



RESPONSIBLE LEADERS CHALLENGE:

GRIFFITH BUSINESS SCHOOL
CHALLENGE FOR HIGH
SCHOOL STUDENTS

WORKBOOK

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Key dates

April

Registration open

June

Workbooks distributed

End September

Written submission due

October

Finalists announced



Source: Gold Coast Health Instagram

Congratulations on registering your team

The Challenge aims to empower budding marketers and entrepreneurs to activate their inner creativity and potential to solve contemporary business and sustainability problems. It gives students the opportunity to work on an impactful business challenge facing an organisation. The Challenge inspires and invests in the next generation of responsible business leaders, ensuring a forward- focused and future-ready business mindset.

Participating in the Challenge enables team members to leverage your business knowledge skills, alongside enhancing key life skills, by applying what you have learnt in your business studies to practice. Importantly, you will be learning to solve a complex 21st business problem for an organisation.



Critical thinking

Analytical thinking;
Problem solving;
Conceptualise;
Knowledge synthesis.



Communication

Visual;
Written;
Argument development.



Creative thinking

Design thinking;
Generating ideas;
Lateral thinking;
Reflection.



Teamwork

Connection;
Collaboration.



Digital literacy

Improve confidence;
Leverage skills;
Solve social problems.

This workbook is designed to support teams participating in the Responsible Leaders Challenge and provides:

- Responsible Leaders Challenge key dates;
- detailed overview of the Responsible Leaders Challenge brief;
- additional Challenge information concerning the business partner, The Gold Coast Hospital and Health Service (GCHHS), and the business problem;
- information about 'getting started' and preparing the Challenge submission.

The Brief

The Gold Coast Hospital and Health Service (GCHHS) is one of Queensland's biggest and fastest-growing health providers. It delivers quality healthcare to people across the Gold Coast region, with hospitals and health facilities stretching from Southport to Robina and beyond.

While many people think of doctors and nurses when they picture hospitals, GCHHS also relies on a huge team of people in non-clinical roles — such as finance, HR (human resources), IT, communications, legal services, and purchasing supplies. These jobs are essential to making sure the health system runs smoothly, even though they don't involve treating patients directly.

Even though GCHHS offers many exciting career options, lots of young people don't know about these behind-the-scenes roles. These jobs are just as important to helping the community and supporting patient care.

The challenge set by the GCHHS is twofold:

1. Identify the things that matter for these future workers:
Identify the things that matter for these future workers: What do young people today really care about when thinking about their future careers? For Generation Z and Alpha. Your first challenge is to explore what matters most to your generation when choosing a career or employer and compare this to how GCHHS currently promotes its non-clinical roles. Identify the gaps between what's being offered and what matters — and use that insight to make recommendations for how GCHHS could better connect with young people as they plan their future careers.
2. Raise Awareness:
Your second challenge is to explore how well-known these careers are among young people — and what might be getting in the way of that awareness. What messages are being shared, and where are the gaps? Use these insights to make recommendations for how GCHHS could raise awareness of its non-clinical roles in ways that feel relevant, relatable, and engaging for students planning their futures.

This challenge is part of Griffith Business School's commitment to responsible leadership and creating a sustainable future. You are encouraged to come up with ideas that are fair,

ethical, and have long-term benefits. That means thinking about how your strategy can help all kinds of students see a future in healthcare — and how your ideas could help GCHHS build a team that's diverse, inclusive, and ready for the future.

As a team of marketing and engagement consultants, your job is to create a plan that helps GCHHS attract more students into non-clinical jobs. Your ideas should include both short-term actions (like events or campaigns) and long-term strategies (like school programs or partnerships) that help GCHHS grow a strong future workforce.

