FOBE300

Student Leadership in Community Engagement

S1 Day 2014

Dept of Marketing and Management

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Leanne Carter
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Wednesdays 12.00pm to 1.00pm

Chris Bilsland
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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.

Assessment Tasks

Name	Weighting	Due
Multi Media Presentation	50%	Week 13 TBA
Reflections	50%	5pm Friday Week 13
Supervisor Report	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 hs 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

o Learning Management System

o Microsoft Office

o Internet

o iMovie or similar

Technology requirements

o Access to a computer

o Access to Microsoft Office

o 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/

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[1]

(c) WALK Model and,

 (d) One Debriefing seminar.

Each seminar will be 3 hours.

[1]**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.

WALK Model 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

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

Disruption to Studies Policy 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/

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) 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

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

Assessment tasks

- Multi Media Presentation
- Reflections

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

Assessment tasks

- Multi Media Presentation
- Reflections

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

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

Assessment tasks

- Multi Media Presentation
- 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);
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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);
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Assessment tasks

- Multi Media Presentation
- Reflections
- Supervisor Report

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.