

## VCUG2002

# Leadership & Influence in a Complex World

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The course aims at giving ANU students who have demonstrated or shown potential as leaders and/or influencers a broader understanding of styles of leadership and influence. In line with the interdisciplinary and peer-learning ethos of Vice-Chancellor's courses students will be exposed to the varying perspectives different disciplines that individuals have on leadership and influence. VCUG2002 aims to bring students together early in their degree and use peer learning strategies to allow students to share their varying experiences and perspectives on leadership.

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| <b>Mode of Delivery</b>                | <b>On campus</b>   |
| <b>Prerequisites</b>                   | <b>To enroll in this course you must have completed 48 Units of courses.</b> |
| <b>Incompatible Courses</b>            | <b>N/A</b>   |
| <b>Course Convener</b>                 | Prof Giles Hirst   |
| Phone:                                 | 02 6125 7406   |
| Email:                                 | Giles.hirst@anu.edu.au   |
| Office hours for student consultation: | 3-5 pm Thursday. And available by appointment                                |
| <b>Tutor:</b>                          | Jonathan Tjandra   |
| Email:                                 | jonathan.tjandra@anu.edu.au  |
| Office hours for student consultation: | 12-2pm Tuesday. And available by appointment                                 |

SEMESTER ONE  
2017

## **COURSE OVERVIEW**

### **Course Description (optional)**

*Leadership and Influence* is a unique course that gives you the opportunity to make constructive change and learn from leaders in their fields. The course has two aims. The first aim is to give you experience of working in teams to identify ways to feasibly enhance the ANU student experience. Through the semester you will form a team and work on a particular topic to make a pitch to the Vice-Chancellor on this topic. You will receive feedback from the course convenor and Richard Baker to ensure your suggestions are feasible and likely to gain traction.

The second aim of this course is to provide you with insights from experts in their field through panels with opportunities for question and answers. Guest lecturers include prominent leaders in the military, law, business, education, Indigenous justice, politics, science and social movements. This information will be used to help you understand important questions for you in your own leadership and inform your pitch to the Vice-Chancellor.

The course comprises panels which will include guest lecturers on a particular topic (outlined in the following course schedule table). These panels will be complemented by a 45 minute lecture by the course convenor include business cases or theory to provide you with structure on the issues described by the guest lecturer.

Assessment involves both developing a greater understanding of your own leadership values describing 1-2 key issues you have learnt that inform your thinking and at the culmination a group presentation to the Vice-Chancellor.

### **LEARNING OUTCOMES**

Upon successful completion of the requirements for this course, students will be able to:

- 1 Evaluate and understand the application of different disciplinary and cultural models of leadership and influence
- 2 Demonstrate high level skills in working in teams; facilitate learning and provide developmental feedback to others
- 3 Communicate effectively and persuasively in oral and written forms and be able to quickly sum up key issues emerging from discussions/meetings
- 4 Formulate a clear personal set of values about leadership and models of leadership.
- 5 Demonstrate and apply knowledge learnt to understand and engage a senior or influential leader.
- 6 Analyse your learning processes and reflect on, plan and resource your learning
- 7 Apply a wide repertoire of leadership skills in a range of contexts including formal and informal settings and face-to-face and online environments

### Course Schedule (PRELIMINARY SCHEDULE SPEAKERS TO BE CONFIRMED)

| Week                   | 1                    | 2                                 | 3                         | 4  | 5                         | 6                                    | 7                      | 8                      | 9                   | 10  | 11                    | 12   |
|------------------------|----------------------|-----------------------------------|---------------------------|--|---------------------------|--------------------------------------|------------------------|------------------------|---------------------|---|-----------------------|--|
| Week beginning         | 20 <sup>th</sup> Feb | 27 <sup>th</sup> Feb              | 6 <sup>th</sup> March     | 13 <sup>th</sup> March                       | 20 <sup>th</sup> March    | 27 <sup>th</sup> March               | 19 <sup>th</sup> April | 24 <sup>th</sup> April | 1 <sup>st</sup> May | 8 <sup>th</sup> May   | 15 <sup>th</sup> May  | 22 <sup>nd</sup> May                         |
| Tutorial (Tuesday)     | No tutorial          | Tutorial topic selection          | VC project selection      | Creating successful teams                    | Managing diversity-gender | Politics-values & beliefs            | Corporate leadership   | VC TEST PITCH          | Change & influence  | Science   | Indigenous leadership | Oral presentation                            |
| Panel topic (Thursday) | Introduction         | What can you do for ANU students? | Creating successful teams | Managing diversity-gender                    | Politics-values & beliefs | Corporate leadership                 | ASSESSMENT WORK-SHOP   | Change & influence     | Science             | Indigenous leadership   | Climate change        | VC present-Tuesday Group project Chancellor  |
| Panel speakers         |                      | Josh Creaser, Alysse Parsa        | John Fox                  | David Morrison (Monday)<br>Elanor Huntington | John Hewson               | David Trebeck<br>Wipuni Wijewickrama |                        | Virginia Halsheger     | Ian Chubb           | Peter Yu<br>Peter Raddoll<br>Charlie Sue<br>Frail<br>Kerry Arabeena | Richard Denniss       |  |
| Key dates              |                      |                                   |                           |  |                           | Learning portfolio 1                 |                        |                        |                     |   |                       | Learning portfolio 2<br>Oral & Group project |

## Assessment Summary

| Assessment Task          | Value   | Due Date  | Linked Learning Outcomes   |
|--------------------------|---|---|----------------------------|
| 1. Tutorial facilitation | 20% <ul style="list-style-type: none"> <li>Preparation (10%)</li> <li>5% tutorial preparation workshop plan</li> <li>5% secret facilitation plan</li> <li>Facilitation (10%)</li> </ul> | Weeks 3–11  | Learning Outcomes: 1,2,3,6 |
| 2. Learning portfolio    | 50% <ul style="list-style-type: none"> <li>Stage 1 (20%)</li> <li>Stage 2 (30%)</li> </ul>  | March 23rd<br>May 26th                                    | Learning Outcomes: 4,5,6   |
| 3. Oral Presentation     | 10%   | During week 12 tutorials                                  | Learning Outcomes: 2,3,4,6 |
| 4. Group Project         | 20%   | Written brief –<br>May 25th<br>Verbal brief –<br>May 25th | Learning Outcomes: 1,4,6   |

## ASSESSMENT

### Assessment Task 1: Tutorial facilitation

#### Tutorial Facilitation 20% (Preparation 10% Facilitation 10%)

Learning outcomes: 1,2,3,6

A key part of the course is facilitating a tutorial and attendance is required at all tutorials. Facilitation is not simply leading a discussion, but a series of tasks that are designed to help you learn and make your facilitation rewarding. You have strictly between 60 and 75 minutes to run your tutorial.

If you are facilitating a topic, you are required to follow the steps outlined below.

#### 1. Tutorial Allocation

The first step involves getting allocated to a tutorial. This will commence in the first tutorial (facilitated by your tutor) where you will be allocated a tutorial to facilitate (we will give priority to selecting topics different to your area of study). You may not always get your first choice so have a couple of options.

#### 2. Tutorial Preparation Workshop (5%)

Next you need to plan your tutorial facilitation in a workshop with other facilitators prior to your tutorial (this is called a Tutorial Preparation Workshop). The stimulus for the workshop is the Core Reading listed for each topic on WATTLE. Based on this reading and other articles you locate you need to submit your workshop preparation plan individually outlining ideas for how you would like to run your tutorial, identify the objective of the tutorial, proposed activities and how they address the tutorial objective, details of resources and published journal articles that you have found that are relevant to this topic plus your ideas for stimulating a successful tutorial. Remember the objective of the tutorial is to focus on what can be learnt about leadership and influence when it

comes to the topic area, rather than just focusing on the topic theme for that week! This task must be completed by 5pm Tuesday for your tutorial workshop. Criteria for marking this:

1. Evidence of reading and application of ideas relating of this reading to the topic
2. Effective identification of key issues to consider for the topic
3. Original suggestions on what you are going to get your class mates to read/view/listen to before the tutorial is held
4. Evidence of original thinking on how to run the tutorial
5. Locating relevant material or recent peer reviewed journal references (using 2-3 articles as a guide) and the quality of the short summary explaining the relevance of this article to the tutorial topic.
6. Creative and original approach to facilitation
7. Effective teamwork, including even sharing of workload. Note: this criterion does not apply to individuals facilitating on their own.

### 3. Tutorial Preparation Workshop (compulsory, no marks)

*Workshops are held Tuesday week prior to the Tutorial*

All tutorial facilitators need to attend a Tutorial Preparation Workshop. You must bring your **individual** workshop preparation plan to this session. The purpose of these workshops is to get all the students that are facilitating the same tutorial together to brainstorm ideas on how to best run the tutorial. It is an opportunity for you to review your own preliminary ideas, gather other ideas and refine plans for your tutorial. You are encouraged to use this session to learn from others and adapt your plans for how you will facilitate your topic.

By the end of the workshop you should have a good idea of how you plan to run the topic. You will need to hand out instructions on what preparations you would like the other students to do before coming to the tutorial you are facilitating, for example, extra readings or questions.

### 4. Instructions for Tutorial Participants (compulsory, no marks)

Facilitators will prepare a set of tutorial preparation instructions for students attending the tutorial. For example, students could be asked to watch and comment on a video, or to describe examples of certain ideas in practice. It's really up to the imagination of the facilitators to get students excited about the tutorial.

The tutorial instructions will be posted to a Wattle Tutorial Ticket Forum. Students attending the tutorial **MUST** post their instructions to the same forum by midnight the night before the tutorial where these issues will be discussed. This is a compulsory part of the course.

### 5. Facilitators' Secret Plan (5%)

Bring your individual facilitator pairs secret plan to the tutorial you are facilitating and hand to your tutor. The secret plan forms the basis for facilitation and should serve as a structure which outlines description, duration and rationale for proposed activities.

Your plan should consider and address the following which will be used as marking criteria by your tutor when marking this assessment item:

- Evidence of original thinking on how to run the tutorial
- Ideas to effectively engage the whole tutorial in learning including effective strategies to involve individuals who for a range of reasons may not always contribute as much as others
- "Fall back" options in plan if approach is not working

- Creation of logical sequences including an introduction and a conclusion
- Is there a logic to the sequence of activities and does the plan indicate how the transitions are to be handled?
- Ideas/approaches that create a focus on learning rather than competition
- Clarity:
  - Are the roles and contributions of each facilitator clear?
  - Is the working relationship of the facilitators clear?
  - Is there a good balance between the facilitators' presentation of content and their work as process facilitators?
- Is the level of direction/control/intervention envisaged appropriate for the stated purposes of the tutorial and the group?

#### 6. Tutorial Facilitation (10%)

Your tutorial should run for no longer than 70 minutes. Remember, your task in facilitating the tutorial is to maximise your classmate's learning. Note that partners will receive the same marks. If, after your tutorial, you feel this is an issue, please raise it with your tutor and they will discuss the issue with the pair of you.

#### Assessment Criteria

The following assessment criteria will be used when assessing your facilitation:

- Encourage high quality debate (broadly defined including discussion/exchange of ideas) that gives everyone the opportunity to contribute
- Effective use of the student tickets
- Effectively relating the tutorial to the course themes in a way that maximises student learning – remember to make sure your tutorial focuses on what can be learnt about leadership and influence when it comes to the topic area, rather than just the topic theme for that week!
- Effective time management (ie. effective structure and good use of time and in particular avoiding a mad-rush at the end)
- Ability to respond well to questions including the explanation of concepts
- Maintaining clarity and logical progressions of ideas
- Effective conclusion
- Good clear instructions that assist in achieving above points.

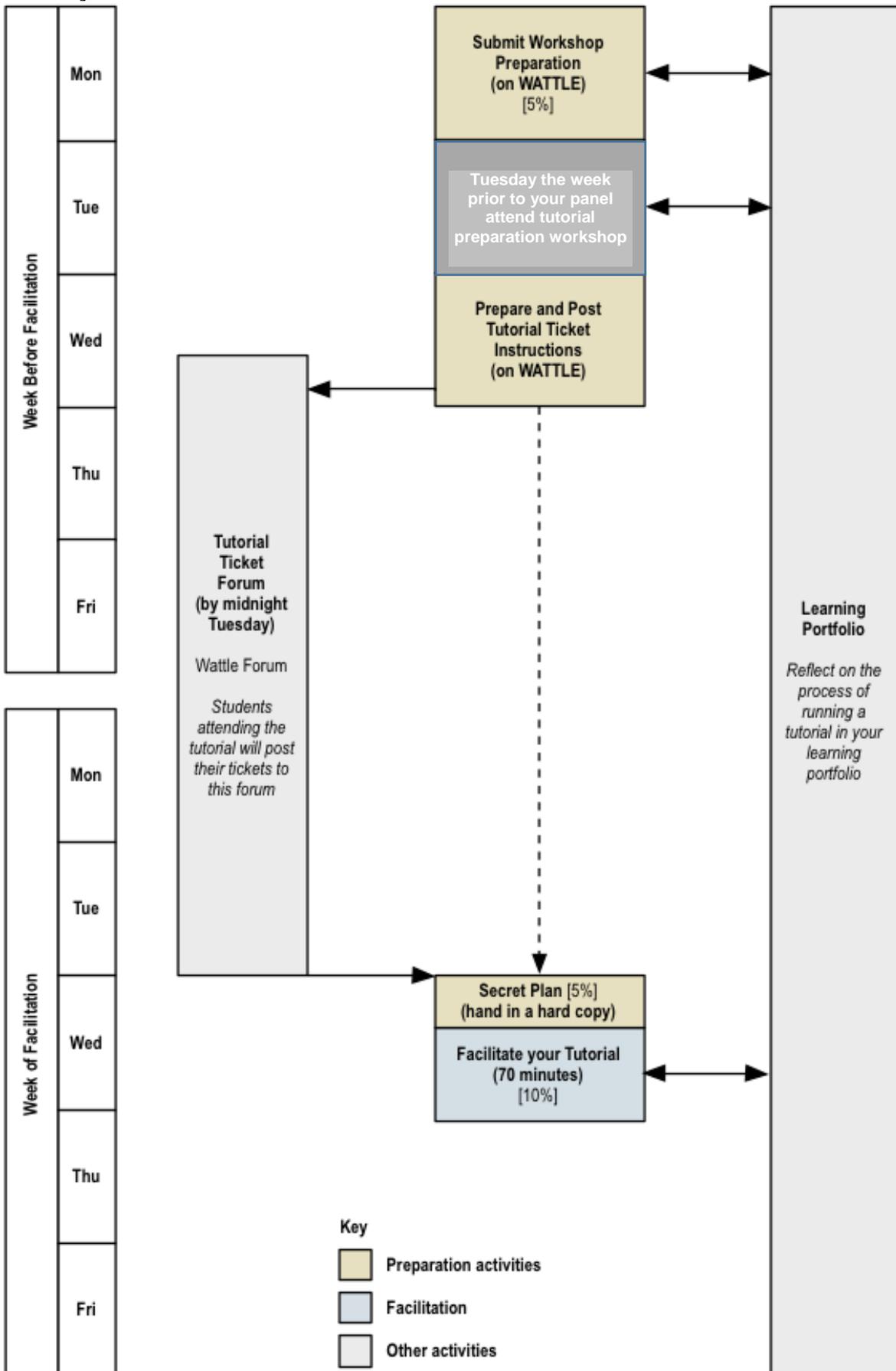
#### Summary of Milestones for Facilitation

To help you prepare for your tutorial facilitation, here is a list of milestones:

1. Select a tutorial topic or be allocated to one in Week 1.
2. Individually prepare a tutorial preparation workshop plan.
3. Attend the tutorial preparation workshop after the panel the week before your tutorial. Hand in your tutorial preparation workshop plan (5%).
4. Prepare a set of tutorial instructions for the rest of your class to complete before your tutorial
5. Submit tutorial instructions on the Monday of the week before your tutorial
6. Bring your secret plan (5%) and give it to your tutor on the day of your tutorial
7. Run your tutorial facilitation (10%)
8. Reflect upon your facilitation in your learning portfolio

Assessment Resources

The diagram below shows all the activities you need to complete for your facilitation as well as how they relate to each other.



## **Assessment Task 2: Learning portfolio (Stage 1 & 2)**

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**Details of task:** Reflection and the ability to internalise information through connecting your own experiences, thoughts, theories and themes from readings, speakers, class discussion and other real world examples or events is a key component of the course. The Learning Portfolio assessment task provides a space for you to reflect on aspects of the course and your own learning process. Drawing on experiential or disciplinary perspectives students are encouraged to pose questions, to put forward ideas, to synthesise themes and to reflect on what you learnt about leadership and yourself through the course.

Learning portfolio

50% Learning Outcomes: 4,5,6

Submitted individually Milestones:

Stage 1 Portfolio. Due 11.59 pm Thursday March 23rd. 20%

Stage 2 Portfolio. Due 11.59pm May 26th. 30%

### Assessment Description

Feedback will be given after Stage 1 for Stage 2.

### Stage One

**1,000 words (excluding the 300-word piece listed below). Due 11.59pm March 23rd.**

**20%** Reflects on weeks 1-5 in the course. In your 1,000 words, you should include:

- a statement that introduces why you selected a particular issue or topic and provides context to the reader
- use the remainder of the word count to reflect on key themes/issues that have emerged for you to date in the course

In addition, you must submit: a 300-word individual proposal on enhancing the student experience at ANU (Note that this can be cut-and-pasted from your Group Project Proposal).

Please note the emphasis in the marking criteria to drawing connections between parts of the course so don't just give a summary of what has happened each week but try and give some higher-level analysis of what are the key things you have learnt to date from the course. Total word count for Stage One: 1,300 words.

### Stage Two

**1,500 words (not including Stage One and the two 500-word pieces listed below. Due 11.59pm Friday June 3rd. 30%** Reflects on the remainder of the course. It should include:

- a statement that provides context to the reader (perhaps how this Stage of the Portfolio builds upon Stage 1)
- describe the key insights you learn about yourself and how this speaks to your own values
  - *use the feedback from Stage One to guide your Stage Two*
  - *remember to reflect on your facilitation as a demonstration of your leadership*

In addition, you must submit:

- a 500-word summary of key learning from the individual talks given by your peers
- a 500-word summary of key learning from the group policy briefs to the VC (other than your own)

Total word count for Stage Two: 2,500 words.

### Postgraduate variation

If you are a postgraduate student enrolled in Leadership and Influence under the course code VCPG6003, you have a different requirement for the learning portfolio, namely the two articles listed below. It should be aimed at a broad, multidisciplinary audience and you are encouraged to submit the articles to Woroni.

### Article One

**1,000 words (excluding the 300-word piece listed below). Due 11.59pm March 24th. 20%**

Interview someone you think of as a leader and write an article about what you have learnt from the leader, making connections to course themes.

In addition, you must submit:

- a 300-word individual proposal on enhancing the student experience at ANU (Note that this can be cut-and-pasted from your Group Project Proposal, or you can refine based on feedback)

Total word count for Stage One: 1,300 words.

