



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5450

Leading Individuals, Teams and Organisations

Semester 2

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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, 2016

2. STAFF CONTACT DETAILS

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

3. COURSE DETAILS

Course Name	Leading Individuals Teams and Organisations	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Thursday 17:00-19:00pm (Morven Brown G6)	Weeks 1-9, 10-12

Summary of Course

This course is about the knowledge and skills needed for leaders to motivate people in organisations. It will consider the relationship between leadership practices and individuals, teams and organisational processes on the behaviour and creation of high performing educational organisations.

The main ways in which the course has changed since last time as a result of student feedback:

- Course content modified
- Discussion and interactive activities added

Aims of the Course

The course aims to:

- Develop in-depth understanding of leading individuals, teams and organisational processes in changing educational contexts.
- Develop student capacity to apply concepts and practices of organisational behaviour to changing educational contexts.

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.

Student Learning Outcomes

Outcome	Assessment/s	
1	Develop an in-depth understanding of the influence of individuals, team and organisational processes on the behaviour and creation of high performing educational organisations.	1,2,3
2	Critically engage with leadership and organisational behaviour ideas using a range of theories.	1,2,3
3	Develop an in-depth understanding of the relationships between organisational behaviour and leadership practices in educational organisations.	1,2,3
4	Develop the capacity to apply evidence based leadership practices and organisational behaviour ideas to current educational contexts.	1,2,3
5	Demonstrate the capacity to apply evidence based knowledge of leadership and individual, team and organisational processes to analyse and solve a current organisational behaviour challenge.	1,2,3

Program Learning Outcomes

Standard	Assessment/s	
Advanced disciplinary knowledge and practices		
1	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.	1,2,3
Enquiry-based learning		
2	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.	1,2,3
Cognitive skills and critical thinking		
3	Demonstrate advanced critical thinking and problem solving skills	1,2,3
Communication, adaptive and interactional skills		
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2,3
Global outlook		
5	Demonstrate an understanding of international perspectives relevant to the educational field	-
Ethics		
6	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

Given the current context, leader understanding of individual, team and organisational processes that contribute to the creation of high performing educational organisations is critical. Evidence supports the contention that the systematic application of this knowledge results in the creation of high performing educational organisations that produce high outcomes for all stakeholders. This course is

about leading people in organisations. The approach is to teach relevant evidence based concepts and ideas, encourage critical evaluation and application to current educational contexts.

5. TEACHING STRATEGIES

A class in leadership and work motivation should not only teach relevant theories but also provide an opportunity for students to practice these concepts. This class will assist students develop leadership practices, motivate and engage with others in educational settings. A 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	Seminar Topic
28 July 1	Introduction
4 Aug 2	Individual behaviour: Personality and values
11 Aug 3	Individual behaviour: Perception and emotions
18 Aug 4	Individual behaviour: Motivation
25 Aug 5	Team processes: Team dynamics
1 Sept 6	Team processes: Communication
8 Sept 7	Team processes: Conflict, power and politics
15 Sept 8	Team processes: Leadership perspectives
22 Sept 9	Organisational processes: Structure and strategy
<i>Mid-Semester Break</i>	
6 Oct 10	Organisational processes: Culture and change
13 Oct 11	Student presentations
20 Oct 12	Review

7. RESOURCES

A comprehensive list of readings is provided on Moodle. These should be read each week in preparation for class.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Case Description	2400 words	40%	1,2,3,4,5	1,2,3,4,6	25 August
Case Presentation	1200 words	20%	1,2,3,4,5	1,2,3,4,6	13 October
Case Analysis	2400 words	40%	1,2,3,4,5	1,2,3,4,6	20 October

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle 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 feedback sheets is provided on Moodle.

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

Student Name:
 Assessment Task 1 – Case Description

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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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.**

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

Student Name:
 Assessment Task 2 – Case Analysis

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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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.**

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

Student Name:
 Assessment Task 3 – Case Presentation

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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

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.**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>Case Description</i>	Written	<i>With three weeks of submission</i>
Case Analysis	Written	<i>With three weeks of submission</i>
Case Presentation	Written	<i>With three weeks of submission</i>