MGMT20147 *Professional Practice and Career Development*
Term 1 - 2018

Profile information current as at 20/05/2024 09:28 am

General Information

Overview
Research undertaken by Richard Boyatzis and Daniel Goleman of the Emotional Intelligence Consortium has clearly identified that superior performing managers and leaders use a variety of leadership and managerial competencies and engage in reflective practice to identify developmental needs. In this unit you will examine the range of competencies required of managers and leaders and how these may change based on different positions, roles and organisational context. You will establish your own level of competence and personal development needs though increased self awareness based on reflective practice and diagnostic instruments. You will explore the specific aspects of professional practice as they relate to leading people, teams and organisations and how this impacts on your career choices.

Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Students must be enrolled in CL15 Graduate Certificate in Authentic Leadership
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2018

- Distance

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Presentation**
Weighting: 20%
2. **Report**
Weighting: 20%
3. **Reflective Practice Assignment**
Weighting: 60%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

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

1. Use your advanced understanding and application of the input competency approaches to identify the critical competencies required for your management and leadership development
2. Reflect on and assess your own level of competence through greater self awareness and reflective practice
3. Evaluate and implement specific strategies to acquire new competencies identified through self-awareness and reflective practice, as your leadership role and position changes
4. Understand the concept of career, assess future career options and the competencies required to achieve your career objectives.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Reflective Practice Assignment - 60%		●	●	
2 - Presentation - 20%	●			●
3 - Report - 20%	●			●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Knowledge	○	○	○	○
2 - Communication	○			○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○		○	○
5 - Self-management		○	○	○
6 - Ethical and Professional Responsibility		○	○	○
7 - Leadership		○	○	○
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Reflective Practice Assignment - 60%	○		○	○	○	○	○	
2 - Presentation - 20%	○	○	○	○				
3 - Report - 20%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Michael Segon Unit Coordinator
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Adriana Koulouris Unit Coordinator
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Schedule

Career, Occupation and Professionalism - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
The Concepts of Career and Occupation. **Professionalism & Profession**	**Seminal Research: Careers** **Arthur & Rousseau (1996); DeFillippi & Arthur (1994);** **Contemporary Research & Refs:** **Svejenova (2005); Restubog, Bordia & Bordia (2011); De Vos, De Hauw & Van der Heijden (2011)** **Research and Refs: Professionalism** **May, (1989); Eraut, (1994); Friedson (2001); Gold, Rodgers & Smith, (2002); Khurana, Nohria & Penrice, (2005); Evetts (2009); Edwards (2014); Segon and Booth (2018)** **Refer to Moodle for course notes and further readings.**	**Introduction to the unit, objectives and overview of assessment tasks.** **Group formation and selection of occupation for analysis.**

Understanding the Self: Self Awareness and Personal Values - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Self-Awareness -Feedback, Trust & Disclosure. **Values** **Personality and Preferences.**	**Contemporary Research & Refs:** **Scaffidi Abbate (2016); Boyatzis (2011; De Janasz, Dowd & Schneider (2012); Carlopio & Andrewartha (2012); Knowdell (2006); Sortheix, Chow and Salmela-Aro; (2015); Da Silva, Trevisan, Veloso, Dutra, Revista Brasileira de Gestão de Negócios, (2016); Cennamo & Gardner (2008).** **Refer to Moodle for course notes and further readings.**	

Understanding the Self: Learning - 03 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Self-Directed Learner **Personal Learning Styles and Preferences**	**Seminal Research:Knowles (1975), (1980) (1989)** **Contemporary Research & Refs:** **Knowles, Swanson and Holton (2005); Merriam (2001); Van der Colff (2004); Mainemelis, Boyatzis and Kolb (2002).** **Refer to Moodle for course notes and further reading**	

Managing Up and Networking - 04 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Managing Up (managing your manager), Networking and Politicking **Work Life Balance**	**Contemporary Research & Refs:** Cooper, Makin & Cox (2000); de Janasz & Forret (2008); Friar & Eddleston (2007); de Janasz, Sullivan & Whiting (2003); Forrett & Dougherty (2001); Healey (2008); Munn & Chaudhuri (2016); Wheatley (2012).	**Group presentation due Wednesday 4th, April, 2018. during class.** **Online students to submit group assessment task with accompanying audio files.** **Occupation, Jobs and Professionalism.** Due: Week 5 Wednesday (4 Apr 2018) 12:00 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

The Reflective Practitioner - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice as a learning and development strategy. **Strategies for Coping with Personal Change.** **Managing Career Transitions & Professional Development**	**Seminal Research:** **Agyris and Schon (1974); (Mezirow, J. (1981); Boud et al., 1985); Keog & Walker (1985); Kolb (1984); Argyris (1982), (1991), (1999); (Reynolds (1999), (2003); Danielson (2008); Thompson and Pascal (2012); Griggs, Holden, Lawless & Jan (2016).**	

Career Anchors - 22 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Identifying Career Anchors Strategies for Coping with Personal Change. Managing Career Transitions & Professional Development	Seminal Research: Schein, (1990), (1992), (1993), (1996) Abessolo, Rossier and Hirschi (2017) Seminal Research: Woodward (1994) Lazarus & Lazarus (1994) Elliot, Thrash & Murayama (2011) Seminal Research: Bridges (1990) (2001) Contemporary Research & Refs: Burns (2010) Bridges (2017) Goodman, Schlossberg & Anderson (2006),	

Term Specific Information

This postgraduate unit is delivered in an intensive mode over five full days in apace to face environment in Rockhampton only. Online students are to liaise with the Unit coordinator and Unit facilitator to insure timely completion of learnings and submission of required assessment tasks.

Assessment Tasks

1 Occupation, Jobs and Professionalism.

Assessment Type
Presentation

Task Description

This is a group presentation in which team members explore the concepts of what constitutes a job, an occupation and a profession as they apply to the members of the team. The purpose is to clarify the differences between the concepts and in particular to focus on what is means to be a "professional" and what constitutes a "true" profession. Teams are to select two representative "occupations" from the team membership and analyse, the knowledge required to "practice", how this is acquired, the typical activities performed and whether it meets the requirements of a true profession. Teams are then to consider whether the duties of being a member of these professions may at times align or conflict with organisational expectations.

Teams are to propose how to reconcile such conflicts in ways that maintain professional integrity.

Each team will have approximately 20 minutes to deliver the presentation and are expected to provide an executive summary of key points in no more than 2 pages (500-800 words) along with a detailed reference list of sources used in support of the information presented.

Assessment Due Date
Week 5 Wednesday (4 Apr 2018) 12:00 pm AEST
Groups will present in the final session of this first workshop.

Return Date to Students
Week 5 Wednesday (4 Apr 2018)
Immediate written and verbal feedback will be provided after the presentations.

Weighting
20%

Assessment Criteria

1. Ability to deliver a concise, structured, and an accurate professional presentation with introduction, main presentation and conclusion.
2. Ability to use key theories, concepts, and models related to career, occupation and professionalism to analyse two specific "occupations".
3. Ability to identify and resolve the implications or duties associated with being a member of a "profession" and how these align or conflict with organisational roles and expectations.

4. Ability to make specific recommendations, supported by the literature to address any identified conflicts between professional and occupational responsibilities.
5. Ability to meet professional standards in the use of audiovisuals and verbal communication, and deliver the presentation within the time allocation.
6. Ability to work in a collaborative and effective manner as a team.
7. The ability to use a minimum of 12-16 quality academic sources to support the discussion and analysis.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Use your advanced understanding and application of the input competency approaches to identify the critical competencies required for your management and leadership development
- Understand the concept of career, assess future career options and the competencies required to achieve your career objectives.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

- Research

2 Managing up and Networking

Assessment Type
Report

Task Description

This individual report enables individuals to analyze and explore the critical capability of "managing up" or managing your boss and the associated capabilities of politicking and networking as means of enhancing career development. Students are to analyze the literature around different managerial styles and how managers relate to, or in some cases, ineffectively manage their employees. Strategies are then to be examined regarding how employees can effectively "manage up" using a variety of strategies including: building coalitions, networking and engaging in the positive political process. Students should use their own experience as the basis for the report and identify how they might more effectively manage their own work place and enhance their relationships with their superiors. Students are expected to write a business report of between 1200-1500 words and use a minimum of 12-16 academic sources to support the discussion.

Assessment Due Date
Week 8 Friday (4 May 2018) 11:45 pm AEST
Students are to submit their report online and must insure a Turnitin similarity score of 10% or less.

Return Date to Students
Week 10 Friday (18 May 2018)
Feedback will be provided via online "Feedback studio".

Weighting
20%

Assessment Criteria

1. Ability to deliver concise, structured, and accurate business report with introduction, main presentation and conclusion.
2. Ability to use critical literature including theories, concepts, and models related to managing up and managerial styles as the basis for analysing the relationship between manager and employee.
3. The ability to devise recommendations supported with literature related to politicking and networking and how these may enhance career development.
4. Ability to use real organisational and personal exemplars as the basis for the analysis.
5. The ability to use a minimum of 12-16 quality academic sources to support the discussion and analysis.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Students are too submit this assignment online by the due date and must have a Turnitin similarity score of 10% or less.

Learning Outcomes Assessed

- Use your advanced understanding and application of the input competency approaches to identify the critical competencies required for your management and leadership development
- Understand the concept of career, assess future career options and the competencies required to achieve your career objectives.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Career and Personal Development

Assessment Type
Reflective Practice Assignment

Task Description

This assignment is an individual reflective essay that allows the student to conduct a significant review of their career aspirations, current career path and assess their own learning styles and capabilities for greater reflective practice. It is based on the studies of Goleman, Agris and Schon and Mezirow that reflective practice leads to greater set-awareness that allows for personal and professional development.

Students will utilise a range of diagnostic tools to identify their personal learning styles, behavioural preferences and their current career anchors and preferences. The results are to be used as the basis for personal reflection to determine what critical learnings and activities are required for individuals to achieve their career aspirations. All students will undertake a common diagnostic test such as the MBTI, ESCI, DISC, or similar instrument, to establish their behavioural preferences. A minimum of 4 further tools including the learning styles inventory and careers anchors are to be used as a the basis for self analysis. The results of these tools met be included as appendices as part of this assignment. The reflective component of this essay needs to utilise the results of the diagnostic tools and include reflections on recent personal and work related events. Key literature relating to reflective practice and learning styles are to be used to support the self-analysis and the identification of learning needs. Students are expected to write a reflective essay of between 1800-2500 words. A minimum of 12-16 quality academic sources are to be used.

Assessment Due Date
Week 12 Friday (1 June 2018) 11:45 pm AEST
This reflective essay is to be submitted online and must have a Turnitin similarity score of no more than 10%.

Return Date to Students
Exam Week Friday (15 June 2018)
Feedback will be provided online via "Feedback Studio"

Weighting
60%

Assessment Criteria

1. Ability to deliver a concise, structured and accurate self-analysis and reflective essay with an introduction, reflective discussion and analysis, conclusion and relevant appendices.
2. Ability to use a minimum of five self-reflective and diagnostic tools to identify personal values, learning preferences, career anchors and behavioural styles and to accurately reflect on their relevance to work place behaviour.
3. Ability to use key theories, concepts, and models related to values, personality, career, reflective practice and self-awareness to analyse and reflect on individual values and behaviour and the implications for future career development.
4.The ability to use a minimum of 12-16 quality academic sources to support the discussion and analysis.

Refer to the Moodle site for further details and rubrics.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Students are to submit this reflective essay by the specified due date and must insure a Turnitin similarity score of 10% or less.

Learning Outcomes Assessed

- Reflect on and assess your own level of competence through greater self awareness and reflective practice
- Evaluate and implement specific strategies to acquire new competencies identified through self-awareness and reflective practice, as your leadership role and position changes

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills

- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem