MGMT20147 *Professional Practice and Career Development*
Term 1 - 2020

Profile information current as at 09/05/2024 07:22 pm

All details in this unit profile for MGMT20147 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

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 - 2020

- Online

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. **Reflective Practice Assignment**
Weighting: 60%
3. **Report**
Weighting: 20%

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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback directly to Unit coordinator.

Feedback

CQUniversity staff undertaking the unit indicated they did not like the unit being scheduled on week-ends as intensives. They preferred using normal working hours as part of professional development.

Recommendation

Consideration to return to week day intensives, provided enrolment number are considered a viable cohort.

Feedback from Have your say Student evaluations

Feedback

Timeliness/return of assignments and feedback.

Recommendation

Consultation with unit facilitator and marker to ensure assignments are returned with sufficient feedback within CQU nominated turn around time. Furthermore, the unit coordinator and facilitator need to make the policy of a two week turnaround on assignments more explicit so as to clarify expectations among students.

Feedback from Have your say Student evaluations

Feedback

Order of topics in the e-profle didn't match delivery

Recommendation

Information in the profile indicated that the order of topics would be adapted to suit learner needs at the intensives. This needs to be made clearer.

Feedback from Have your say Student evaluations

Feedback

Best aspects of the unit were the intensives and the discussions linked to the assessments

Recommendation

Greater profiling of the value of face to face interaction and engagement needs to be developed so as to encourage more online students to attend the workshops

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
m.segon@cqu.edu.au

Schedule

Career, Occupation and Professionalism - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Concepts of Career and Occupation. Professionalism & Profession and duties The role of Professional Associations.	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, Booth & Pearce (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 occupations for analysis.

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Understanding the Self: Learning - 23 Mar 2020

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 & Holton (2005); Merriam (2001); Van der Colff (2004); Mainemelis, Boyatzis & Kolb (2002). Refer to Moodle for course notes and further reading	

Managing Up and Networking - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Identifying Managerial Styles 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 to be delivered in class

Understanding the Self: Self Awareness and Personal Values - 06 Apr 2020

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 reading	**Professionalism, Being a Professional and Professional Associations** Due: Week 5 Friday (10 Apr 2020) 11:45 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Return of Group Assignment with feedback

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Career and Personal Development Due: Week 9 Friday (15 May 2020) 10:55 pm AEST

The Reflective Practitioner - 18 May 2020

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 & Schon (1974); Mezirow (1981); Boud, Keogh & Walker (1985); Kolb (1984); Argyris (1982), (1991), (1999); (Reynolds (1999), (2003); Danielson (2008); Thompson & Pascal (2012); Griggs, Holden, Lawless & Jan (2016).	

Career Anchors - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

	Seminal Research: Schein, (1990), (1992), (1993), (1996); Abessolo, Rossier & Hirschi (2017)
Identifying Career Anchors Strategies for Coping with Personal Change. Managing Career Transitions & Professional Development.	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).

Review Session - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review Session Links to key managing others and leadership competencies examined in MGMT20129 Managing People, Organisations an Context and MGMT 20131 Leadership and Integrity.		

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Managers, Politicking and Networking Due: Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This is a core unit in the Graduate Certificate in Authentic Leadership. It is available as a series of face to face workshops (subject to minimum enrolments) and online. The Unit Coordinator and facilitator will contact students via the Moodle Forums to arrange zoom sessions and meeting schedules that will occur approximately every two weeks.

Assessment Tasks

1 Professionalism, Being a Professional and Professional Associations

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 it 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 15 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.
As Masters students, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines.

Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each unit in your course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF.

In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Assessment Due Date
Week 5 Friday (10 Apr 2020) 11:45 pm AEST
Groups are to upload their presentation- including a voice over, and the 2 page summary, via the Moodle site by the due date. Late submissions will be penalised at 5% per day (or part there of).

Return Date to Students
Week 6 Friday (24 Apr 2020)
Feedback will be provided on summary document only, but will include commentary on the presentation and voice overs, via Feedback Studio.

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
Online

Submission Instructions
Students are to submit a copy of the Powerpoints and executive summary via moodle.

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 Career and Personal Development

Assessment Type
Reflective Practice Assignment

Task Description
This assignment is an individual reflective essay, of between 1800-2500 words, 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 self-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 must undertake a common diagnostic test such as the MBTI, ESCI, DISC, or similar instrument, to establish their behavioural preferences, and complete the Career Anchors Inventory. These two tools are compulsory and form the basis of the self analysis.

A minimum of 3 further tools including the Learning Styles Inventory, Big 5 or similar tools are to be used as the basis for self analysis. The results of these tools must 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.

A minimum of 12-16 quality academic sources are to be used.

As Masters students, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each unit in your course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF.

In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Assessment Due Date

Week 9 Friday (15 May 2020) 10:55 pm AEST

This reflective essay is to be submitted online and must have a Turnitin similarity score of no more than 10%. Late submissions will be penalised at 5% per day (or part there of).

Return Date to Students

Week 11 Friday (29 May 2020)

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 two 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.Late submissions will be penalised at 5% per day (or part there of).

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

3 Managers, Politicking 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. Of particular importance is the work of Cooper, Makin & Cox (2000) and students are to use this typology to analyse and classify the managerial approaches used within their own organisations. 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.
As Masters students, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".
Each unit in your course has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF.
In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Assessment Due Date
Review/Exam Week Monday (8 June 2020) 11:45 pm AEST
Students are to submit their report online and must insure a Turnitin similarity score of 10% or less. Late submissions will be penalised at 5% per day (or part there of).

Return Date to Students
Exam Week Monday (15 June 2020)
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 managerial styles as the basis for analysing the relationship between manager and employee.

3. Ability to identify specific strategies designed to "manage up" so as to enhance effectiveness.

4. The ability to devise recommendations supported with literature related to politicking and networking and how these may enhance career development.

5. Ability to use real organisational and personal exemplars as the basis for the analysis.

6. 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

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