CONTACT INFORMATION

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DESCRIPTION

The overarching goal of this course is to help students understand their own potential to become the leader they would like to be and their own responsibilities in achieving this goal. The course emphasise personal development with the development of leadership capabilities as the vehicle to do so. This course has two primary content areas. A key focus is on making life choices i.e. what work excites learners, as well as understanding one's passions and responsibilities. The emphasis is less about being entitled to be a leader and more about how participants can become leaders that they themselves would like to be. This is a challenging question and gets to the heart of one's major life decisions. The second element supports the first and relates to the development of practical life skills e.g. managing stress, even anxiety, building positivity, mindfulness and setting life goals. These practical skills will be immediately applicable for students and useful for the rest of their lives.

Requisites

To enrol in this course you must have successfully completed 24 units towards a degree.

LEARNING OUTCOMES

On completion of this course, student will be able to:

1. More aware of their own passions and personal motivations that shape and inform their preferred leadership behavior and choices.

2. Understand what is motivating them, both extrinsically and intrinsically, and to make life choices that engage them and draw on their own intrinsic drivers.

3. Better equipped to make decisions about their life choices and personal goals.

4. Understand the research and theory underpinning practical skills development and use this knowledge to enhance their life quality and happiness.

5. Articulate awareness and insights about their strengths and development drivers to implement practical strategies to apply these insights in managing their own development.

6. Understand and apply the science of networks to build stronger relationship.

7. Demonstrate awareness and application of key societal responsibilities relating to pro-social behavior, leading positive change and developing others.

SCHEDULE

Research-led teaching:

The course content will be a blend of research and practice and will include the Lecturer’s research as well as material from peer reviewed academic journals. In addition, key concepts, cases and practical experiences will be presented in the lectures that are not covered in the course readings. Lectures and tutorials are supplemented with structured learning exercises and activities (e.g., roleplaying, simulations) that have well-defined objectives and replicate the real-world context.

Staff feedback:

Students will be given feedback in the following forms in this course:

- Oral and written feedback on the presentations undertaken in class.
- Written feedback on reflective learning journal
- Written feedback will be provided on the personal learning journal.

**Required readings:**
Refer to Wattle for full list.

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Introduction and Getting to know yourself</td>
<td>Introduction to Course and Authentic Leadership</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>Understanding your key life experiences and how they may affect your personal leadership</td>
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<tr>
<td>Seminar</td>
<td>Passion and Purpose</td>
<td>Why Strengths are important</td>
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<td>Week 2</td>
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<td>How to motivate individuals and teams with strengths</td>
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<td></td>
<td></td>
<td>How leadership style fit with your strengths</td>
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<tr>
<td>Seminar</td>
<td>Engaged Leadership</td>
<td>Intrinsic motivations and leadership</td>
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<td>Week 3</td>
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<td>Motivational consequences of connecting personal life-experiences as compared to expectations imposed on you in society</td>
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<tr>
<td></td>
<td></td>
<td>Personal Life experiences and their relationships to strengths and life goals</td>
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<tr>
<td>Seminar</td>
<td>Leading Positively</td>
<td>Broaden and Build Theory – how positivity just like negativity is infectious</td>
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<tr>
<td>Week 4</td>
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<td>Person-activity Fit – How do emotions align with strengths, life goals and leadership style? How can they be incorporated to increase work and life satisfaction?</td>
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<td>Happiness versus success – the benefits of having happiness as your goal</td>
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<td></td>
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<td>Tools for increasing positive emotions</td>
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<tr>
<td>Canberra Day</td>
<td>Canterbury Day Holiday</td>
<td></td>
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<tr>
<td>Week 5</td>
<td></td>
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<tr>
<td>Seminar</td>
<td>Networks and Social Connections</td>
<td>Making friendships, tackling loneliness and building teams to amaze ourselves.</td>
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<td>Week 6</td>
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<tr>
<td>Easter</td>
<td>Easter Holiday</td>
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<tr>
<td>Monday</td>
<td></td>
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<tr>
<td>Week 7</td>
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</tbody>
</table>
### When | Topic | Notes
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Seminar | Fueling your leadership using Psychological Capital | How Psychological Capital works to enhance leadership, increase profitability, productivity and engagement
ANZAC Day | Anzac Day | 
Seminar | Supporting your leadership: Managing stress and your mind | Use of rituals and habits and their impact on Self-Control
 |  | Stopping the over-thinking, the unhelpful thoughts in your head
Seminar | Mindful Leadership | Mindfulness tools to enhance your decision making
 |  | Health benefits of mindfulness throughout your leadership and career
 |  | Mindset and how it impacts you as well as others.
 |  | Neuroplasticity
Seminar | Leading positive change | Positive Personal Change
 |  | Appreciative Inquiry
 |  | Storytelling and improving your personal leadership
Seminar | Back to Authentic Leadership and course conclusion | Review of Authentic Leadership
 |  | Course Review

### ASSESSMENT OVERVIEW

### Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journals</td>
<td>5%</td>
<td>1-7</td>
<td>Submitted during relevant tutorials</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>4</td>
<td>Participation will be assessed throughout the course</td>
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</tbody>
</table>
Type | Weight | Learning Outcome | Notes
--- | --- | --- | ---
Presentation | 20% | 1-7 | Presentations will be carried out in seminars from week 3 to week 12
Personal Learning Journal | 35% | 1-7 | Due in week 11 - To be submitted online in Wattle on 9th May 2016 by 5pm
Exam | 30% | 4-5 | During formal exam period 2-18 June 2016. Students must be available to sit examinations for the entire examination period.

**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
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**ASSESSMENT ITEMS**

**Reflective Journal**
Students will be required to reflect on specific readings or exercises throughout the course and submit their reflections in class throughout the semester. Each journal is expected to be approximately one page.

**Participation**

Contribution and participation in class are central components of the learning process in this course. Attendance will be taken in each class and students are expected to attend class fully prepared. This includes completing any self-assessments required and completing the assigned readings for each class. If you do not complete your self-assessments in time for class when it is being scored and discussed, you will not know how to interpret it, and you will fall behind. Furthermore, it will be obvious whether you have completed the readings each week because you will either be actively participating in the weekly discussions in class, or you will be sitting there looking blank and lost.

**Presentation**

To help you and your fellow students develop a personal awareness of the tools and readings throughout the course each student will be required to give a short presentation on how these tools and readings provide insight into their personal leadership and give recommendations on how they may help others in the future. Presentations will be 5-10 minutes long and will run from week 4 to week 12.

**Personal Learning Journal**

During the semester, students will be required to select topics from the class activities and using the academic literature reflect on how this topic, currently or in the future impacts their life, career, studies, family or personal relationships. Personal learning journals are expected to be approximately 2500 words. This assessment should be submitted into Wattle by the 9th May 2016 5pm.

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**COURSE EXPECTATIONS**

**Announcements**

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

**Tutorial and/or Seminar registration**

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the
course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of **5% of the possible marks available per working day** or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au.
You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Deferred examinations

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:deferred.examinations@anu.edu.au)
  Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.
Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity

Students are expected to have read the ANU’s Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:
Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

**Assessment Requirements**

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to http://unistats.anu.edu.au/surveys/selt/students/

**Student Support Services**

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

**Library**

- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn)/