

# 7910MGT

## Leadership and Communication

### Summer Semester 2009 (Jan/Feb)

Academic Organisation:	Department of Management
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	South Bank / On Campus / In Person
Convenor/s:	Dr Ngaire Bissett (South Bank)
Enrolment Restrictions:	Restricted: Course must be listed in Program
This document was last updated:	17 November 2008

#### **BRIEF COURSE DESCRIPTION**

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Leaders attempt to transform the hearts and minds of followers to improve motivation and build commitment to key strategic organisational goals. This means there is a close relationship between leadership, communication and organisational culture. Hence managing cultural growth and maintenance requires substantive knowledge of effective leadership concepts, styles and application procedures. As the context of organisations is rapidly changing so too knowledge about leadership is being continuously developed and evaluated. This course provides a comprehensive contemporary overview of this leadership communication domain. It also provides vocational students with the opportunity to practice their leadership communication skills in a simulated organisational-classroom environment to equip them to meet the challenges of operating in an intersecting local-global world economy.

Incompatible: GSM7010N Leadership and Communication OR 7010GSM Leadership and Communication OR 7918MGT Leadership.

All students are expected to begin studies at the first designated lecture for each course of their program in week one. Students who cannot attend must gain written approval from the MBA Director to continue in that semester.

This course is a restricted course. Enrolment is for MBA students only. Admittance by other graduate students enrolled in other graduate degrees requires approval by the MBA Director.

This course is normally offered at:

Southbank Semester 2 at NIGHT;

Gold Coast Semester 2 at NIGHT;

Southbank Semester 3 in intensive mode.

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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The importance of effective leadership communication to the successful functioning of the modern organisation cannot be overstated. While the possession of technical expertise in the various management functional disciplines is important, it is the quality of an organisation's professional leadership that leads to high team morale, which in turn defines productive organisational cultures. These requirements relate to middle-management and front-line team leaders as well as the CEO. To facilitate such outcomes, this course provides experienced students with a body of conceptual and operational know-how to complement their practical skill bases. The objective is to ensure, as potential leaders of the future, that the students' develop stakeholder leadership competencies appropriate for the new century (e.g., corporate social responsibility capabilities). To facilitate such skill enhancement, the coursework material utilised provides a frame of reference for simulated leadership classroom activities and behaviours. This risk-free setting allows students to become more familiar with contemporary leadership issues (e.g., environmental and organisational sustainability) and approaches (e.g., distributed leadership) to build their leadership communicative capability to aid the creation of strong organisational cultures.

### LEARNING OUTCOMES

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Upon completion of this course students will be able to:

1. Differentiate between a range of styles of leadership
2. Articulate how their personal leadership skill base has been enhanced
3. Demonstrate understanding of the connections between organisational culture and leadership
4. Influence stakeholder relationships to achieve beneficial economic, social and environmental outcomes
5. Identify leadership at team and organisational levels of analysis
6. Develop their own relevant situational leadership style
7. Enact ethically, socially and sustainably responsible leadership strategy

Relating to the simulated classroom organisational setting and the integrated nature of leadership capacity, the *content based* outcomes, *cognitive* outcomes (i.e, understanding, analysis, evaluation), *affective* outcomes (i.e, attitudes, values, ethics) and *application* outcomes (i.e, problem solving capacity, communication skill bases, etc) will produce interwoven student learning results.

### CONTENT, ORGANISATION AND TEACHING STRATEGIES

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This course utilises two paperback texts: (1) by Brad Jackson & Ken Parry (2008) titled '*A very short, fairly interesting and reasonably cheap book about studying leadership*', Sage, and (2) by Amanda Sinclair (2007) titled '*Leadership for the disillusioned: moving beyond myths and heroes to leading that liberates*', Allen & Unwin, (both books together will cost less than most texts). Additional case study material will be drawn on by the lecturer/s on a weekly basis. The texts will be used to chart an expansive range of contemporary leadership aspects explored via the interactive practice-related classroom format. This entails studying:

- The meanings and importance of leadership.
- Various leadership behaviours, attitudes and styles
- How leadership is linked to power and influence
- Productive ways to lead cross-functional teams
- Relationship and stewardship, stakeholder leadership approaches
- Entrepreneurial and creative styles of leadership
- Effective communication and conflict resolution skills
- International and culturally diverse leadership techniques
- Ethically, socially responsible, and sustainability focused, forms of leadership

Students will apply the content of the course to experiences they encounter in their daily work setting, linking into events that are unfolding in organisations around the globe. Learning will be conducted in groups as well as individually, and students will have the opportunity to practice cutting-edge leadership skills within the classroom learning environment. A combination of exposition, first-hand reflections, and application of conceptual and case study knowledge, will characterise the coursework learning structure. Contemporary and historical analysis will be studied and related to public and private sector workplace contexts. Content material will also be brought to life through the input of guest presentations given by business leaders. In terms of assessment, students will undertake an individual reflective leadership learning exercise, engage in a collaborative leadership communication activity, and conduct an open book examination, identifying their reflections on their overall learning experience.

