

Graduate School of Business

LEADERSHIP IN A DYNAMIC GLOBAL ENVIRONMENT 520

Unit Outline last updated 2 September 2008

TRIMESTER 3 2008 FACE TO FACE				
Unit Index No	11390			
Credits	25			
Pre-Requisites	None			
Unit Coordinator & Lecturer	Troy Hendrickson			
Email	troy.hendrickson@gsb.curtin.edu.au			
Phone	+61 8 9266 4235			
Fax	+61 8 9266 3368			
Class dates and times	Thursdays: 5.30pm – 8.30pm 4 & 11 September, 2 & 9 October, 6 & 13 November AND 9:00am – 4:00pm :Thurs 25, Friday 26 & Saturday 27 Sept (*There will also be optional opportunities for this class to attend to be discussed)			
Location	GSB, 78 Murray Street Perth			
Room	206			
IMPORTANT NOTICE				
This unit contains a number of experiential learning activities that will require students to visit different locations. Please check the Unit Planner and Study Guide for details. Where no information is shown, students can assume a class will be held in Room 206 at the GSB.				
METHOD OF ASSESSMENT				
ASSESSMENT	OUTCOME ASSESSED	TYPE OF ASSESSMENT	MARKS	SUBMISSION DATES
Assessment 1: Diversity Exploration Project Part 1 (due on 25 Sept) Part 2 (due on 27 Sept)	1, 7 & 8	Individual	40%	25 Sept 27 Sept
Assessment 2: Global & Cultural Leadership Model	1, 2, 7 & 8	Individual	30%	9 Oct
Assessment 3: Major Global Issue & Solution Project/Presentation	2, 7 & 8	Group	30%	13 Nov

This unit outline is subject to change up until 10 days prior to the commencement of the course. Any changes made to the unit within that 10 day period and after the course commences will be communicated to you directly by your Unit Controller and/or Lecturer via OASIS. This unit outline should be read in conjunction with the GSB Student Guidebook available on the GSB website.

Table of Contents

Introduction to the Unit.....	3
Aims, Outcomes and Attributes.....	3
Text Books.....	4
Recommended Reading.....	4
Learning Methodology and Study Load	5
GSB Professional Portfolio.....	5
GSB Orientation.....	6
Assessment Overview	6
Assessment Details.....	7
Assessment 1: Diversity Exploration Project (40%)	7
Assessment 2: Global & Cultural Leadership Model (30%)	9
Assessment 3: Major Global Issue & Solution Project/Presentation (30%).....	10
Submission Guidelines for Assignments.....	10
Chicago Author-Date Referencing Style	11
Submission & Return of Assignments	12
Late Submission of Assignments.....	12
GSB Student Guidebook 2008.....	13
Student Representative	13
Student Rights and Responsibilities.....	13
GSB Student Feedback via e-Valuate	14
Appendix A: Graduate Attributes	14
Appendix B: Grading System	15
Unit Planner and Study Guide	16

Introduction to the Unit

“Globalisation has raised the stakes for leaders everywhere. The context they must grasp is no longer simply an institutional one or even a national one. Instead, today’s leaders have to be able to respond to an avalanche of information from around the world and to grasp multiple contexts, some very different from the ones they grew up in.”

Warren Bennis, Geeks and Geezers.

Leadership in a Dynamic Global Environment 520 (LeDGE520) has been structured to assist you to develop a greater level of awareness, knowledge, understanding and skill that is necessary for leaders working in an increasingly multi-contextual, multi-cultural and global environment.

The unit will challenge the appropriateness of some of the traditional Western leadership constructs, theories, and models when working in, or with another culture whilst also building an awareness of cultural differences and their impact on leaders and followers. The need to develop culturally sensitive and flexible skills in the context of such diversity issues as race, gender, and societal status will also be explored.

In accordance with the philosophy of the Master in Leadership and Management program, the unit contains a variety of different experiential learning activities, opportunities for enhanced self-awareness through reflective discovery, and various measures that will assist you in the development of your leadership potential. The unit explores relevant frameworks which are practical for local, national, and global leadership that will challenge you to test the philosophical and ethical paradigms of yourself and the society in which you are a part of. In order to get the most out of the unit; there will be an expectation that you expand your current paradigm of thought and invest much time and energy outside of the classroom as well as during class sessions utilising research, reading, and discussions with the appropriate individuals.

