

7421MGT

Leadership and Self Development

Semester 2 2009

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:	Gold Coast / On Campus / In Person Nathan / On Campus / In Person
Convenor/s:	Dr Arthur Shacklock (Gold Coast) APro Peter Jordan (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	19 June 2009

BRIEF COURSE DESCRIPTION

Leadership, at all levels, is critical to any organisational endeavour. This is particularly so in the emerging knowledge economy where leaders face the continuous challenge to deal with uncertainty, hyper competition and discontinuity in the fast changing globalised environment. The course exposes students to top, team and self-leadership theories and practice, in an experiential learning environment, to help them learn the competencies to become a leader of the future.

Incompatible: 7421MMG Leadership and Self Development.

This course is normally offered at:

Gold Coast Semester 2, NIGHT (even years), DAY (odd years)

Nathan Semester 2, DAY (even years), NIGHT (odd years)

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Leadership and self-development are important issues for all students. Students need to gain an insight into their own leadership and personal styles. In this course the focus is on leadership from a relational perspective. Successful students will develop an increased understanding of themselves, of interactions among others and of the variable contextual elements that have an impact on leadership effectiveness.

The learning process includes a combination of current leadership literature, dialogue and reflection. Topics include the personal side of leadership, persuasive communication, team interactions and dynamics, organisational values and culture, ethical and socially responsible leadership, leading change and valuing diversity. Assessment of course components is designed to reinforce these aims and facilitate alignment among content, process and outcomes.

LEARNING OUTCOMES

The learning outcomes for Leadership and Self-Development include core skills and competencies that contribute to the ideals of the Griffith Graduate. All skill elements will be addressed either within class or in small group or peer activity.

By the completion of 7421MGT students will be able to:

1. Articulate a personal vision of leadership
2. Identify personal traits and behaviours of effective leaders
3. Critically analyse applications of key theories of leadership
4. Explain the links between components of leadership: self, others, environmental context.
5. Exercise emotional intelligence, including self-awareness and awareness of others
6. Identify personal leadership challenges in modern organisations
7. Identify the requirements in ethical leadership and ensuring ethical decision making
7. Develop a personal leadership development plan for future action
8. Practice leadership skills in a peer coaching relationship
9. Assess leadership performance

CONTENT, ORGANISATION AND TEACHING STRATEGIES

This course is taught Semester 2, 2009 on campus at Nathan and Gold Coast Campuses and is available on line to enrolled students of the Graduate Certificate in Franchising only. The course is 100% internally assessed. The format, content, teaching methods, and assessment criteria for this course are formulated to address the core skills of the "Griffith Graduate" in terms of personal and professional effectiveness, career and vocational skills, organisational membership skills and community and citizenship skills.

Offering	Component	Contact Hours
Nathan Campus	Seminar	3 hours per week, weeks 1-13
Gold Coast Campus	Saturdays	Weeks: 1,3,6,7,10 & 12: Saturday 9 am to 4 pm Week 13: Saturday 9 am to 12 noon Weeks: 2,4,5,8, 9 and 11 (no classes)
Flexible Offering	Weekly interactions	Weeks 1 – 13.

Nathan and Gold Coast

On campus classes are presented in a seminar format although part of each session will be given to peer coaching based on the materials covered. Learning in leadership and self-development is necessarily experiential and therefore the course design anticipates maximum student participation. Students are expected to attend all classes and to be well prepared.

Experiential learning will occur in various formats including whole class, small group and pairs. Students will participate in a "peer coaching" dyad to support the development and practice of leadership behaviours. These dyads will be established at the beginning of the course and continue throughout the semester. All students will participate in a group presentation of a leadership topic. This project will give students experiences of both leadership and followership to reflect on. The group presentation will involve searching the relevant literature and relating the theory to practice in a critical way. Assessment is linked to class and group participation, and practice and assessment of leader and follower behaviour.

Flexible Offering

The flexible offering of this course will be run in parallel with the Nathan offering. Podcasts of the lecture notes for each week will be available to students on Fridays during semester. These podcasts will provide information about assessment in the course, information about the topic for that week, information on the selected readings and topics for further investigation by the students. These podcasts will be supported on the Learning at GU website by appropriate instructions and direction which will be loaded weekly during the semester.

A discussion board will be established to enable weekly interaction between students and teaching staff around the topics for that week. While the discussion board will be started by the teaching staff it will require contributions from enrolled students for the full benefit to be realized.

Expectations of Students

For all students, the sessions in this course will be linked to selected readings appropriate to a Masters level course. Students must be well prepared to engage with issues related to the readings. Students are expected to read widely, not only the prescribed readings but also popular press and newspaper articles related to leadership topics. These readings may be integrated into the discussions that individuals and groups may be asked to lead or contribute to, and to the assignments they are required to prepare.

Contact Summary

The course is available on line and on campus. Details of the course and communication from the convenor will be posted on the Learning@Griffith site dedicated to the course. Reading materials can be accessed via the electronic resources such as databases and electronic journals of Griffith Library. PowerPoint slides will be posted prior to class.

CONTENT SUMMARY

The lecture topics are arranged below on a standard 13 week timetable for the Nathan and Flexible offerings. Lecture topics for Gold Coast students will be grouped according to the timing of the sessions, (see previous section).

Topic	Lecture Content	Activities	Readings
1.	Introduction to Leadership	Peer coaching introduction	Alvesson, 2003 Pearce & Manz
2.	The personal side of leadership – Values and Ethics	Developing a personal leadership plan Values based leadership	DeHoog & DenHartog, 2008
3.	Leadership Skills	Establish peer coaching	Day, 2000 Popper & Maysel, 2007
4.	Historical Perspective on Leadership	Drafting personal vision statements	Gentry et al., 2007
5.	Leadership Fads	Establishing a process for achieving goal	Neck & Houghton, 2006 Rock & Schwarz, 2008 Sendjaya & Sarros, 2002
6.	Leading with Integrity	Ethical decision making on dilemmas in Leadership and Social Responsibility	Trevino et al., 2003. Brown & Trevino, 2006 May et al., 2003
7.	The Dark Side of Leadership	Ineffective Leadership and Followership	Burke, 2006 Einarsen et al., 2007
8.	The Positive Side of Leadership	Effective Leadership and Followership	Avolio & Gardner, 2005
9.	Emotions and leadership OR (at Gold Coast) Leader Career Development (LCD) Workshop Part 1	Emotions and their impact on behaviour and influence OR LCD Workshop Activities	Ashkanasy & Dasborough, 2002 George, 2000. Ashkanasy & Jordan (in press) OR: LCD readings TBA
10.	Diversity and Leadership OR (at Gold Coast) Leader Career Development (LCD) Workshop Part 2	Handling diversity and managing interdependence OR LCD Workshop Activities	Dorgman et al., 2007 Eagly & Carli, 2003 Vecchio, 2002 OR: LCD readings TBA
11.	Leadership and Innovation	Leading Creative environments	Jung et al., 2003 Collier & Esteban, 2000
12.	Leadership and Change	The role of change agent	
13.	Final reflections: your own leadership path	Peer coaching on personal leadership plans	

ASSESSMENT

Summary of Assessment

There are two parallel streams of assessment in this course. The first stream is for students enrolled in the Graduate Certificate of Franchising only. While this stream of assessment encourages students self development through self development journals and reflective essays, the focus is assessing this material in a flexible way. The second stream of assessment is intended for students who are able to attend weekly (at Nathan) or on Saturdays (some intensive sessions) at the Gold Coast. As a result, self development is assessed interactively by using group assessment, peer coaching sessions and reflective assessment.