CAMPUS-SPECIFIC ARRANGEMENTS: This course is taught on the South Bank campus this semester.

Griffith University is one of a consortium of six Universities which together form the Australian National Business School (ANBS). For further information on the ANBS, please visit: [www.anbs.com.au](http://www.anbs.com.au).

### Course Content

The following plan outlines the content topics covered during the semester. Classes will be held on Tuesdays and Thursdays on alternate weeks from 5.30 pm-9 30pm at South Bank (SO7\_ 2.16/18). Due to the simulated organisational-classroom learning focus, students should make every effort to attend all classes.

### CONTENT SUMMARY

Tues & Thurs 17:30 - 21:20 SO7_2.16/2.18 (alternate weeks) South Bank Graduate Centre			
Session	Lecture Content	Readings	Activity
<b>Leadership</b>	<b>as 'person' and 'position'</b>		
<u>Session 1</u> - Tues. 6 January	Introduction, course overview, assessment requirements Leadership and communication	1. Jackson & Parry 2008, chapter 1 2. Alvesson & Sveningsson 2003	Reflective learning log
<u>Session 2</u> – Thurs. 8 January	Identity work - crafting leadership	1. Sinclair pp127-144 2. Sveningsson & Larsson 2006	Leadership exercise Reflective learning log
<u>Session 3</u> - Tues. 13 January	A short history of recent leadership thinking	1. Sinclair pp17-34 2. Grint 2005	Leadership exercise Reflective learning log
<u>Session 4</u> – Thurs. 15 January	Bringing bodies into leadership	1. Sinclair pp91-110 2. Collinson 2005 (QD)	Leadership exercise Reflective learning log
<b>Leadership</b>	<b>as 'process' and 'results'</b>		
<u>Session 5</u> – Tues. 27 January	Relational approaches to leadership	1. Poulin, Hackman & Barbarasa-Mihai 2. Bligh 2006	Leadership exercise Reflective learning log
<u>Session 6</u> Thurs. 29 January	Leadership as sense-making	1. Parry & Hansen 2007 2. Sims 2003	Leadership exercise
<u>Session 7</u> Tues. 10 February	Leadership with a higher purpose	1. Jackson & Parry ch6 2. Busine & Watt 2005	Leadership exercise
<u>Session 8</u> Thurs. 12 February	Leading diversely and sustainably	1. Warner & Grint 2006 2. Senge et al 2007	Leadership exercise
<u>Session 9</u> Tues. 17 February	Take your lead	1. Jackson & Parry ch7 2. Sinclair pp75-90	
<u>Session 10</u>	Thurs. 26 February	Examination	

## ASSESSMENT

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Reflective leadership learning log	750 words x 4 = 3000 (covering an individual reading from sessions 1-5)	30%	30	1, 6	30 January
2.	Leadership communication exercise	1 hour trial of facilitation leadership approach involving class engagement	30%	30	1-3, 7	Sessions run by participant groups selected for specific weeks
3.	Class participation	Playing a leading role in topic discussion	10%	10	1-2, 5	Weekly input
4.	Examination on leadership principles and practices	Reflective essay	30%	30	1-7	Examination Thurs. 26 February

### Summary of Assessment

The purpose of assessment is to provide students with the opportunity to significantly develop their leadership skill base. Hence the nature of the assessment is designed around a sequence of reflective practitioner-based learning tasks. This will ensure that students meet the academic and operational standards of work required at the same time as providing useful feedback on their performance to assist with their future studies and leadership practice. The assessment will also provide the lecturer with feedback on the progress of the class which will allow continuous adjustment of the learning program to achieve an overall productive result. Students will be assessed on the basis of their collective and individual work input and particular levels attained. Students will receive formal feedback 1-2 weeks after the assessment activity is undertaken.

### Assessment Details -

#### 1) Reflective learning log

**Due Date:** Friday 30 January

**Length:** 4 reflective logs of 750 words each (3000 word total)

**Assessment value:** 30% of final mark

**Marking criteria:** Demonstrated capacity to decipher key themes, concepts and recommendations from the readings and link to personal/professional experience and deliberations. As this is an informal, personal learning log assessment item, formal referencing is not required other than direct reference to the author's under review. The assessment will be judged on the student's capability to identify the main thrust of the articles in terms of issues highlighted overall. This analysis will then be linked to personal reflections on how the ideas might be translated into appropriate practice for organisational leaders.

• <u>Adequate coverage and engagement with the specified articles</u>	10
• <u>Integration of analysis of the reading with the student's own personal/professional experience</u>	10
• <u>Appropriate structure of the written assignment, (e.g. includes a précis of the content of the</u>	
• <u>reading based on a summary of the author's main arguments and conclusions</u>	10
<b>Total marks:</b>	<b>30</b>

#### 2) Group Oral Facilitation Exercise

This assignment exercise will entail a small group of students preparing material for the weekly topic, utilising the set material to work with the key leadership themes, outlined by the readings, in a 15 minute

lively engaging overview (reading of documents is not appropriate). As the primary objective of the assignment is to replicate appropriate contemporary leadership styles, effective demonstrations of processes of communication and collaboration will be the focus of the exercise rather than overly directive styles of leading. Hence the formal overview will be followed by 30 minutes of informal engagement in innovative communication exercises set by the group. The final 15 minutes of the session will entail the group leaders drawing together, on the spot, reflections of the entire exercise; outlining their perceptions of the leadership learnings achieved through the combined activities undertaken.

<i>Date:</i>	Each group will be allocated a topic week
<i>Length:</i>	One hour
<i>Assessment value:</i>	<b>30% of final mark:</b>

**Marking Criteria:** This is not a traditional oral presentation assignment where students talk at the audience, rather the focus of the exercise is to engage their fellow students in debating topic issues. Hence group leaders will be assessed on their capacity to work with key concepts and practices outlined in the leadership material by *empowering* their fellow students to engage in mutual-learning leadership processing activities. The assessment of this classroom simulation leadership practice will rest on the effectiveness, or otherwise, of the leading group to come up with stimulating exercises, operationalised through teamwork, to allow all of the students to canvas the issues, and possible solutions, to the leadership dilemmas posed by the coursework material. Students will also be assessed on their 'soft skills' leadership communication styles including, for example, ethically and socially responsible ways of interacting. Levels of creativity, in terms of exercises selected, will be graded as such competencies represent the *inspirational influence* aspect called in leadership practice today.

- 10 marks for demonstrated knowledge and awareness of leadership content issues
- 10 marks for quality of leadership engagement performance
- 10 marks for creative group practical exercises

Each group member will be awarded the same mark; the intention being to engender team facilitative leadership capacity.

### 3) Examination

Students will undertake a final reflective learning assessment activity set as an examination. The purpose of this examination is to allow these practitioner-students the opportunity to demonstrate their capacity to document their overall learning achievements. This exercise will entail a two-hour examination in which students will address, in essay format, how they will conceptualise and exercise communicative styles of leadership in today's turbulent organisational environment in relation to specific problematic issues.

- *Assessment value:* 30% of final mark.
- 15 marks for demonstrated comprehension of a range of leadership application factors
- 15 marks for levels of understanding articulated in relation to leadership communication issues

- The submission of assignments will be via email to the convenor ([n.bissett@griffith.edu.au](mailto:n.bissett@griffith.edu.au)) along with a cover sheet. The students must ensure they receive a confirmation reply email from the lecturer to guarantee delivery. Copies of submitted material should be retained. All written submissions for assessment should be word processed with Times New Roman font 12 pt, 1.5 spacing, leaving a margin of 3 cm for marker comments. Pages should be numbered and the student's name appear on each page.
- Return of first assessment item and, marking sheet on the second activity, will be by the lecturer in class. The final assignment will be available for collection. Final grades will be posted on the [Griffith Portal](#).

The [Griffith Graduate Statement](#) states the characteristics that the University seeks to engender in its graduates through its degree programs.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## TEACHING TEAM

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### Course Convenor

Convenor Details	Gold Coast
Campus Convenor	Dr Ngaire Bissett ( Prof Liz Fulop will take 3 of the 10 classes)
Email	n.bissett@griffith.edu.au
Office Location	S07_4.20 Griffith Graduate Centre, South Bank campus
Phone	Office: 3735 3246 or 0431 868 091
Fax	3735 3272
Consultation times	By appointment

The **Program Service Officer** for this South Bank course is:

Pearl Lee Email [p.lee@griffith.edu.au](mailto:p.lee@griffith.edu.au)  
 Office location N72\_0.23 Phone 373 54142 Fax 373 53820  
 (Pearl can be contacted about administrative matters relating to this course)

The **Administrative Coordinator** for the MBA programme is:

Lynlea Small Email: [l.small@griffith.edu.au](mailto:l.small@griffith.edu.au)  
 Office location G27\_3.19 Telephone: 5552 8230 Fax 5552 8553  
 (Lynlea is available for general MBA matters).

## COURSE COMMUNICATIONS

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Most face-to-face queries can be addressed before, during or after the seminar. Students should make contact in person, by email, or by telephone, to seek an appointment for further consultation.

Check the Learning@ Griffith website regularly.

## **TEXTS AND SUPPORTING MATERIALS**

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- Jackson B & Parry K (2008) '*A very short, fairly interesting and reasonably cheap book about studying leadership*', Sage.
- Sinclair A (2007) '*Leadership for the disillusioned: moving beyond myths and heroes to leading that liberates*', Allen and Unwin.

## **SECTION B – ADDITIONAL COURSE INFORMATION**

### Scope of Course Evaluation

A course evaluation questionnaire will be given to students in the second last session at each Campus. The purpose of this evaluation is to provide feedback to teaching staff about their approaches to teaching and to inform changes to resources and course content.

The Department of Management administers this course.

### **1.0 Rules**

Enrolment in this course is undertaken on the basis that prior assumed knowledge has been gained by the attainment of a grade of "P" (pass) or above in the prerequisite course/s (if applicable). Failure to adhere to this recommendation may result in you having difficulty with the course and not being able to successfully complete it. Any additional support or special assistance cannot be expected or requested if you have not completed the recommended prerequisite course/s.

To be eligible to pass MBA coded courses, students are required to complete **all** forms of assessment and must demonstrate a reasonable degree of competence in the required course objectives as examined in each form of assessment. Non-submission of a piece of assessment will incur a fail grade for the coded courses.

Students are expected to spend time outside of supervised class periods developing skills and knowledge.

Any dishonest assignments will be dealt with under the rules applying in "The Process of Assessment, Grading and Dissemination of Results" and Status 8.2 - Student Good Order as defined in the University Calendar. "Dishonest assignment" includes:

- deliberate copying or attempting to copy the work of other students;
- use of or attempting to use information prohibited from use in that form of assessment;
- submitting the work of another as your own;
- plagiarism (i.e. taking and using as your own, the thoughts and writings of another with the intent to claim the work as your own);
- any student found knowingly to have helped another student to produce an assignment dishonestly will incur the same penalty awarded to that student.

Full and detailed acknowledgment (e.g. notation, and/or bibliography) must be provided if contributions are drawn from the literature in preparation of assignments.

### **2.0 Processing of assignments**

Should a student wish to appeal against a grade awarded, all marked assignments must be presented to the Secretary, GBS Assessment Board.

### **3.1 Submission of assignments after due dates**

The responsibility for submitting assessment items by the due date rests with the student. Any assignment received after the appropriate due date will be considered "late".

### **3.2 Penalty for late submission of assignments**

As due dates are carefully scheduled at the commencement of semester, late assignments will not normally be accepted, except in cases of illness or other exceptional circumstances. In such cases, the assignment must be accompanied by documentary proof of illness, and a written request for the assignment to be accepted without penalty. If an extension has not been granted assignments will be penalized in accordance with University policy.

### **3.3 Requests for extensions**

Requests for extension must be submitted in writing, with appropriate documentation, in advance of the specified submission date to the Course Convener. Requests made after the assessment item is due will not be considered. Course Convenors can grant extensions for the submission of assessment items up to the date on which the item is due to be returned to students. Further extensions and any extension beyond the end of Week 15 can only be granted by the MBA Director.

### **3.4 Procedures for Granting Extensions**

Course Convenors are responsible for keeping records of extensions granted by them and making these records available to the School Administrative Officer GBS, as required.

### **4.0 Return of assessment items**

The collection of assignments is the responsibility of students. Assignments will be held for six (6) months and then destroyed. Students may authorise other students to collect assignments on their behalf by providing the collecting student with a signed note and their Student ID card.