### Article Two

**1,500 words (excluding Stage One and the two 500-word pieces listed below). Due 11.59pm Friday May 26th. 30%**

Interview a different leader and write an article reflecting on their experiences and your experience as a leader, making sure to include course themes.

In addition, you must submit:

- a 500-word summary of key learning from the individual talks given by your peers
- a 500-word summary of key learning from the group policy briefs to the VC (other than your own)

Total word count for Stage Two: 2,500 words.

### Word limits

- Stage one/Article one – 1,000 words, plus 300 words in additional tasks
- Stage two/Article two - 1,500 words, plus 1,000 words in additional tasks

Please see the Late Policy, and Policy on Word Counts for all assessment pieces on the Assessment page.

### Learning Portfolio Assessment Criteria

- Demonstration of understanding of the course material
- Personal reflection on the course material
- Making connections between the material in the course and your own values and experiences of leadership

### **Assessment Task 3: Oral Presentation**

**Details of task:** *A 5-minute talk on what you have learnt about leadership and influence on week 12 of the tutorials.*

The talks need to be reflective and examine your learning through the course. You should incorporate how you may have already implemented things learnt and how you might apply these insights in the future. PowerPoint, or any other visual or audio aids are not allowed.

The best talks from each tutorial group will be then given again to the whole class in a plenary in the Week 12 Panel and awarded a Vice-Chancellor's Course leadership outstanding presentation award by the VC.

In this session, time will be critical. You will be cut-off at the time limits, so plan to have your talk finish as close to but not over the time limit.

## **Assessment Task 4: Group Project**

**Details of task:** This task requires individual work and group collaboration. Your group task is to develop an idea to “pitch” at the end of the course to the Vice-Chancellor on how to enhance the ANU student experience. This exercise is also supported by the content of: 1) the panel discussion on Leaders as learners and facilitators, 2) panel discussion on being an effective agent of change, 3) panel and tutorial on leading and working in teams and 4) week 5 preliminary VC pitch to Richard Baker.

### **1. DECIDE GROUPS AND START GROUPWORK**

During Week 2 Tutorial we will have 30 minutes for the tutorial to “brainstorm” how you want to form into 3-4 groups per tutorial – each group will have between 5-6 people in it. You should try to form groups with students with related interests in terms of your ideas of how the student experience at ANU might be improved. You can get a feel for other people’s ideas by reading on the wattle site their proposals. You will also get the chance in the tutorial to share and compare ideas.

Your group will need to develop one idea to enhance the student experience at ANU. You can choose to draw on group members’ individual proposals to develop your group’s proposal as much or as little as you like.

Once the groups are established, some tutorial time will be set aside to work on your group project, although you will be expected to meet outside of class time to work on this assessment piece and we will set up on WATTLE group’s online forums for you to workshop your ideas.

### **2. PRELIMINARY VC PITCH**

During week 5 (March 23<sup>rd</sup>) groups will road-test your idea presenting to Richard Baker. This forum will replicate the structure of presentations to VC and include more detailed developmental feedback to assist groups enhancing their presentation. All class participants must attend this session.

### **3. GROUP ACCOUNTABILITY SESSION IN WEEK 10 TUTORIALS**

In the last 30 minutes of the tutorials this week, your tutors will facilitate a discussion in which you can review: how to date you have participated in/contributed to your group – your strengths, and ways in which you could further strengthen your participation /contribution over the coming weeks the way your group has functioned – its strengths, and ways in which the group could further strengthen the way it works together over the coming weeks. Please reflect on:

- how you to date have participated in/contributed to the group – strengths, and ways in which you could further strengthen your participation/contribution over the coming weeks
- the way your group has functioned – strengths, and ways in which the group could further strengthen the way it works together over the coming weeks.