The report

More detailed requirements relating to the Responsible Leaders Challenge Report is presented below. Each team will submit prior to the due date a written report that will be no more than ten (10) pages in length; include the following headings and address the sub-heading content:

1. The Responsible Leaders Challenge Cover page (1 A4 page)
 - Team members
 - Team name
 - School name, address, phone
 - Teacher's name and email contact
2. Table of Contents (1 A4 page)
3. Executive Summary: (max 1 A4 page)
4. Critical analysis and research including:
 - 4.1 What matters to Future Workers
 - Identify the values, motivations, and career expectations of Generation Z and Alpha.
 - Evaluate how well GCHHS currently promotes its non-clinical roles against these expectations.
 - Identify the gaps and discuss their implications.
 - Make clear, evidence-informed recommendations to help GCHHS better connect with these future workers.
 - 4.2 Raising Awareness of Non-Clinical Roles
 - Investigate current awareness levels of non-clinical careers in health among students.
 - Analyse current communication or engagement efforts by GCHHS or similar organisations.
 - Identify barriers to awareness or understanding.

- Recommend strategies to raise awareness in ways that are relevant and relatable to young people.
- 4.3 Sustainability and Inclusion Strategy
- Detail how your recommendations promote long-term engagement and workforce sustainability.
 - Explain how your strategy supports diversity, inclusion, and responsible leadership.
5. Conclusion (approx. ½ a page)
6. List of References and sources (no page limit)
7. Appendices (excluded from page limit) – might include raw survey/questionnaire data or instruments. Information in the appendix is not assessable for the challenge, but

Note: The Responsible Leaders Challenge brief has been developed for the competition, and may not reflect the current business plans of the case company.




Source: HealthWaves Newsletter


Additional Challenge information


About the Gold Coast Hospital and Health Service


Imagine running a city within a city—where thousands of people rely on you every single day, from tiny newborns in intensive care to athletes recovering from injuries. That's exactly what Gold Coast Hospital and Health (GCHHS) does! But it's not just about doctors and nurses—it takes scientists, engineers, IT specialists, business managers, mental health professionals, logistics experts, and more to keep this massive healthcare system running.


With over 12,000 staff across hospitals and community centres, Gold Coast Health is one of the largest healthcare services in Queensland. It operates:


 Gold Coast University Hospital (GCUH) – A world-class teaching hospital with over 900 beds, offering everything from emergency and trauma care to advanced surgeries and cancer treatment. It's one of the most technologically advanced hospitals in Australia.

 Robina Hospital – A 403-bed facility providing mental health services, cardiac care, renal dialysis, rehabilitation, and surgical specialties.

 Community Health Centres – Located in Southport, Helensvale, Palm Beach, and Robina, these centres provide chronic disease management, mental health support, and preventative healthcare to keep the community well.

 Emergency and Critical Care – The Emergency Department sees over 100,000 patients a year, handling everything from serious trauma cases to life-threatening medical conditions.

 Medical Research & Innovation – Working with Griffith University and Bond University, Gold Coast Health is constantly pushing the boundaries of medical science to develop new treatments and better patient care.

 The Future: Coomera Hospital – A 404-bed hospital currently under construction and set to open in 2027, making healthcare even more accessible for the growing northern Gold Coast.

Understanding Gold Coast Health's EVP: What makes it a great place to work?

When organisations want to attract and keep talented staff, they need to offer more than just a job — they need to offer value. This is where the Employee Value Proposition (EVP) comes in. An EVP is a clear statement of what an organisation offers to its employees in return for their time, energy, and commitment. It usually covers things like opportunities for career growth, a positive workplace culture, support for wellbeing, job security, and the chance to make a real impact.

Gold Coast Health has developed a formal EVP to help communicate what makes it a great place to work. This is especially important in today's competitive job market, where young people want to feel that their values align with their employer and that their work will be

both meaningful and supported. The following image representing the EVP was provided by the partner organisation.

GCHHS Employee Value Proposition

The GCHHS Employee Value Proposition (EVP) has been developed in consultation with subject matter experts and is based on GCHHS offerings which prospective candidates perceive as the **value they gain** through employment with Gold Coast Health.

The EVP is the 'offer' GCHHS makes to potential employees in return for the skills, capabilities and experiences that they bring.

Gold Coast Health
always care



As part of this challenge, you are invited to review and reflect on the EVP. Consider how well it speaks to the things that matter to your generation — and how it might be updated or communicated in more engaging ways to help attract future workers into non-clinical roles. Your ideas could influence how one of Queensland's largest healthcare providers speaks to the next generation of its workforce.

Current workforce and future needs of the GCHHS

Gold Coast Health's workforce needs are changing rapidly in response to growing demand and increasing complexity across the region. The World Health Organisation predicts a global shortage of 10 million health workers by 2030. In Australia, we're already facing a shortfall of 110,000 nurses and 2,700 doctors by 2025. While new models of care and advanced clinical roles will help, these changes alone won't be enough.

What's often overlooked is that many of the current workforce challenges are not just about clinical staff. There are also significant shortages in non-clinical roles—including information technology, finance, human resources, communications, legal, education, and

research support. These are essential jobs that keep the health system running, even though they don't involve treating patients directly.

At the same time, other pressures are shaping the way Gold Coast Health needs to plan for the future. Our population is ageing, housing costs are rising, and technology is advancing quickly including the rise of artificial intelligence, which is already changing the skills needed in many roles. People also expect more from their employers now, especially when it comes to workplace culture, flexibility, and mental health support.

The Gold Coast itself faces some unique challenges. We are growing faster than the state average, with rising rates of homelessness, socioeconomic disadvantage, and domestic and family violence. Our community is also incredibly diverse—with a growing First Nations population and many residents who come from culturally and linguistically diverse backgrounds. This means we need a workforce that understands and reflects the people we serve.

To meet these challenges, Gold Coast Health must attract and retain talented people across both clinical and non-clinical areas. We need to compete in a tight labour market, build partnerships that create new career pathways, and support a culture that values inclusion, innovation, and wellbeing.

For students thinking about their future careers, it's important to understand the wide range of roles that exist beyond the hospital ward. Some of the in-demand non-clinical roles include:

- Governance and Compliance – ensuring patient care quality, safety, and adherence to organisational processes.
- Accounting and Finance – managing funds to support the delivery of world-class healthcare services.
- Business Support – providing essential assistance to executives and healthcare delivery teams to ensure smooth operations.
- Human Resources – handling all employee-related matters, including recruitment, training, and wellbeing initiatives.
- Legal – addressing legislative requirements and supporting all legal aspects of Gold Coast Health operations.
- Marketing and Communications – engaging effectively with patients, the community, staff, and media through various communication channels.
- Operational Support Services and Hospitality – enhancing patient experiences from the moment they enter the facilities through various support services.

- Strategy and Information Technology – leveraging technology to provide necessary information and tools for staff to deliver high-quality patient care

Gold Coast Health already offers school-based traineeships in some of these areas, giving students a real head start. These roles offer meaningful, long-term careers that contribute directly to the health and wellbeing of the community—even if you never step into an operating theatre.

For this challenge, students are encouraged to think about how these roles can be better promoted to young people, and how GCHHS might attract the next generation of non-clinical talent. Importantly, the GCHHS Workforce Strategy highlights the need to attract workers from diverse backgrounds that reflect the multicultural, intergenerational, and First Nations communities they serve.

For more information, please review the [Gold Coast Hospital and Health Service Workforce Strategy 2024-2028](#). Another vital source of information for your report will be the current [Career Opportunities](#) section of the Gold Coast Health website.



Gold Coast Hospital and Health Service Workforce Strategy
<https://www.publications.qld.gov.au/dataset/gold-coast-hospital-and-health-service-plans/resource/387a56a2-cc03-4d94-919f-995397cebfeb>



Career Opportunities
<https://www.goldcoast.health.qld.gov.au/join-our-team/career-opportunities>

Generational values in employment: Exploring what matters to Gen Z and Alpha

Understanding what younger generations value in a career is a key challenge for today's employers. Generation Z (born 1995–2009) is already in the workforce, while Generation Alpha (born from 2010 onwards) is not far behind. Both generations have grown up in very different conditions to those before them — with technology, social awareness, and global issues shaping how they view the world of work.

Recent studies suggest that young people may be drawn to work that feels purposeful — where they can make a difference or contribute to something meaningful (McCrindle,

2020; Deloitte, 2024). Others highlight that flexibility — such as working remotely or having some control over their schedule — could be especially important (Deloitte, 2024).

There is also some evidence that career growth, learning opportunities, and the use of technology play a big role in how Gen Z views potential employers (Xref, 2023; McCrindle, 2019). And when it comes to inclusion, younger generations may expect workplaces to reflect a wide mix of people, values, and ideas (Xref, 2023).



Source: Gold Coast Health webpage.

For Generation Alpha, early research suggests that this group may have an even stronger interest in things like sustainability, entrepreneurship, and working for organisations that reflect their personal beliefs (Visa, 2023; Wojtaszczyk et al., 2024). Technology is likely to be a central part of their career expectations — many will have never known life without smartphones or artificial intelligence (Mace Group, 2024).

These emerging trends raise important questions for organisations like the Gold Coast Hospital and Health Service (GCHHS), especially when thinking about how to attract young people to non-clinical careers in health. What do these future workers expect from employers? And how might those expectations shape the way GCHHS presents its opportunities?

As part of this challenge, your task is to explore these generational values in more depth. You might choose to research what your peers care about, compare different studies, or reflect on your own experiences and aspirations. The goal is not to find a single answer — but to better understand what matters most to your generation and how that could influence career decisions.

The importance of Diversity, Equity and Inclusion (DEI) in the workplace

When we talk about Diversity, Equity and Inclusion — often shortened to DEI — we're talking about more than just policies. We're talking about the kind of workplaces young people want to be a part of. For organisations trying to attract and support future workers, understanding DEI is essential.

Diversity means recognising and valuing the ways people are different — whether that's their culture, age, gender, disability, language, or faith (AHRC, n.d). A diverse workplace brings people from all walks of life together and creates space for different ideas and experiences.

Equity is about fairness. It's not just about treating everyone the same — it's about giving people what they need to succeed. That might mean adjusting processes or removing barriers so everyone has a fair go (AIGI, n.d).

Inclusion is what makes a workplace feel welcoming. It's about making sure people feel safe to be themselves, speak up, and get involved (DPC-Vic, 2019). When inclusion is done well, people from different backgrounds feel like they truly belong.

These ideas aren't just important for fairness — they also help businesses thrive. Research shows that organisations that embrace DEI are often more creative, perform better, and are more attractive to job seekers (AHRC, n.d; Ahmed, 2025). Young people — especially those in Generation Z and Alpha — are more likely to choose employers that support diverse teams, treat people fairly, and make everyone feel welcome.



Source: HealthWaves Newsletter

As part of this challenge, we invite you to explore how workplaces can show they care about DEI — not just in what they say, but in what they do. How can DEI be communicated in ways that feel real and relevant? And how might those values connect to the career decisions made by young people today?

The table below introduces some of the types of diversity recognised in Australia — and some emerging areas that are gaining attention in modern workplaces.

Type of Diversity	Description
Race/Ethnicity	Differences in race, ethnicity, and cultural background. This includes people of all racial and ethnic groups (e.g. Indigenous Australians, immigrants, and others from diverse cultural heritages). Embracing racial and ethnic diversity means valuing Australia's multicultural society in the workplace.
Gender	Diversity of gender identities. This includes women, men, and non-binary or gender-diverse individuals. Ensuring gender diversity often involves providing equal opportunities and addressing gender biases (for example, supporting women in leadership and closing gender pay gaps).
Age	Inclusion of people of different ages – young, old, and everything in between. Age diversity means having both younger and older employees in the workforce. Australian law prohibits age discrimination, and workplaces benefit from the mix of fresh perspectives and experience that age diversity provides.
Disability	Inclusion of people with disabilities or different abilities (physical, sensory, intellectual, or mental health-related). A disability-inclusive workplace provides accommodations and removes barriers so that people with disabilities can participate fully. This not only is required by

<i>Sexual Orientation</i>	anti-discrimination law, but also brings valuable skills and viewpoints. Diversity in sexual orientation means having people who are heterosexual, gay, lesbian, bisexual, asexual, etc. in the workplace. An inclusive workplace is one where LGBTQ+ employees feel safe and respected. Discrimination based on sexual orientation is unlawful in Australia, and many companies celebrate this diversity through supportive policies (like pride networks).
<i>Religion</i>	Differences in religious belief or faith. A faith-inclusive workplace respects employees' various religious or spiritual beliefs (for example, Christianity, Islam, Hinduism, Judaism, Indigenous spiritualities, or no religion). This can involve recognising religious holidays and providing flexibility for religious practices. Australia's diversity encompasses many faiths, and respecting religious diversity helps ensure everyone feels valued.
<i>Neurodiversity</i>	Refers to how people think and process information differently — including people with autism, ADHD, dyslexia, and more. Neurodiversity is gaining more attention, with workplaces starting to adapt recruitment, communication, and support systems to be more inclusive. — note — this category does not have the same legal protections as others in this list, though it is an area of growing interest.

Workplaces that value all kinds of diversity — and take steps to be fair and inclusive — are not only doing the right thing, they're also building stronger, smarter, more future-ready teams.

In your response to this challenge, think about how organisations like GCHHS can show young people that they're serious about DEI. What messages, practices, or partnerships might help students connect their values with future careers in healthcare? And how can we make sure no one feels left out?

Remember — this isn't about finding one perfect solution. It's about asking good questions, exploring what matters to your generation, and sharing ideas that could help shape better workplaces for everyone.

Team Requirements

To compete in the Griffith Business School Responsible Leaders Challenge you must be:

- in Year 10 or 11 and enrolled in a registered Queensland secondary school at the time of submission of the entry;
- given permission by your teacher;
- enthusiastic about business and entrepreneurial opportunities;
- inspirational in solving complex marketing problems that help to create the world a better place.

Your team must:

- consist of between two (2) and four (4) students in total;
- consist of any combination of students enrolled in Year 10 and 11 from the same school.

Each team is to appoint a team leader who acts as the key communication contact. Each team should determine member's roles and how the team will function.

Registration process

1. Teams will register via their nominated teacher.
2. All registered teams, via their nominated teacher, will receive the Responsible Leaders Challenge workbook by email.

Challenge submission process

1. Teams will submit their written report in response to the business challenge prior to midday (12 noon) on Friday 19 September 2025 to Griffith Business School by email, at gbs-schools@griffith.edu.au.
2. All written submissions will be assessed by a panel of Griffith Business academics, with a selection proceeding to the Finals round. The Finals Round will be assessed by a panel of Griffith Business academics and the Responsible Leaders Challenge business partner.
3. No responsibility will be taken for late submissions, documents that cannot be opened or any other malfunction.
4. Any submission received after the deadline will not be considered.
5. All sections of the Challenge report must be completed in order for the submission to be deemed eligible for the competition.

Getting Started

Teamwork

Working in teams is a critical part of business, whereby teamwork – that is, when individual skills and strengths are combined in the pursuit of a specific task – produces meaningful results. As such, the combination of individual strengths with shared commitment to performance is oil that makes teams work. Teamwork is important for the ability to:

- Create synergy – where the sum is greater than parts;
- Supports an empowered way of thinking and new idea generation beyond bounded constraints;
- Fosters creativity, flexibility and responsiveness with team members bringing unique distinct perspectives to the table;
- Provides opportunities for personal growth and acts as a support mechanism.

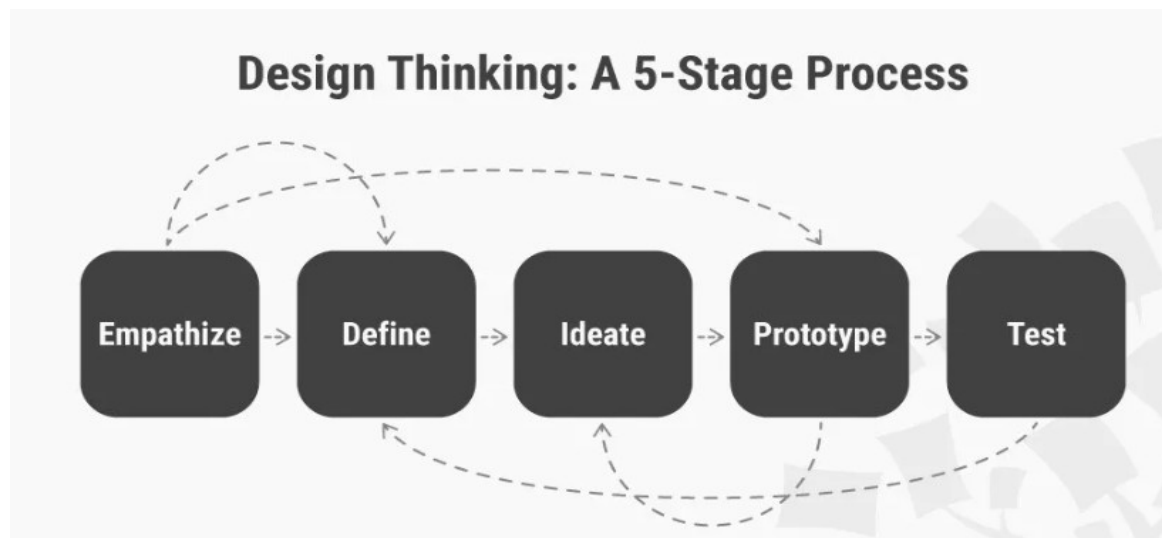
Design thinking – a teamwork methodology

Design thinking is a methodology that encourages team collaboration, flexibility, curiosity aiming to positively influence outcomes. In design thinking, teamwork is established from the very beginning of a project. The team first considers their strengths determining capabilities to contribute to determining the project's direction and objectives and to brainstorm ideas. Team members ask questions ensuring a well-rounded view of the project and create a project roadmap for everyone to reference to.

Design thinking is an iterative process in which assumptions are challenged, problems interrogated in an attempt to identify alternate strategies and solutions that might not be instantly apparent at initial level understanding. Design thinking is extremely useful in tackling problems that are ill-defined by creating many ideas in brainstorming sessions, adopting a hands-on approach fostering user-centricity, creativity, innovation and out-of-the-box thinking.

The ideology behind design thinking states that in order to come up with innovative solutions a designer's mindset and approach must be adopted. At the same time, design thinking is all about getting hands-on, with the aim to turn your ideas into tangible, testable products. The uniqueness of design thinking lies in the kinds of problems it addresses. Typically, design thinking is applied to solving wicked problems – the kind that refuse to be solved using standard methods and approaches. Wicked problems are everywhere – climate change and poverty, to challenges that affect most businesses such as achieving sustainable growth or maintaining competitive edge.

Whilst the Responsible Leaders Challenge does not ask teams to actually produce a product – it is essential that teams consider the solution from a consumer's perspective Design thinking to create innovative solutions involves five phases: empathise, define, ideate, prototype, test.



Source: interaction-design.org/literature/topics/design-thinking

Step 1: Empathise (research user's needs)

- Engage/research the target audience to paint a clear picture of who the end users are, what challenges they face and what needs/expectations must be met.
- Importantly set aside personal/team assumptions to harness insight into users and their needs.

Step 2: Define (state user's needs and problems)

- Based on what you have learnt in Step 1 define a clear problem statement addressing the business challenge alongside end user needs, characteristics.
- Organise observations and research synthesising them to define the core problem.
- Write a problem statement or create a persona of the end-user to help keep the solution ideation process human centric.

Step 3: Ideate (challenge assumptions and create ideas)

- Now that you have a solid understanding user needs and want in relation to the business challenge you are ready to generate ideas – to think out-side-the-box and explore new angles to identifying innovative solutions to the business solution.



- Use techniques of brainstorming, reverse thinking and worst possible idea

Step 4: Prototype (create solutions)

- This is the experimental phase testing out the best possible solution for the problem.
- Typically requires the team to produce an inexpensive, scale-downed version of the product. Provides something tangible that can be tested for market readiness.
- For the Responsible Leaders Challenge teams are required to articulate this phase providing image concepts of the innovative solution.

Step 5: Test (try your solutions out)

- Testing enables capability to 'see' how the prototype work and where it needs improving ensuring market readiness.
- For the Responsible Leaders Challenge this phase is not required, however will need to be considered when presenting the image concepts of the innovative solution.

Design Thinking resources

There are many design thinking resources available online. Standard University has the Institute of Design, which is an eminent design thinking lab:

Balcaltis, R. (2019), 'Design thinking models. Stanford d.school', EMPHASIZE@IT, accessed on 1 July 2024 at <https://empathizeit.com/design-thinking-models-standford-d-school/>



Burnett, B. (2017), 'Design Thinking = Method, not magic', Stanford webinar, accessed on 1 July 2024 at <https://www.youtube.com/watch?v=vSuK2C89yjA>



Platter, H. (n.d), 'An introduction to Design Thinking PROCESS GUIDE', Institute of Design at Stanford, accesses on 1 July 2024 at <https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>

Writing the submission

The first stage of the Responsible Leaders Challenge requires each team to prepare a written submission addressing the nominated business challenge.

Plan before you write: Writing the Challenge submission is akin to building a house – you don't start laying bricks at random! Commence with a blueprint of content for each section of the submission and make decisions about the content that is relevant to develop the argument that you are putting forward. Students who prepare detailed outlines produce higher quality output and importantly reduces the amount of time spent staring blankly at a screen thinking about what to write next. During the planning stage you might use mind maps which are helpful for creating connections between concepts, improving creativity, enhancing critical thinking and memory retention, as well as fostering greater collaboration within a team.

Check out these YouTube mind map videos:



The Perfect Mindmap: 6 Step Checklist

https://www.youtube.com/watch?v=5zT_2aBP6vM



How to Make a Mind Map – The Basics

<https://www.youtube.com/watch?v=wLWV0XN7K1g>



How to Mindmap: Going deeper into the 5 Basics

https://www.youtube.com/watch?v=_PUxv3BAFM8&t=2s

Writing the report: After you have planned the content information that will be written in each section of the Challenge submission it is important that you take note as to how you communicate your ideas clearly and succinctly. Importantly, allow time for editing and proofreading to ensure your writing is clear and concise. Key features of academic writing which distinguish it from other forms of writing are that it is:

- Structured
- Evidenced
- Critical

- Balanced
- Precise
- Formal

(EAP Foundation Academic Writing <https://www.eapfoundation.com/writing/what/>)

Structure: Key headings have been provided however it is important that within each Challenge report section the writing is coherent, with logical progression using paragraphs that are clearly connected and cohesive.

Evidenced: The argument within the Challenge report supporting each section should be supported by evidence which may take the form of secondary sources (e.g.: journal articles, government or business reports and so on) or primary research undertaken by yourselves. It is critical that information is referenced appropriately, via in-text citations and a end of report reference section.

Critical: A key feature of academic writing is the ability to analyse and evaluate information as opposed to accepting everything as fact. Information can be challenged, yet robustly written content ensures that judgements are critically analysed and supported with evidence. In other words, it is important that you make judgements about available information prior to integrating it into your own writing.

Balanced: Ensuring that your writing is balanced means giving consideration to all sides of the issue and avoiding bias, but simultaneously showing your stance on a particular topic. Some phrases to use include 'the evidence suggests...', 'this could be caused by...', 'the research indicates...'.

Precise: Academic writing should use clear and precise language ensuring the reader understands the meaning. This includes using discipline-specific language to demonstrate your understanding of the content area and to support your argument. To make your writing clear and concise, ensure you:

- eliminate the repetition of points—say it once effectively;
- identify redundant words and phrases;
- remove extraneous words and phrases;
- replace wordy phrases with a single word;
- choose suitable verbs.

Formal: Academic writing is more formal than everyday writing, being more formal in tone, structure and style. Avoid using:

- colloquial language;
- slang, jargon or idioms;
- contractions—for example 'don't' or;
- rhetorical questions;
- remove emotive words and phrases;
- remove pronouns like I and you.

Tips and formatting requirements for the written submission

The Responsible Leaders Challenge written submission must clearly address the task outlined in the Responsible Leaders Challenge Brief provided by Griffith Business School.

Written submission requirements:

- no longer than 10 pages in length;
- to be emailed in Microsoft word with .docx file extension or as a PDF file to gbs-schools@griffith.edu.au by 12 noon on the closing date of the Challenge;
- File formats to include minimum 1.5cm margins, minimum 10 point with double spacing and use Times New Roman, Arial or Calibri font. All other file formats will not be considered;
- Use a clear structure with headings and subheadings;
- Present content clearly and succinctly;
- Acknowledge sources by in-text referencing. Include a reference list;
- The submission may include tables, text, images, figures;
- When addressing the Challenge solution be creative and original, as well as practical;
- Ensure a persuasive case is made justifying the Challenge solution.

Reference list

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