On line offering

Item	Assessment Task	Length	Weight	Relevant Learning Outcomes	Due Day and Time
1.	Self Development Journal Amber Risk Assessment Strategy*	3 journals to be submitted	20%	1, 7, 8, 9	Week 6, 9 and 13 Due 4 September 25 September & 30 October
2.	Critical Essay	1500 Words	30%	2, 3, 4, 6, 9	Week 7 Due 11 September
3.	Reflective Essay on leadership and followership based on work experiences	2000 words	50 %	1,2, 4, 5, 6, 7, 9	Week 12 Due 23 October

* The **Amber Risk Assessment Strategy** identifies students who do not submit the assessment item or who perform poorly. These students will be contacted by the Griffith Business School and referred to relevant support services. Journal 1 submitted on 4 September will be used for the Amber Risk Strategy.

Assessment details

1. Self Development Journal (due Weeks 6, 9 and 13)

Learning to set personal goals and to be able to assess critically your achievement towards those goals is an important factor in self development. Having good self-reflective skills and obtaining feedback is an effective way to become professionally competent. Structures will be taught that facilitate this difficult process and support people to be honest and supportive. Students will maintain a self development journal during the course which allows them to set goals and assess their own performance in working towards those goals throughout the course. While students will be completing these journals on a regular basis, three of these journals will be submitted for assessment. The journal that will be submitted will be the first journal to be completed (or a journal from the first couple of weeks) and the last journal of the course with the students selecting one journal from the midpoint of the course that best represents their ability to set goals and move towards achieving those goals.

2. Critical Essay

“Self Awareness is an essential characteristic for successful leaders.”

The essay will answer a set question. Students should not deviate from this question unless they have written permission from the course convenor. The focus of the essay should be an integration of theoretical models/ frameworks to practical issues within the workplace. The essay should utilise a mix of theoretical and empirical papers to support the central theme of your argument. The essay should be

analytical rather than descriptive. The essay should not provide a general overview of leadership and self awareness but rather it should examine the impact of self awareness on leadership in practical settings.

Assessment of this item will take into account the following: depth of research; integration of theory and practice; logical development of argument; appropriateness and feasibility of your observations regarding the importance of self awareness and leadership.

3. Reflective essay on Leadership and followership

The aim of this assessment task is to develop skills of critical self-reflection in the light of the literature. Raelin (2000) notes that a reflection is a potent vehicle for making sense of experience, improving our powers of observation, promoting consistency between beliefs and practices and spurring us to adopt new practices. (Refer to Raelin, J. A. (2000), *Work-based learning: the new frontier of management development*. New Jersey: Prentice Hall, pp.124-8).

Write a 2000 word essay reflecting on your leadership and followership experiences in workplace. It is important to link your experiences to the literature. Utilise at least 10 refereed journal articles and/or academic book chapters. No text books. Internet references are optional but in addition to the foregoing requirement. Normal academic conventions are to be followed by all such references being properly cited and a list of references included at the end of the paper (the latter is not part of the word count).

NOTE: In reflective essays, it is appropriate to use the first person e.g.: 'I', 'my', 'our', 'he', 'she' etc. For the submission you will need to step back from your day to day work experience of completing tasks. You will be required to think critically about your leadership (or follower) role at work and comment on your personal involvement in such processes. For example, did you reach out and connect with other workers? How would you describe your energy levels and what insights do you offer regarding those in completing work assignments / projects? How did the dynamics of the your workplace influence your leadership style?

Identify key learnings from your work experience and link this to your readings. Leadership requires a combination of roles, some of which are prescribed and others which are informal. Skills include self-awareness, communication, empathy with others, clarifier, facilitator, negotiator, etc. Consider your performance and learning in the light of these possible roles.

Nathan and Gold Coast

Item	Assessment Task	Length	Weight	Relevant Learning Outcomes	Due Day and Time
1.	Outline of Group Presentation (negotiated topic) Amber Risk Assessment Strategy*	Approx 20 slides	10%	3, 4, 8	Week 6. Due 31 August (Nathan) Due 5 September (Gold Coast)
2.	Group Presentation (negotiated topic)	30 mins	20%	3, 4, 8	Week 6 – 12. (during class)
3.	Reflective Essay on leadership and followership based on team project	2000 words	50%	1,2, 4, 5, 6, 7	Week 12 Due 19 October (Nathan) Due 24 October (Gold Coast)
4.	Contribution to class discussion and peer coaching	Teacher and peer assessed	20%	9, 10	Week 13 (final class)

* The **Amber Risk Assessment Strategy** identifies students who do not submit the assessment item or who perform poorly. These students will be contacted by the Griffith Business School and referred to relevant support services.

Assessment details

1. Outline of Group Presentation

Students will work in groups (3-6 people) to deliver a 30-minute critical presentation. Each student must contribute to both the preparation and delivery, however it will be up to each group to decide the allocation of tasks. This activity will be assessed in two parts. First the overhead slides for each presentation will be due in class in Week 6. This is to ensure students are not disadvantaged by going first or advantaged by going last in the presentation cycle. Presentation overheads from all groups will be due at the same time. The second part of this assessment is the actual presentation which will follow the format of the overhead slides submitted in Week 6.

2. Group presentation

Students will form groups at the beginning of the course and will present for 30 minutes (including question time) on an aspect of leadership and self-development from the topic schedule. The presentation topics and schedule will be negotiated at the beginning of the semester. Presentations develop interpersonal and team skills as well as information gathering and oral presentation skills. All are part of the Griffith Graduate profile, as essential leadership skills. The work completed during this assessment will contribute to the reflective essay.

Groups will be given some class time and support to identify and develop both the content and the team processes for a successful output. Marking schedules will be distributed and discussed in the first class. All students will participate in assessment of presentations.

3. Reflective essay on Leadership and followership

The aim of this assessment task is to develop skills of critical self-reflection in the light of the literature. Raelin (2000) notes that a reflection is a potent vehicle for making sense of experience, improving our powers of observation, promoting consistency between beliefs and practices and spurring us to adopt new practices. (Refer to Raelin, J. A. (2000), *Work-based learning : the new frontier of management development*. New Jersey: Prentice Hall, pp.124-8).

Write a 2000 word essay reflecting on your leadership and followership experiences in relation to the planning of your group presentation. It is important to link your experiences to the literature. Utilise at least 10 refereed journal articles and/or academic book chapters. No text books. Internet references are optional but in addition to the foregoing requirement. Normal academic conventions are to be followed by all such references being properly cited and a list of references included at the end of the paper (the latter is not part of the word count).

NOTE: In reflective essays, it is appropriate to use the first person e.g.: 'I', 'my', 'our', 'he', 'she' etc. For the submission you will need to step back from the experience of the group / class and ponder the meaning you elicited from undertaking the group project. You will be required to think critically about your leadership (or follower) role developing the group presentation and comment on your personal involvement. For example, did you reach out and connect with other members? Did you ask questions or provide information? How would you describe your energy levels and what insights do you offer regarding those? How did the dynamic of the group/class influence your learning?

Identify key learnings from this experience and where possible link it to your readings. Leadership requires a combination of roles, some of which are prescribed and others which are informal. Skills include self-awareness, communication, empathy with others, clarifier, facilitator, negotiator, etc. Consider your performance and learning in the light of these possible roles.

4. Peer and self assessment on participation

Learning to be critically self-reflective and giving and receiving critical feedback is an effective way to become professionally competent. Structures will be taught that facilitate this difficult process and support people to be honest and supportive. Students will assess their own performance on reflective journals throughout the course. Students will also identify criteria, and subsequently apply them, to self assess and to assess participation and contributions of others.

Return of Assessment Items

Information regarding return of marked assessment items will be notified on the Learning@Griffith website under the assessment section and will also be discussed in the first set of lecture notes.

Notification of Availability of Feedback on Assessment

Assessment will be available following the submission of each assessment item. Group assessment will be given feedback following the presentation. Individual essays will be marked within 3 weeks of submission. Self Development journals and peer coaching assessments will be given feedback within a week of receipt.

GRADUATE SKILLS

The Griffith Graduate Statement states the characteristics that the University seeks to engender in its graduates through its degree programs.

The table below summarises how this course contributes to the development of these graduate skills.

