FOBE 300
Student Leadership in Community Engagement

Semester 1, 2012

Department of Marketing and Management
Year and Semester: 2012, Semester 1

Unit Convener: Dr. Leanne Carter

Prerequisites: 39 Credit Points and permission of Unit Convener achieved by obtaining and submitting form available through BESS

Core requisites: None

Credit points: 3

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

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 organizations, Government agencies, companies, and industry partners. Students will gain practical knowledge, experience and skills at the community organization and will be challenged to analyse the context in which they are working and to examine the intersection between service and leadership. Students will contextualize 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.

Unit Requirements

All students are required to attend the orientation seminar and debriefing seminar. Students must also submit the other required pieces of work.

Students need to consult the iLearn site for this PACE Unit in order to access the seminar materials, recommended readings, reflection journal template, available internship/voluntary service opportunities and any additional instructions and resources for independent research (where applicable).

If students are looking for additional readings and having any difficulties, please contact the Convenor, your PACE tutor, or the online support materials, as there are some additional links provided to readings, websites, audio-visual materials, and other useful resources.

Practical Requirements.

In addition to academic prerequisites and enrolment in an FBE degree, the following requirements apply:
(i) The student must obtain a letter of offer from the employer or community organisation specifying the period of employment and outlining the tasks that will be carried out during that period.

(ii) The unit convenor must approve the activity proposed for PACE.

(iii) The professional or community experience should be related to their current studies and such that it will help them to apply theoretical knowledge acquired at university.

(iv) Since the student will be eligible for insurance cover throughout the period of employment, an indemnity letter must be obtained from BESS.

**TEACHING STAFF**

Convenor Dr Leanne Carter
Building E4A Room 631
Email: leanne.carter@mq.edu.au
Phone: 02 9850 6467

**CONSULTATION TIMES**

Dr. Leanne Carter – Mondays 12.30p – 1.30p and at other times by appointment

Students are encouraged to seek help at a time that is convenient to you from a staff member teaching this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours.

Students experiencing significant difficulties with any topic in the unit must seek assistance immediately. The unit convenor will be available for one-on-one consultations ensuring that students receive the necessary support to succeed in the unit.

**CLASSES**

The unit is comprised of:

- a period of at least two weeks of work experience (minimum 60 hours) in a Not-for-profit organisations, Government agencies, companies, and industry partner or other relevant organisation,

- Two seminars i.e.
  - a 3-hour orientation seminar prior to, and in preparation for, the workplace experience,
  - a 3-hour debriefing seminar.

- Reflection activities
- Final presentation
- A Report (3000 words) OR a 10-minute multimedia production (e.g. video/short film/animations, audio, still images, etc).

The timetable for classes can be found on the University web site at: [http://www.timetables.mq.edu.au/](http://www.timetables.mq.edu.au/)

**PRIZES**

See the Faculty of Business and Economics website for details on prizes available. [http://www.businessandeconomics.mq.edu.au/](http://www.businessandeconomics.mq.edu.au/)
Required and Recommended Texts and/or Materials

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.

Some interesting quotes about leadership:

Leadership and learning are indispensable to each other.
*John F. Kennedy*

I suppose leadership at one time meant muscles; but today it means getting along with people.
*Mahatma Gandhi*

Management is doing things right; leadership is doing the right things.
*Peter Drucker*

It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.
*Nelson Mandela*

"When Janine Haines was elected Leader of the Democrats in 1986, she became the first woman to lead a national political party. The Democrats have had 5 female leaders. When Janine Haines, became the first Australian Democrat to enter the Senate in 1977, she joined seven other women. At that time, of the 177 Members of the House of Representatives, there was not one female member. A higher proportion of women has consistently been elected to the Upper House compared to the Lower House, which begs the question, "Which House is more representative?"

It is also worth noting that in 101 years there have only been two Indigenous members of the federal parliament and both were elected to the Senate: Senators Neville Bonner and Aden Ridgeway."

Senator Natasha Stott Despoja (the youngest woman to enter Federal Parliament and the youngest person to lead a political party in Australia) The Centenary of Suffrage: Another century before equality? We-the-Women Bulletin N0 3

"What is success? I think it is a mixture of having a flair for the thing that you are doing; knowing that it is not enough, that you have got to have hard work and a certain sense of purpose" - Margaret Thatcher
TECHNOLOGY USED AND REQUIRED

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:
  - Academic Search Elite
  - 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

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

UNIT WEB PAGE

- www.ilearn.mq.edu.au. Click on FBE 300 icon.

LEARNING OUTCOMES

By the end of this unit, students should be able to:

1. Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges
2. 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)
3. Demonstrate leadership competence, skills and personal philosophy of service and community leadership through critical analysis of social issues, reflection, and community engagement.
4. Integrate and synthesise newly gained insights from Participation and independent research skills into an intellectual project.
5. Demonstrate effective communication skills in the final presentation for a broader public consideration.

GRADUATE CAPABILITIES

Discipline-specific knowledge and skills: Students will have the opportunity to engage in discipline-specific projects, and/or other projects that requires the application of the student’s scholarly understanding discipline-specific topics.
In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University’s graduates will need to develop to address the challenges, and to be effective, engaged participants in their world. This unit contributes to this by developing the following graduate capabilities:

1. **Critical analytical and integrative thinking**: At the respective community engagement site, students are encouraged to demonstrate an ability to connect theory (learnt at the university) to practice in the real world (at community engagement site).

2. **Problem solving and research capability**: The presentation and final report assessments enable students to develop the problem solving and research graduate capability.

3. **Creative and innovative**: Students will have the opportunity to apply creative and innovative solutions at their community engagement sites through creative problem-solving strategies.

4. **Effective communication**: Students are provided with a list of readings and resources to assist them in developing their communication skills.

5. **Student engagement as ethical local and global citizens**: Students have the opportunity to work and make valuable contributions to the mission of not-for-profit organizations which may deal with socially disadvantaged or otherwise marginalised populations whose life experiences and culture may be different from the student’s own.

6. **Student engagement as socially and environmentally active and responsible citizens**: Students select their community engagement sites and may therefore choose organizations whose focus is on social, economic or environmental issues/concerns.

7. **Capable of Professional and Personal Judgment and Initiative**: At the community engagement site, students will be entrusted with various tasks, some of which may necessitate juggling of competing priorities and the exercise of professional judgement on the use and allocation of time and resources.

8. **Commitment to continuous learning**: Students are encouraged to explore future career options through and during their service at the community engagement site. Students are required to submit a “Supervisors report” (see Appendix 3) compiled by the employer providing information on the student’s performance at the workplace. This report provides an opportunity for students to critically evaluate their own performance, acknowledging their achievements, successes, and limitations. This report can assist students to chart a plan of action whether in pursuit of continuous learning or personal initiative.

**LEARNING AND TEACHING ACTIVITIES**

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, mid-semester and debriefing seminars) and practical activities which include online discussions, and a final essay/multimedia research task and oral final presentation.
During the seminars, students will receive preparation for the workplace 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.

When the unit is complete your participation experience may have uncovered a new level of understanding and enlightenment, such as was uncovered by Mark Twain.

“When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty one, I was astonished at how much he had learned in seven years.” Mark Twain  

**RESEARCH AND PRACTICE**

For the final report, students will be required to demonstrate competence in problem solving and research capability. Students must explore different research methods and select appropriate techniques or tools to collect and analyse data or information from a range of sources.

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

Knowledge and understanding of leadership in community engagement are assessed by a mixture of assignments and presentations. The required assessment tasks are listed below, along with the assessment weightings, dates when assessments are due, how or where to submit the assignments and anticipated learning outcomes.

Workplace engagement at least 2 weeks (minimum 60 hours) is **compulsory**.

1. Assignment: Reflective activities  
2. Presentation  
3. Supervisor’s Report  
4. Report  

**TOTAL**  

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Assignment: Reflective activities</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Supervisor’s Report</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Report</td>
<td>40%</td>
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</tbody>
</table>

**TOTAL** 100 marks
**Assessment Summary**

A summary of the assessment for this Unit is provided in the table below.

<table>
<thead>
<tr>
<th>Description</th>
<th>Assignment: Reflection Activities (40%)</th>
<th>Presentation (20%)</th>
<th>Supervisor’s Report Pass/Fail</th>
<th>Report (40%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There will be four reflective tasks set up to engage students in reflection and discussions around leadership in community engagement themes.</td>
<td>Presentation is for 10 minutes, followed by 5 minutes of class questions or interactions.</td>
<td>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.</td>
<td>The students are expected to conduct scholarly research on a trends and/or contemporary issues related to their work placement and education, and write a 3000 word report based on at least 4 journal articles. OR Prepare a multimedia presentation wi</td>
<td></td>
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<tr>
<td>Due date</td>
<td>Weeks 4, 6, 8 and 10</td>
<td>The presentations will be held in class in week 13.</td>
<td>Week 13 at an agreed date and time</td>
<td>Due Week 13 at an agreed date and time</td>
<td></td>
</tr>
<tr>
<td>Assignment: Reflection Activities (40%)</td>
<td>Presentation (20%)</td>
<td>Supervisor’s Report Pass/Fail</td>
<td>Report (40%)</td>
<td>Total</td>
<td></td>
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<tr>
<td>Marking criteria/standards &amp; expectations</td>
<td>See a document called “Marking Guide” for more details.</td>
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<td>See document called “Marking Guide” for more details</td>
<td></td>
<td></td>
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<tr>
<td>Submission method</td>
<td>Email to lecturer</td>
<td>Presentation In class to Lecturer And email to lecturer</td>
<td>In class to Lecturer</td>
<td>If the Report-In class to Lecturer If Multimedia presentation, email attachment to lecturer</td>
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<tr>
<td>Feedback</td>
<td>Written feedback will be given</td>
<td>Verbal and written feedback will be given.</td>
<td>Verbal feedback will be given</td>
<td>Written feedback will be given 2 weeks after submission date.</td>
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</tr>
<tr>
<td>Estimated student workload (hours)</td>
<td>16</td>
<td>20 hours</td>
<td>10 hours</td>
<td>50 hours</td>
<td>96 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcomes assessed</th>
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<tr>
<td><strong>1.</strong> Gain work experience in a relevant field and identify the relationship of their University education to the wider world, social problems, and other challenges</td>
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<td>Assignment: Reflection Activities (40%)</td>
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<td>-----------------------------------------</td>
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<td><strong>2. Describe concepts informing leadership practice</strong> (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)</td>
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<td><strong>3. Demonstrate leadership competence, skills and personal philosophy of service and community leadership through critical analysis of social issues, reflection, and community engagement.</strong></td>
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<td><strong>4. Integrate and synthesise newly gained insights from Participation and independent research skills into an intellectual project.</strong></td>
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<td><strong>5. Demonstrate effective communication skills in the final presentation for a broader public consideration.</strong></td>
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<tr>
<td>Graduate capabilities assessed:</td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>1.Critical, Analytical and Integrative Thinking</td>
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<tr>
<td>2.Problem Solving &amp; research capability</td>
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<tr>
<td>3.Creative and innovative</td>
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<td>4.Effective communications</td>
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<tr>
<td>5.Engaged and Ethical Local and Global citizens</td>
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<tr>
<td>6.Socially and Environmentally Active and Responsible</td>
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<tr>
<td>7.Capable of Professional and Personal Judgment and Initiative</td>
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<tr>
<td>8.Commitment to Continuous Learning</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

These specific allocations to capabilities will be negotiated with Student, Supervisor and Lecturer on an individual basis to suit the specific workplace.
Students must attempt all assessment tasks for performance to be satisfactory. Students are expected to meet the agreed conditions of their placements, and read recommended readings in advance of the seminars.

**Workplace experience:** At least 2 weeks of work experience (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 two seminars (a) Orientation, (b) Debriefing seminar. Each seminar will be 3 hours.

### Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at [http://www.mq.edu.au/policy/docs/academic_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

### Grades

Macquarie University uses the following grades in coursework units of study:
- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at: [http://www.mq.edu.au/policy/docs/grading/policy.html](http://www.mq.edu.au/policy/docs/grading/policy.html)

### Grading Appeals

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.


### Special Consideration

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and
unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

**STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au.

**IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorized coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilizing University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted.
- Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.
- Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.