### **4. PRACTICE PRESENTATIONS**

During Week 11 Tutorials everyone is expected to attend this week’s and next week’s tutorials. In week 11 each group will have a practice run in giving their pitch. You are expected to give constructive feedback to each other. You **MUST** email before hand a copy of your brief to Richard and your tutor when you give your practice brief to them.

### **5. WEEK 12 TUTORIALS**

There is no activity scheduled for the week 12 tutorials but you are expected to use this time to work as a group (in the tutorial room or wherever else you want to be) on your briefs.

## 6. 5-MINUTE PITCH TO THE VC

During Week 12 Panel – attendance is compulsory for this activity – each group will present in turn and questions afterwards will be directed to all group members at random. You must submit via Wattle your 500 word written brief by 6pm the night before.

One student from each group will present their 5-minute pitches to the whole class and selected guests including the ANU Vice-Chancellor Professor Brian Schmidt.

Presentations must outline a proposal that is practicable, effective and specific. You are encouraged to be creative/innovative in terms of how you present your “pitch”. The group will then be asked questions by the panel – anyone at random in the group can be asked a question. Your task is to convince the ANU’s Vice Chancellor of the merits and practicalities of your idea on how to enhance the student experience at ANU. As well as submitting your 500 word brief the night before on Wattle please make sure you bring at least 8 copies of your brief to this session to give to those marking your work.

### Assessment Criteria

As well as having productive face-to-face meetings the success of your group work relies on your group developing some online skills at working together (these are going to be key skills in most future workplaces!)

### Marking Criteria

Your 500 word written brief (due via Wattle site 6pm the day before you present to the VC) and your verbal brief at the final panel to the VC will be marked together as a package by the following criteria.

#### Content of Proposal

- “Real world” practicability of the proposal
- Originality of your ideas and originality of your approach developing and explaining these ideas
- Evidence of independent research

#### Presentation

- Presentation given at an appropriate level (i.e. tone, level of formality, language used) – remembering your audience: the VC
- Effective communication:
  - Clarity of structure and expression
  - Flow of logic in analysis and recommendations
  - Conciseness: limiting the oral presentation to the limits specified.
  - Persuasiveness of “pitch”

### Group Work Component

Your written and oral briefs should give evidence that your group has (i)worked effectively together and made best use of talent available in the group and (ii)effectively used the time set aside in tutorials for group work

### Milestones for Proposals

To help you prepare for the presentation, there are a number of milestones throughout the semester:

1. Individual Proposal for an idea due 11:59pm February 29th on WATTLE
2. Proposal Review of 3 of your peers due on 11:59pm March 1st
3. Decide Groups by the end of the Week 3 Tutorial
4. Present to Richard Baker Week 5
5. Progress reports to you tutor by Week 11 Tutorial
6. Workshop on writing a brief in the Week 12 Panel
7. Use the Week 12 Tutorial to polish your briefs
8. Present your pitch to the Vice Chancellor during the Week 12 Panel

## **Assignment submission**

### **Extensions and penalties**

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure.

The Course Convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

### **Returning assignments**

Student feedback will be provided either in class or by email

### **Referencing requirements**

Standard conventions surrounding referencing must be applied. Please refer to the Referencing style guides at the ANU Academic Skills & Learning Centre or talk to your tutor for advice.

### **Support for Students**

The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>

## **Feedback**

### **Staff Feedback**

Opportunities to gain verbal and written feedback will be provided to students throughout the course.

- Learning portfolios will receive substantive written comments on format and editing as well as content and substance.
- Tutorial facilitations will receive immediate verbal feedback as well as more substantive written feedback.
- Oral presentations (both individual and group) and tutorial facilitations will be assessed using a marking matrix. This will be made available to students prior to the assessment.
- Additionally, group work accountability sessions will be held to provide feedback on ideas and progress of group projects.

### **Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to

<http://unistats.anu.edu.au/surveys/selt/students/> and  
<http://unistats.anu.edu.au/surveys/selt/results/learning/>