



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5450**

**Leading Individuals, Teams and Organisations**

**Semester 2, 2017**

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5450 Leading Individuals, Teams and Organisations (6 units of credit)  
Semester 2, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Kerry Barnett  
Office Location: John Goodsell 106  
Email: [k.barnett@unsw.edu.au](mailto:k.barnett@unsw.edu.au)  
Phone: 93851986  
Availability: Email for appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Leading Individuals Teams and Organisations	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>	Week 1 Sat/Sun 29-30 July Week 6 Sat 2 September Week 11 Sat 14 October	Goodsell LG21

### **Summary of Course**

This course is about leading individuals, teams, and organisations. The course considers how and why individuals and groups behave in the way they do within the setting of educational organisations. The course is designed to engage students in critical reflection and the application of theory and research about individual and group processes relevant to their professional work context.

Note: This course is an elective in the MEd Leadership program and may be selected as one of the compulsory courses in the MEd Educational Psychology program.

*The main ways in which the course has changed since last time:*

- Course content delivered intensively
- Two new case studies added for discussion
- Revised reading list

### **Important Information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. See the School of Education Student Policies & Guidelines for additional information (posted to the LMS).

### **Student Learning Outcomes**

Outcome	Assessment/s	
1	Develop an advanced understanding of individual, team and organisational processes which operate in educational organisations.	1,2,3
2	Engage in independent and collaborative inquiry of the literature on individual, team and organisational processes, communicate effectively and critically apply key concepts from this literature to recent organisational contexts.	1,2,3
3	Describe an organisational problem, and apply key concepts from the literature on individual, team and organisational processes to analyse the problem and develop possible solutions.	1,2,3

### **Program Learning Outcomes**

Standard	Assessment/s	
1	<b>Advanced disciplinary knowledge and practices</b> Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
2	<b>Enquiry-based learning</b> Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,3
3	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem-solving skills	2,3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
5	<b>Global outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	-
6	<b>Ethics</b> Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Research has shown high performing organisations that produce high outcomes for all stakeholders are characterised by leaders who systematically apply knowledge about individual, group, and organisational processes on behaviour within organisational settings. This course is included to enable students to develop knowledge of these processes and their effect on behaviour in educational organisations and apply this learning to their own professional work context. The approach is to encourage students to broaden their understanding of current theory and research related to individual and group behaviour in organisational settings, engage in critical evaluation, and the application of key concepts and ideas from theory and research to current work contexts.

## 5. TEACHING STRATEGIES

The course is delivered intensively and provides a flexible learning environment for students. Within this learning environment students will engage with course material through a range of teaching strategies to encourage critical thinking, problem solving and the application of current theory and research about individual and group processes that influence the outcomes of educational organisations to their own professional work contexts. The discussion of case studies will allow students to engage in collaborative inquiry, challenging and refining ideas and sharing current practice. Self-directed reading will broaden student understanding of current theory and research in leading individuals, teams, and educational organisations. The preparation of written assignments will draw on student reflection of current theory, research, and practice, and assist in the dissemination of this learning to diverse work contexts. A weekly discussion based format provides the opportunity for students to practice the presentation of ideas. Content and structure are provided by the lecturer and students are responsible for reading, preparing for discussion, class participation and application of course concepts to in-class exercises and the description and analysis of a case.

## 6. COURSE CONTENT AND STRUCTURE

Date/Week	Focus	Topics to be covered
1 Sat 29-Sun 30 July	Individual processes	Introduction Diversity & individual differences Emotions, attitudes & stress Perceptions & learning Motivation  Assessment one
6 Sat 2 Sept	Teams & teamwork  Leadership & influence processes	Teams Decision making Conflict & negotiation  Leadership Influence, power & politics Effective communication  Assessment two/three
<b><i>Mid-Semester Break</i></b>		
11 Sat 14 Oct	Organisational processes	Organisation structure & strategy Organisation culture & change  Student case presentations Review

## 7. RESOURCES

*No prescribed text:*

A comprehensive list of readings is provided on LMS.

## 8. ASSESSMENT

Assessment	Component	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
1	Case Description	2500 words	40%	1,2	1,2,6	16 August
2	Case Presentation	15 minutes	20%	1,2,3	1,3,4	14 October
3	Case Analysis	2500 words	40%	3	2,3,6	25 October

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via LMS by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

### **Assessment Task One: Case Description**

This task requires the preparation of a rich description of an educational organisation, the key players and a problem they have. The case description will provide the necessary information to support a detailed analysis of the problem and possible solutions.

### **Assessment Task Two: Case Presentation**

This task requires the brief presentation to peers and lecturer that includes details of the case and the problem, summary of the analysis including concepts applied to understanding why the problem is occurring and recommendations to address the problem identified.

### **Assessment Task Three: Case Analysis**

This task requires the utilisation of the concepts and ideas discussed in the course to analyse and solve the problem identified in the case description submitted in Assessment Task 1  
*Note. Full description of assessment tasks and marking criteria is provided on LMS.*

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5450 LEADING INDIVIDUALS, TEAMS AND ORGANISATIONS

Student Name:  
 Assessment Task

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:

Date:

Recommended:      /20      (FL PS CR DN HD)

Weighting:

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**