
Submission of assignments

Assignments should be submitted online by the due date. Late assignments will attract a penalty for each day overdue. 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. Graded assignments will be returned within two weeks after submission, where possible.

Class Attendance

Although students enrolled in the MBA program are often in full-time employment, the GSM nevertheless expects students to attend designated classes, in particular the block lecturing sessions. Much of the learning forming part of the MBA is the result of class discussion and activities. It is therefore not surprising that there is a correlation between class attendance and student performance. Please note that UWA University Regulation 5 states:

“5 (1) To complete a course or unit a student shall-
(a) attend prescribed classes, lectures, seminars, tutorials, practicals and clinical practice;
(b) complete the prescribed work of the course or unit at a satisfactory standard; and
(c) pass prescribed examinations.
(2) Failure to meet the requirements of (1) (a) and (1) (b) above may result in exclusion by a faculty from further study or from examinations in the area concerned.”

Students who do not attend at least 80% of all lectures and tutorials may be deemed not to have met the course requirements. Class dates are published well in advance to permit students to make any necessary arrangements for class attendance. If it is not possible for you to meet the attendance requirement you are advised to defer the unit(s) for which you are enrolled. If you defer no later than the second week of term, you will avoid any financial or academic penalties.

Class participation, 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 rely on on-line teaching. It is, therefore, important that you attend classes (and be on time).

Class Courtesy

Respect for others is an important part of leading and working with other people. You should show respect and courtesy in class. Mobile phones and beepers should be turned off at all times during class hours. You should arrive at class on time. Food and drinks should not be brought into class. You should not engage in loud talk and other disruptive behaviour.
Appeals Against Assessment Marks

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 10 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.

Acknowledgments And 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, websites 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.

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.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

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’
Recalling A Personal Best Leadership Experience
(SHORT FORM)

Please prepare for this exercise before 16 January 2005. (i.e. before 1st class)
We have learned from leadership research that experience is the best teacher. People learn what to do from trying it themselves and/or watching others. We believe it is important to base our understanding of leadership on the best experiences, those times when we or others do our absolute personal best.

Take a few moments to write down some notes about your “personal best” leadership experience. Don’t worry—there is no competition about whose experience is best or whether there is some all-time best.

You will be sharing your experiences with others in a small group exploring the behaviours and actions that make a difference. Here’s how to proceed:

1. Briefly describe the context of this situation/experience:
2. List the five to seven most important actions or behaviors you took as a leader in this situation. In other words, what things did you do as a leader that made a difference in this situation (use the other side of this page as needed):
3. What words would you use to describe this experience:
4. If you were to contribute a quote on leadership to a book, what would it be: