



# FOBE300

## Student Leadership in Community Engagement

S2 Day 2014

*Dept of Marketing and Management*

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## General Information

Unit convenor and teaching staff

Moderator

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Contact via [leanne.carter@mq.edu.au](mailto:leanne.carter@mq.edu.au)

E4A, room 631

Wednesdays 12.00pm to 1.00pm

Unit Convenor

Christine Bilsland

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Friday 2-3pm

Credit points

3

Prerequisites

39cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

This unit examines leadership in the context of community engagement. Students will actively participate in service at a workplace including but not limited to: not-for-profit organisations, Government agencies, companies, and industry partners. The unit comprises of workplace experience in a business or other relevant organisation for the equivalent of two weeks of full-time work. Students will gain practical knowledge, experience and skills in an organisation and will be challenged to analyse the context in which they are working and to examine the intersection between leadership in theory and practice. Students will contextualise their graduate capabilities, explore their leadership potential and develop their leadership style through community engagement. This unit aims at preparing students for effective, responsible, ethical and active community engagement and leadership. This unit is a designated PACE unit and all enquiries regarding enrolment should be made with the Faculty no later than 4 weeks before commencement of the study period.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.

Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);

Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and

Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## General Assessment Information

### Multimedia presentation

Due: By Week 13 Weighting: 50%

Submission

Presentation to lecturer

Extension

No extensions will be granted. Late tasks will be accepted up to 72\* hours after the submission deadline. There will be a deduction of 20%\* of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 40% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved.

This Assessment Task relates to the following Learning Outcomes:

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change).
- Integrate and synthesise newly gained insights from Participation and independent research skills into an intellectual project.

## Supervisor's Report

Due: Week 13 Weighting: 0%

Submission

In class to Lecturer

Extension

No extensions will be granted. Students who have not submitted the task prior to the deadline will be assessed as not completing the course, except for cases in which an application for special consideration is made and approved.

## Reflective essay

Due: Week 13 Weighting: 50%

Submission

Submit to Turnitin. Email submissions and hard copy submissions will not be accepted.

No extensions will be granted. Late tasks will be accepted up to 72\* hours after the submission deadline. There will be a deduction of 20%\* of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 40% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved.

This Assessment Task relates to the following Learning Outcomes:

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change).
- Integrate and synthesise newly gained insights from Participation and independent research skills into an intellectual project.
- Demonstrate effective communication skills in the final presentation for a broader public consideration.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Multi Media Presentation</u></a>	50%	Week 13 TBA
<a href="#"><u>Reflections</u></a>	50%	5pm Friday Week 13
<a href="#"><u>Supervisor Report</u></a>	0%	5pm Friday Week 13

## Multi Media Presentation

Due: **Week 13 TBA**

Weighting: **50%**

The students are expected to conduct scholarly research on a trends and/or contemporary issues related to their work-placement experiences, theoretical education and future aspirations, prepare a 8-10 minute multimedia presentation

On successful completion you will be able to:

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);
- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## Reflections

Due: **5pm Friday Week 13**

Weighting: **50%**

There will be one reflective task set up to engage students in reflection and discussions around leadership in community engagement themes.

On successful completion you will be able to:

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);

- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## Supervisor Report

Due: **5pm Friday Week 13**

Weighting: **0%**

This is a report to be compiled by the employer providing information on the student's performance at the workplace.

It is based on the graduate capabilities.

On successful completion you will be able to:

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.

## Delivery and Resources

As a result of student feedback from last offering there has been additional resources and information supplied in the compilation of a multi-media presentation. In addition, specification of the actual seminars have been made more specific.

Each student will engage in at least 2 weeks (minimum 60 hours) of work experience at a community organization such as a non-profit organization, government agency, and company or industry partner.

Each student will participate in mandatory seminars (orientation sessions and debriefing seminars) and practical activities which include reflections and a final multimedia research task/ final presentation.

During the seminars, students will receive preparation for the work place experience and will be exposed to various leadership concepts. The lecturer will conduct class discussions exploring issues arising in leadership and community engagement. Students will also respond to reflection questions during the online discussions. These reflection questions will be thought-provoking and draw upon the students' knowledge and practical experience at the workplace.

**Textbook:** There is no required textbook for this Unit.

**Recommended readings:** There may be additional readings which are selected excerpts from journals and other book sources. These readings will be made available throughout the semester.

**Resources for project:** Students should familiarise themselves with the relevant periodical and journals section of the library. Students should also access these key research databases available through the library. The following databases are recommended:

- Ebscohost:
  - Emerald
  - Business Source Premier
- Wiley Interscience
- Global Market Information Database
- Google Scholar (only when logged in via the Macquarie University website)
- Ulrich International Periodicals (for peer-reviewed journal checking)

### **Technology used**

- Learning Management System
- Microsoft Office
- Internet
- iMovie or similar

### **Technology requirements**

- Access to a computer
- Access to Microsoft Office
- Access to the Internet

**PRIZES:** Students of PACE units are eligible to apply for the prestigious Professor Judyth Sachs PACE Prizes.

Please see the following link for application process.

[http://students.mq.edu.au/opportunities/participation\\_and\\_community\\_engagement/grants\\_prizes/](http://students.mq.edu.au/opportunities/participation_and_community_engagement/grants_prizes/)

Also see the Faculty of Business and Economics website for details on prizes available.

<http://www.businessandeconomics.mq.edu.au/>

## Unit Schedule

**Workplace experience:** At least 2 weeks of work experience or equivalent (minimum 60 hours) in either a business, not-for-profit, government or other relevant organization is required.

**Seminars:** This unit is taught in seminar style. There will be four seminars

- (a) Orientation seminar.
- (b) Ethics protocol training Seminar<sup>[1]</sup>
- (c) Reflective exercise seminar
- (d) One Debriefing seminar.

Each seminar will be 3 hours.

### <sup>[1]</sup>Ethics Protocol Seminar

This is a face-to-face seminar presented in order to prepare you for any research projects that you may encounter as part of your PACE activity.

The objective of this seminar (and associated on-line modules) are to ensure appropriate ethics training is made available to students who will be undertaking research. This training will ensure that students understand the importance of responsible research conduct, including the four values of ethical human research as highlighted in the national statement (2007); respect for human beings, research merit and integrity, justice, and beneficence.

## Learning and Teaching Activities

### Placement

A minimum of 60 hours in a professional or community engagement experience

### Orientation Seminar

This face-to-face seminar will be conducted preceding the workplace experience. The goals of this seminar are: \* To provide students with strong orientation to their sites, University expectations, and academic requirements. \* To address pragmatic concerns (communication,



workplace etiquette, etc), risk management, and other logistical requirements \* To prepare students for inter-cultural communication-related issues & sensitize them to site expectations.

## Ethics Protocol Training

This is a face-to-face seminar presented in order to prepare you for any research projects that you may encounter as part of your PACE activity. The objective of this seminar (and associated on-line modules) are to ensure appropriate ethics training is made available to students who will be undertaking research. This training will ensure that students understand the importance of responsible research conduct, including the four values of ethical human research as highlighted in the national statement (2007); respect for human beings, research merit and integrity, justice, and beneficence.

## Reflective Activity Seminar

This is a face-to-face seminar presented in order to prepare you for your final report and presentation.

## Debriefing Seminar

The lecturer will conduct class discussions exploring issues arising in leadership and community engagement. Students will also respond to their reflections in a presentation on their experience. These reflections will be thought-provoking and draw upon the students' knowledge and practical experience at the workplace. Consideration will also be given to future career intentions as a result of the placement and development of graduate capabilities.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);
- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## Assessment tasks

- Multi Media Presentation
- Reflections

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcome

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.

## Assessment task

- Multi Media Presentation

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and

systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### **Learning outcomes**

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);
- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

### **Assessment task**

- Multi Media Presentation

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);
- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## Assessment task

- Reflections

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Reflect on skills and competencies gained from work experience in a field relevant to your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.
- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);
- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## Assessment tasks

- Multi Media Presentation
- Reflections

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Reflect on skills and competencies gained from work experience in a field relevant to

your degree and identify the relationship of their University education to the wider world, social problems, ethical issues and other challenges.

- Describe concepts informing leadership practice (including but not limited to: self-awareness, personal development, ethics, vision, common purpose, commitment, collaboration and relationship building, group dynamics, empowerment, respect for cultural variation, social change);
- Integrate and synthesize newly gained insights from the PACE experience and independent research skills into an intellectual project; and
- Demonstrate effective communication skills in the video-multimedia presentation for a broader public consideration.

## Assessment tasks

- Reflections
- Supervisor Report

## Changes from Previous Offering

Turnitin will now be used to track student assessments to manage plagiarism and efficiency of flow of assessments to the lecturer.

## Research and Practice

### Research outputs related to PACE

#### **E3 Chapter in e BOOK from Conference Proceedings (double blind reviewed)**

**Carter, L.M.**, and Romero, A., (2014) “Student satisfaction through work integrated learning; a qualitative study in a business school”, *eBook chapter Macquarie University LTC e book*

#### **Conference Presentation**

Bilsland, C., **Carter, L.** and Wood, L. (2013) “*Work integrated learning for Business studies in Vietnam*”, The 5th “Engaging with Vietnam: An interdisciplinary Dialogue” Conference *Integrating Knowledge: The Multiple Ways of Knowing Vietnam*, 17th – 18th December 2013, Hanoi, Vietnam.

## Changes since First Published

Date	Description
28/02/2014	The Description was updated.