Aims, Outcomes and Attributes

For further details on the set of nine Graduate Attributes please refer to the GSB student guidebook available from www.gsb.curtin.edu.au. They are also listed in Appendix A of this document. This unit seeks to deliver on four of the nine key attributes:

Attribute	Learning Outcomes	Assessment
1	<ul style="list-style-type: none"> Describe different conceptual frameworks relating to leadership in a global environment: e.g. global leadership, cross-cultural dimensions and leadership theories. Apply leadership models and principles to practical business environments that incorporate international perspectives. 	1 and 2
2	<ul style="list-style-type: none"> Critically evaluate contemporary leadership theories and reflect on their appropriateness with respect to leadership and management competency. Reflect upon and critically evaluate various models of global leadership. 	2 and 3
7	<ul style="list-style-type: none"> Students understand principles and theories underlying leadership and culture in global settings. Students acquire relevant knowledge and skills to develop understanding and application of leadership in international contexts. 	1, 2 and 3
8	<ul style="list-style-type: none"> Students value diversity and implement effective leadership strategies to manage diversity within the business environment. Students implement global Leadership perspectives, ideas, trends and approaches. Students gain an understanding and appreciation of cultural diversity within the business environment. 	1, 2 and 3

Text Books

No specific textbook is prescribed for this unit but you will need to obtain a copy of the book, "The Tipping Point" by Malcolm Gladwell and read it within the first two weeks of the trimester (read by 11 September). Additionally, students will be expected to research widely and make photocopies or download electronic versions of relevant articles that pertain to the topics of discussion covered in the lectures. Many readings will also be provided during the trimester.

Recommended Reading

A wide range of literature is available in the GSB Library on topics relevant to this unit and you are encouraged to fully explore the literature available.

Some Books that may be useful:

- Avolio, BJ and Bass BM, 2002 (eds). *Developing Potential Across a Full Range of Leadership: Cases on Transactional and Transformational Leadership*. NJ Mahwah: Lawrence Erlbaum & Associates (Robertson Library)
- Cummings, W et al, 2001 (eds). *Values Education for Dynamic Societies: Individualism or Collectivism* eds. Comparative Education Research Centre, University of Hong Kong, China
- Gladwell, Malcolm, 2002 *The Tipping Point: How Little Things Can Make a Big Difference*. Little, Brown and Company, Boston, MA.
- Harris, PR, 2000. *Managing Cultural Differences: Leadership Strategies for a New World of Business* 5th ed., Gulf Publishing, Houston Texas.
- Harvey, Carol 2005. *Understanding and managing diversity: readings, cases, and exercises*. 3rd edition, Pearson Prentice Hall, Upper Saddle River.
- Hill, John, 2005. *World Business: Globalization, Strategy, and Analysis*. Thomson South-Western, Mason, Ohio.
- Hofstede, GH, 1984. *Cultures Consequences: International Differences in Work-related Values*, Sage Publications California, USA. Hofstede, G, et al, 1998. *Masculinity and Femininity: the Taboo Dimension of National Cultures*, Sage Publications, California, USA.
- Jackson, T. (Ed.) 1995. *Cross-Cultural Management*, Butterworth-Heinemann, Oxford.
- Kakabadse, A and N, 1999. *Essence of Leadership: International* Thomson Business Press, London
- Lussier, R., Achua, C., 2004. *Leadership: Theory, Application, Skill Development*, 2nd ed., Thomson South-Western, Eagan, Minnesota
- Marquart, M and Berger, N, 2000. *Global Leaders for the 21st Century*. State University of New York Press, Albany, NY
- Nahavandi, A, 2003. *The Art and Science of Leadership* 3rd ed. Prentice Hall, NY.
- Schein, E. H. 1992. *Organisational Culture and Leadership*. Jossey Bass Publishers, San Francisco.

- Stagich, T, 2002. Collaborative Leadership and Global Transformation: Developing Collaborative Leaders and High Synergy Organisations. First Books Library, Bloomington, Ind, USA
- Trickett, E, Watts, R, Birman, D, 1994. Human Diversity: Perspectives on People in Context. Jossey Bass Publishers, San Francisco.
- Trompenaars, F and Hampden Turner, C, 1997. Riding the Waves of Culture: Understanding Cultural Diversity in Business 2nd ed, Nicholas Brealey, London

Relevant journals include:

- Journal of International Business.
- Harvard Business Review
- Business Review Weekly
- Leadership Quarterly

Learning Methodology and Study Load

Due to the intensive component of this unit early in September, students will need to adjust their study-time allocation in order to get the maximum benefit from the sessions.

Notice of your inability to attend a session will be appreciated in advance by email to the Unit Controller. Should you be unable to attend any session it is your responsibility to make arrangements with a fellow student to collect additional copies of class handouts.

No handouts will be posted, e-mailed or kept for students and information that was provided during the session will not be repeated on an individual basis.

While no grades are applied to your rate of attendance it is expected that all students will miss no more than two (2) class sessions throughout the trimester. .

Due to the experiential nature of many of the topics addressed during the class sessions, your involvement and participation will be an important and vital part of the learning experience. Therefore, attendance will be a vital part of this class and crucial for you to gain full benefit from the unit. Although you are not graded for attendance; the assignment submissions will likely reflect your attendance and participation in class. Please inform the instructor immediately during the start of the trimester if there are non-negotiable absences.

GSB Professional Portfolio

From Trimester 2 2008, all newly commencing MLM and MBA students are required to log at least 40 hours of professional development activity in their Portfolio. Although there are plans to develop an online log of activity, currently the Portfolio is a physical document with space to record relevant activities and collate and store supporting documentation. All newly enrolled students will be sent a Professional Portfolio in the mail. If the 40-hour requirement is not met, it may delay your graduation.

The GSB Professional Portfolio is a tool for extending and developing professional development opportunities for GSB students. It is a practical way to build on skills learned through our coursework and also contributes to the GSB's strategy of encouraging life-long learning.

More information about the Professional Portfolio can be found here:

<http://www.cbs.curtin.edu.au/business/teaching-areas/graduate-school-of-business/current-students/gsb-professional-portfolio>

An information session is also scheduled for GSB Orientation (see below).

GSB Orientation

As part of the GSB's commitment to providing students with an optimal learning experience, we schedule an orientation program which typically takes place in the week prior to the official commencement of trimester. We recommend that all new students attend Orientation as information sessions on the following important topics are scheduled:

- Library Skills
- OASIS training
- Administrative processes
- GSB Professional Portfolio

Students will also have the chance to meet academic and professional staff as well as representatives from the GSB Alumni, GSB Toastmasters Club, CIPSA and the GSB Postgraduate Careers Development Program. An opportunity to network with fellow students is also an invaluable part of the evening. Details on registering for the event can be found on our website.

Hours accrued at Orientation may count toward your GSB Professional Portfolio tally.

Assessment Overview

METHOD OF ASSESSMENT				
ASSESSMENT	OUTCOME ASSESSED	TYPE OF ASSESSMENT	MARKS	SUBMISSION DATES
Assessment 1: Diversity Exploration Project Part 1 (due on 25 Sept) Part 2 (due on 27 Sept)	1, 7 & 8	Individual	40%	25 Sept 27 Sept
Assessment 2: Global & Cultural Leadership Model	1, 2, 7 & 8	Individual	30%	9 Oct
Assessment 3: Major Global Issue & Solution Project/Presentation	2, 7 & 8	Group	30%	13 Nov

Assessment Details

Assessment 1: Diversity Exploration Project (40%)

Please note that there are two parts to this assessment with two separate submission dates.

This is an experiential and practical assignment that serves to be a reflection piece of some focused awareness and appreciation of diversity issues within a global environment that may impact how leadership is conducted.

This assessment is comprised of three 'activities' and will be submitted on two different due dates.

Assessment 1 Part 1 (due 25th September) consists of two submissions :

- (15%) Submission of *The Tipping Point* Book Review.
- (10%) Submission of Diversity/Cultural Experience #1

Assessment 1 Part 2 (due 27 September) consists of one submission:

- (15%) Submission of Diversity/Cultural Experience #2 – "*Interview with a Diversified Leader*"

Both parts of Assessment 1 are worth a combined total of 40% of the overall grade.