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TEACHING TEAM

Course Convenor

Convenor Details	Nathan and On line
Campus Convenor	Professor Peter Jordan
Email	Peter.Jordan@griffith.edu.au
Office Location	Nathan Campus N63 2.12
Phone	3735 3717
Fax	3735 3887
Consultation times	One hour prior to the seminar or by appointment.
Convenor Details	Gold Coast
Campus Convenor	Dr Arthur Shacklock
Email	A.Shacklock@griffith.edu.au
Office Location	G06 1.16
Phone	5552 7039
Fax	5552 9206
Consultation times	To be advised

COURSE COMMUNICATIONS

Students may contact the convenor by email or voice mail at any time. Please note that any emails should have the course code in the subject line to ensure immediate attention is given to it.

Face-to-face consultation may occur at any mutually convenient time, by prior arrangement. These prior arrangements are best made via email.

Students should check the Learning@Griffith site regularly for announcement postings.

TEXTS AND SUPPORTING MATERIALS

There is no prescribed text book for this course.

Readings will be available on line for each week to provide background reading for the topic for that week. The readings provided will contain a range of articles from academic to practitioner focussed articles. The articles will include (but not be limited to) leadership theory, empirical studies on leadership, reviews of leadership research, articles looking at the relationship between theory and practice and articles that challenge leadership.

While these articles are required reading students are expected to read more broadly for their own education and to complete assignments.

Students who do not have an understanding of theories of leadership may wish to purchase

Daft, R. L. (2008) "The leadership experience". (4th ed). Thomson, or a similar textbook to provide background understanding of leadership.

SECTION B – ADDITIONAL COURSE INFORMATION

The Department of Management administers this course.

The complete University policy on Assignments, Award of Grades and Academic Misconduct are available on the University website.

1.0 **Assignments**

All students are required to keep a copy of their assessment item until it is marked and returned to them. Where this is not possible students should, at the very least, keep rough notes used in the preparation of the assignment. Marked assignments should be kept until the final grade has been awarded. Should a student wish to appeal against a grade awarded, all marked assignments will be required.

Assignments received by fax will not be accepted.

SafeAssign: SafeAssign is an on-line text-matching service available through the course Learning@Griffith site. SafeAssign enables students to submit electronic versions of their assignments via the internet, and generate a text-matching report. This service is designed to aid in educating students about plagiarism and the importance of proper attribution of any borrowed content. It is recommended that all students utilise this service prior to submitting assignments. A student user guide is available at the following site

https://intranet.secure.griffith.edu.au/__data/assets/pdf_file/0007/53746/submitting-safeassignment.pdf

The reflective essay and critical essay assignments in this course will be submitted via Safe Assign.

2.0 **Extension to assignment submission dates**

2.1 **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".

2.2 **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.

2.3 **Requests for extensions**

Requests for extension must be submitted in writing, with appropriate documentation, in advance of the specified submission date to the Course Convenor. A copy of the extension request should be attached to the assessment item when it is submitted.

3.0 **Return of assessment items**

Return of assessment items will either be by the lecturer or tutor, during consultation times or as advised. The collection of assignments is the responsibility of students. Assignments will be held for six (6) months and then destroyed.

4.0 **Award of Grades**

Students' results in courses are recorded using the official University approved grades. The description that accompanies each grade is given as a guideline to assist comparability across the University, but these descriptions must be interpreted within the context of each course.

For further details please visit the University's policy on **Assessment** in **Section C** of this course outline.

5.0 **Plagiarism / Academic Misconduct**

Students must conduct their studies at the University honestly, ethically and in accordance with the University 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.

For further details please visit the University's policy on **Academic Misconduct** in **Section C** of this course outline.

SECTION C – KEY UNIVERSITY INFORMATION

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 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 following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)
[Academic integrity for students](#)

PLAGIARISM DETECTION SOFTWARE

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

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/

Information about Laboratory safety can be obtained from

http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

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

[Academic Calendar](#)

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

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[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

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

[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.