**5.0 Notification of Results** Final grades will be posted on eNABLE.

### **6.0 Appeals against award of Grade**

Students are encouraged to discuss with academic staff their performance in assessment items during a course. Where a student believes that an error has been made or an injustice done in respect of the grade awarded for a course, the student may request a review of the grade. Details of university policy on this matter are available at [http://www.gu.edu.au/ua/aa/ppm/tal/content/aad\\_asspol\\_fs.html](http://www.gu.edu.au/ua/aa/ppm/tal/content/aad_asspol_fs.html)

### **7.0 Award of Grade - *The following range of grades apply to this course:***

**High Distinction (HD)** - Exceptional performance indicating complete and comprehensive understanding of the course matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Distinction (D)** - Excellent performance indicating a very high level of understanding of the course matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Credit (C)** - Good performance indicating a high level of understanding of course matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

**Pass (P)** - Satisfactory performance indicating an adequate understanding of most of the basic course matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

**Fail (F)** - Unsatisfactory performance indicating an inadequate understanding of the basic course matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.

#### **Other grades which may be awarded are:**

**Fail, No Submission (FNS)** - Did not present any work for assessment, to be counted as failure

**Withdrawal with failure (WF)** - Cancelled enrolment in the course after the final date for withdrawal without failure.

#### **University Policies**

## 1 Late Submission of Assignments

Where an extension has not been granted, an assessment item submitted after the due date will be penalised as follows: the mark awarded to the item will be reduced by 10% of the maximum possible mark for each day that the assessment item is late. Each weekend (from Friday to Sunday) will count as one day.

## 2 Plagiarism / Academic Misconduct

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalise a student. Specifically it is academic misconduct for a student to:

- present copied, falsified or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work;
- include in the student's individual work material which is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work;
- assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work;
- cheat; (Cheating is dishonest conduct in assessment);
- plagiarise; (Plagiarism is knowingly presenting the work or property of another person as if it were one's own).

On determination that academic misconduct has taken place, the **penalty** which may be imposed on the student is one or more of the following:

- a. a reduced or nil result for the assessment item affected by the academic misconduct;
- b. a fail grade for the course in which academic misconduct occurred;
- c. exclusion from enrolment in the program for a specified period;
- d. exclusion from the program; readmission to the program is at the discretion of the Faculty based on consideration of the student's case for readmission.

Where a student has been found guilty of academic misconduct on more than one occasion and has previously been penalised as set out in above a. - c., the penalty shall normally be exclusion from the program as set out in d., unless in the opinion of the relevant Assessment Board there are mitigating circumstances. Further information on this policy can be found in full at the following web address: <http://www62.gu.edu.au/policylibrary.nsf>

## 3 Assessment Policy

This policy outlines the philosophy of assessment, the assessment requirements of a course, the award of grades, information on special consideration, supplementary and deferred assessment, the conduct of students in examinations and the notification of results. This policy also includes information on appealing grades (review of grade application), disposal of non-collected assessment material and roles and responsibilities of Course Convenors and Faculty Assessment Boards. This policy can be found in full at the following web address: <http://www62.gu.edu.au/policylibrary.nsf>

## 4 Student Appeals and Grievances Policy

Griffith University is committed to an equitable and enriching environment for students which fosters academic achievement and where the interactions amongst students and staff are based on mutual respect, fairness and fulfillment of obligations. The University's Student Charter expresses the expectations which students may have of the University and which the University has of its students. The [Student Charter](#), together with the rules and policies of the University, provide the framework for the interaction between the University, its staff and students. This policy provides the mechanism for resolving problems when a student considers that a decision of the University or one of its staff or a situation experienced by the student is not in accordance with the expectations set down in the Student Charter or the University's rules and policies.

Section 2.1 of this policy provides students with information on how to best resolve certain grievances, eg. the awarding of a final grade, appealing a penalty imposed for academic misconduct, appealing academic probation or exclusion decisions, or refusal to award a deferred exam etc. This policy can be found in full at the following web address: <http://www62.gu.edu.au/policylibrary.nsf>

## SECTION C – KEY UNIVERSITY INFORMATION

### KEY STUDENT-RELATED POLICIES

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[\*Student Charter\*](#)

[\*Academic Standing, Progression and Exclusion Policy\*](#)

[\*Student Administration Policy\*](#)

[\*Policy on Student Grievances and Appeals\*](#)

[\*Assessment Policy\*](#)

[\*Examinations Timetabling Policy and Procedures\*](#)

[\*Academic Calendar\*](#)

[\*Guideline on Student E-Mail\*](#)

[\*Health and Safety Policy\*](#)

### UNIVERSITY SUPPORT RESOURCES

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[\*Learning Centres\*](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[\*Learning@Griffith\*](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[\*Student Services\*](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[\*Learning Services\*](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

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Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

## **PLAGIARISM DETECTION SOFTWARE**

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The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## **HEALTH AND SAFETY**

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## **KEY STUDENT-RELATED POLICIES**

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[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## **UNIVERSITY SUPPORT RESOURCES**

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.