For this individual assignment you will be documenting a total of three explorations throughout the trimester that are related to diversity – (age, gender, race, ethnicity, religion, sexual orientation, technological literacy, etc). This assignment allows some latitude with your preference and selection of the first 'exploration' (Diversity/Cultural Experience #1). However, the *Tipping Point* book review and the *Interview with a Diversified Leader* are submissions that every student **must** take part in and will have a general structure that you should adhere to and is discussed in more detail below.

The exploration can be things such as visits to cultural centres, interesting cultural movies you have viewed, travel visits to new places that are filled with diversity, breaking news articles in magazines or newspapers, concerts, discussions, workshops, speeches, plays, etc. The important factor is that you are **stretching yourself** to become more aware of diversity surrounding you and then taking time to seriously reflect upon it in a meaningful way. This assignment allows for, and encourages your creativity. The way you represent your Diversity and Cultural Experience will *likely* resemble a 'journal' with the entries submitted together and bound in some fashion. However, if you decide to choose another creative medium please confirm with your instructor your intentions early in the trimester. There is no minimum length requirement for the Diversity/Cultural Experience Submission. More details will be provided in class.

So, in summary, for Assessment 1 you will:

- Take part in a total of three "explorations of diversity" before or during the beginning of the trimester. One of these is for you to choose; and the other two are defined for you— (The Interview and the Book Review which are discussed in more detail below).
- **Diversity/Cultural Experience #1** (submitted 25 September along with the Book Review)

- Document or represent the “exploration of diversity” in some way. (Be creative; have some fun with this).
- Describe the actual exploration activity in a brief summary (~one page). You should also reveal the *stretch* this was from your normal comfort zone.
- Describe why it was significant to you and what the ‘aha’s’ were relative to your appreciation of some aspect of diversity (~one-two pages).
- Highlight how this experience may influence your leadership journey from this point forward (~two paragraph summary).
- More details and clarification of this submission will be discussed in class.
- **Tipping Point Book Review** (submitted as part of Assessment 1 Part 1 on 25 September with Diversity/Cultural Experience #1)
 - One of the three explorations will be a book review that summarises the key takeaways from the book **‘The Tipping Point’ by Malcolm Gladwell**. (The reading and review of this book will also serve to be very beneficial for you in preparing assignment #3 as well!)
 - While reading this book, you may want to take note of the key points that strike you or perhaps confront you.
 - The book review should be a thorough, yet concise summary of the key takeaways that you gained from reading the book.
 - What are the main points of the book? (~1-3 pages)
 - What are the implications for Leadership? (Relevance)? (1-2 pages)
 - Did you like/dislike the book? Do you agree/disagree with the premise that Gladwell asserts? Why? (~1-2 pages)
 - Summary of any ‘aha’s that you may have had while reading the book or when reflecting on the book (~optional).
- **Interview With a Diversified Leader** (submitted as part of Assessment 1 Part 2 on 27 September)
 - One of the three explorations will be a **mandatory interview** that you are to arrange with a “diversified leader.”
 - Interview a leader who is immersed in a position impacted by diversity. He/She may **be** a ‘diversity’ candidate, or they may work in an environment that exposes them to a great deal of diversity (one example might be a multicultural workforce with many races and ethnic backgrounds working together; another example might be a person/leader who works *in* a variety of international locations requiring cultural sensitivity). The possibilities are quite broad; but *the more interesting the interviewee is that you select*, the more robust your findings will likely be. Make arrangements early to guarantee great results!
 - Once you have chosen the leader, interview them to find out their approach to leadership and how the diversity issue that they are a part of impacts the approach they take within their role. What is their secret to success? What are some examples of difficult or challenging situations? What advice would they give to others? How would they have changed their approach if they had

the chance to 'do it over again?' Also find out specifically what their role entails and why it is a position 'immersed' with issues of diversity.

- This interview should be documented in a summary type reflection piece probably in the vicinity of three to five pages. You may want to summarize your findings of the interview with a personal reflection that explores what you discovered from conducting the interview. Academic references are encouraged if they are relevant to the conversation and corresponding discoveries.

Overall, the submissions for Assessment 1 are intended to stretch your thinking and push some of the boundaries that you may not have been aware of that were previously in existence. Therefore, to encourage the creative nature of this project, there is no minimum 'page requirement' for these assessment submissions. The Diversity/Cultural Experience #1 is a very unique opportunity to be creative and innovative and potentially involve family members and friends with so that they may also get some beneficial insights. Please clarify questions or concerns during class *prior to* the submission date.

Assessment 2: Global & Cultural Leadership Model (30%)

The aim of this assignment is to continue to explore various aspects of both culture and leadership and ***create an original framework or model that encompasses your learning and beliefs*** that also incorporates your understanding of the relevant issues.

For this individual assignment you will need to research and discuss several areas:

- Research the dimensions of culture and discuss the role that cultural awareness and understanding plays in business and in leadership in the present (2008). How does this compare to the need for cultural awareness and sensitivity historically? What about the role of cultural awareness into the future?
- Describe and defend *your* personal preferences on the various dimensions of culture. Give personal examples of how these have been demonstrated.
- What are the keys to ***effective*** Leadership in a Dynamic Global Environment? (Provide support for your answers and beliefs). Develop a model or a framework based on your research in global leadership and cross-cultural leadership theories and issues that would allow for effective leadership and commerce to be conducted effectively across borders. (Feel free to discuss the challenges, shortcomings and difficulties that may exist if indeed there are some concerns). What "attributes" and "characteristics" would the model need to take into consideration and why? (Provide support and rationale from your research).
- If relevant, how would this framework or model apply to your present career (or alternatively apply to your desired career). What changes would need to be made from the present status? What is currently being done well or poorly? What are the barriers to implementation?

This assignment, including all appendices and references should not exceed 18 pages. Proper academic referencing is required.

Assessment 3: Major Global Issue & Solution Project/Presentation (30%)

The aim of this assignment is to work *with a group of people* to deeply **explore a global issue** and **develop a solution and action plan** to address the issue.

For this group assignment you will be in groups of four to five students and you will need to research a **major global issue** that is presently a concern or developing into a concern.

- What is the issue (or issues) and relevant areas that need to be considered? How and why has the problem/issue evolved? What are the relevant considerations in terms of leadership thinking, planning, and action? Establish the problem thoroughly with reliable sources.
- How does/might technology play a role in this issue? How *could* technological developments be incorporated into this issue? (Is there a role that technology should play?) What role have humans played in the creation of the problem? What role will humans play in the solution? What is the strategy for this to take place?
- What are some of the central themes of leadership that need to be exhibited to “fix” the problem? Has a lack of leadership influenced the rise of the issue to begin with? What “type/s” of leader/s will likely be needed to achieve success? Incorporate leadership theory in a manner that shows real application of its usefulness.
- Is there some type of a *Tipping Point* solution? Describe what this would look like and a strategy that corresponds to this thinking. (Feel free to expand on this area if you feel it is necessary and relevant). Explore this in depth to the extent that it progress can start immediately.
- What are some **action steps that can be taken locally to begin to conquer this issue globally**? Put an action plan together that can be adopted. This should be a viable and **motivating ACTION plan** that everyone can embrace.

This assignment, including all appendices and references should not exceed 30 pages. Proper academic referencing is required. This assignment will be the basis for discussion for all members of all groups on the last evening of class (13 November). Each group will be expected to deliver an engaging and ‘**action oriented**’ presentation that will inspire the entire class to take some action steps to help be a part of the *solution* of the problem. Please be creative and innovative in your presentation approach. More details will follow in class.

**With the final submission of this assignment each student will also be asked to submit a copy of their favourite (or most influential) article that was used during the course of the trimester to inform their thinking on leadership, culture, diversity, or another LeDGE related topic.

Submission Guidelines for Assignments

- All assignments are to be submitted in hard copy unless prior arrangements have been made for electronic copies to be submitted. Assignments should be bound in such a way as to facilitate ease of marking – that is, no fixed spine binding.
- Please retain a copy of every assignment submitted for marking for your own records. This copy will be required in the event of an assignment being misplaced or unaccounted for. The onus is on the student to make available another copy of the assignment for marking.

- Please use the following specifications for your assignment layout (unless otherwise specified):
 - Font: Times Roman 12
 - Margins: at least 2.5 cm top/bottom/left/right
 - Please include a cover-sheet setting out:
 - your name
 - student number
 - unit title, and
 - the title of the assignment.
- Papers will not be marked beyond the page limit/word count.
- For assignments that you would like returned, please include a self-addressed A4 envelope.
- Your assignment should be thoroughly checked for typing, spelling and grammatical errors. You may consider having a colleague proof read your assignment before you submit it.
- Make sure you acknowledge all sources used to write your assignment – eg. journals, books, articles etc...
- Provide a list of references at the end of your assignment in the Chicago Style.
- Use a range of scholarly material...eg. Peer-reviewed articles from the scholarly databases, textbooks and material from the Internet. Material from the Internet often, however, does not have the same peer review mechanisms in place so you must be wary what you use as literature to support your reviews.

PLEASE NOTE:

In the preparation of individual written assignments students are encouraged to discuss and exchange information. However, the various papers will be treated as an individual exercise and plagiarism is to be avoided. Where there is evidence of plagiarism the student will be awarded a fail grade for the unit.

Acknowledge not only direct quotes but also the source of ideas, examples and materials which are not a direct quote, but which have been paraphrased from another source. All tables and charts must be sourced. For the University's policy on plagiarism, please refer to the **Graduate School of Business Student Guidebook**. The GSB is committed to undertaking plagiarism audits on assessments submitted for its units.

Chicago Author-Date Referencing Style

It is a requirement of the Curtin Graduate School of Business that all assignments submitted for assessment must be referenced using the Chicago Author-Date Referencing Style. Details of Chicago referencing style can be found online at

http://library.curtin.edu.au/research_and_information_skills/referencing/index.html

Assignments submitted without Chicago Referencing **will not be marked**. It is strongly suggested that students learn and use EndNote software to ensure compliance with the Chicago System. Copies of EndNote are free to all GSB students from here:

<http://startup.curtin.edu.au/software/endnote.cfm> and some Curtin EndNote style downloads and training are available here:

http://library.curtin.edu.au/research_and_information_skills/endnote/index.html

Submission & Return of Assignments

Please ensure you use the unit outline specifics to check that you have addressed all of the criteria before handing in your assignment.

Students may expect the marks (and feedback, where appropriate by the end of fifteen (15) working days after submission (unless otherwise negotiated between the lecturer and students). **Assignments are not available** for collection from Administration staff.

For an explanation of your grade, please see **Appendix B: Grading System** which explains the marking system used at the GSB.

Late Submission of Assignments

Assignments are expected to be submitted before or on due dates. Only in *critical* circumstances (acute sickness of self or close family – verified by medical certificate), may students negotiate for an extension of time. Please note that heavy employment-related workloads or deadlines will not warrant the granting of an extension. Only one extension will normally be given within this Unit. Reason/s for request for extension must be submitted in writing (postal or email) A MINIMUM OF FOUR (4) DAYS BEFORE THE DUE DATE OF THE ASSIGNMENT. Please note that an extension will not be given for reason of pressure of workload.

In the case of assignments being submitted after the due date, without permission for extension by the lecturer, the assignments will be graded:

- 20% lower if submitted 1 - 7 days late;
- 40% lower if submitted 8 - 14 days late;
- after 14 days, the assignment will **not** be accepted for marking.

GSB Student Guidebook 2008

Please refer to this publication online for essential information regarding the following:

- GSB Graduate Attributes and Learning Outcomes
- Assessment and Results which includes information on the GSB Grading System, Assessment Guidelines and the Appeals Process.
- The Student Feedback system and Student Representatives (see below).
- Referencing and Malpractice
- Plagiarism
- Ethics
- Emergency Procedures.

Please make sure you obtain a copy of this publication which is found on the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

Student Representative

A student representative must be elected by the class by the end of the second week of the unit (or second day in the case of an intensive). The student representative is responsible for collecting feedback from the other students and forwarding this to the lecturer and/or unit controller. The student representative also represents the class at the Student - Staff Committee meetings. Once a student representative is elected, the name and contact details should be directed to the Student Academic Advisor. For full details on the student representative role refer to the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

Student Rights and Responsibilities

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

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

Information on all these things is available through the University's "Student Rights and Responsibilities" web page at: <http://students.curtin.edu.au/rights/>

GSB Student Feedback via e-Valuate

Curtin University has introduced a confidential unit specific student feedback system called e-Valuate. This system provides the unit coordinator, lecturer and Head of School with important information about student's learning experiences and the achievement of learning outcomes during their enrolment in this unit. You are strongly encouraged to log onto e-Valuate at the end of this unit and provide your valuable feedback. Further information on how and when to do this will be posted during the trimester.

Appendix A: Graduate Attributes

The GSB offers a range of Award Programs in which the students will:

1. Have a thorough foundation of contemporary business theories, concepts and principles and be able to apply these in a group or organisational environment.
2. Create and critically evaluate innovative ideas and strategies within ambiguous and uncertain business environments.
3. Access, evaluate and synthesis diverse information for intelligent business application.
4. Effectively communicate in a manner appropriate to their audience and their desired outcomes.
5. Select and use appropriate technologies and recognise their advantages and limitations.
6. Utilise life-long learning strategies.
7. Recognise and apply international perspectives within the business environment.
8. Appropriately manage and value diversity within a business setting.
9. Apply professional skills – team work, leadership and ethical behaviour.

Appendix B: Grading System

The grading in this unit will be consistent with the grading scheme below.

% Grade	Criteria
90+	Shows a passion for the topic. Student has built on a solid base of deep knowledge and delivered original thought or provided original application of a presented model. Has displayed sound and defensible judgement.
80-89	Student has integrated/synthesised a complex body of knowledge. Is able to bring ideas together succinctly. Has displayed sound grounded opinion.
75-79	Critical evaluation or deeper understanding displayed identifies key issues on top of B below; adds value to data or basic research.
70-74	Intelligent organisation and expansion of concepts, ideas; illustrates through application; sought other reading if appropriate.
65-69	Covers key issues, on top of C below, in a superior way.
60-64	Descriptive, can summarise, organise ideas and present a basic conclusion, internally logical. Presents basic concepts can take a concept and break it into its parts. Provides a basic answer to the question.
50-59	Undertaken acceptable amount of work, sticks to the question but disjointed, ideas not linked or not well linked to the foundation of knowledge. Some errors, but not enough to flaw the answer/ argument.
<50	Superficial work, insufficient research. Some limited research but has not pulled it together. Doesn't answer the question, errors which flaw the answer, argument; displays significant gaps in foundation knowledge.

Moderation is the process by which fair assessment is assured when there are: multiple markers; one marker assesses a large number of papers; the unit is taught at different campuses; or the assessment is largely subjective. Unit controllers are responsible for ensuring that comparability of assessment is achieved. For further information and/or explanation refer to the Teaching & Learning at Curtin 2008 teaching handbook, Section 5.4, page 41 (<http://lsn.curtin.edu.au/publications/tlbook08.pdf>)

Unit Planner and Study Guide

Date	Time	Text Reference & Questions	Readings/Chapters	Assessment Due Dates
4 Sept	5:30-8:30pm	Introduction to LeDGE 520...Why is this unit necessary?? Overview of the Unit/Setting the Stage for the Trimester Brief Discussion of Culture and Diversity Issues **This is an important lecture to attend to assist you in creating a clear vision for what the rest of the trimester is actually going to look like.	<i>Please Obtain and Read "The Tipping Point" by Malcolm Gladwell</i>	
11 September	5:30-8:30pm			
25 September	9:00am - 4:00pm			Assessment 1 Part 1 due
26 September	9:00am - 4:00pm			
27 September	9:00am - 4:00pm			Assessment 1 Part 2 due
2 October	5:30-8:30pm			
9 October	5:30-8:30pm			Assessment 2 due
6 November	5:30-8:30pm			
13 November	5:30-8:30pm			Assessment 3 due

****I will provide you a detailed outline of the rest of the trimester (including an agenda for the three day intensive mode component) when you arrive in class on the first evening—4 September, 2008. I will look forward to a productive and enjoyable trimester filled with great learning.**

-Troy Hendrickson