



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	LEADERSHIP DEVELOPMENT IN HEALTH CONTEXTS
<b>Unit ID:</b>	HEALT7004
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

This unit begins from the perspective that in order to be an effective leader one must first have a sound understanding of the self. The unit provides students with a framework for supporting critical reflection upon one's own social and emotional capital in order to evaluate and develop the capacity to become an effective leader in health contexts. Students will have an opportunity to explore their own perspectives on leadership and engage with leadership experts in health contexts from across the world. Exploring leadership styles globally will help students to become more critically self-reflective of their own style of leadership for practice.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

## Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

### Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

### Knowledge:

- K1.** Discriminate between social and emotional intelligence and a self-reflective cycle for effective leadership
- K2.** Recognize the importance of preferred inter-personal behavior, team identity and roles in the enhancement of leadership practice developing social and emotional intelligence to support a self-reflective cycle for enhancing leadership
- K3.** Identify and appraise the effectiveness of personal and collective resources to support leadership and followership contingent on the situation performance in a health care setting

### Skills:

- S1.** Demonstrate the skills required to critically engage and reflect upon leadership frameworks for health contexts
- S2.** Demonstrate a capacity for self-reflection and the identification of areas of development for leadership effectiveness
- S3.** Critically analyze the role of Self in the development of a teams capacity to work effectively in health contexts

### Application of knowledge and skills:

- A1.** Apply a self-reflective cycle in a personal context and develop an appraisal that highlights areas of strength, growth and development
- A2.** Engage with leadership experts to enhance personal knowledge, skills and attitudes for leadership across boundaries
- A3.** Demonstrate confidence and competence in self-reflective leadership for application in a range of health contexts

### Unit Content:

Topics may include:

- The role of social and emotional intelligence to support effective leadership
- Leadership concepts (e.g. authentic, transactional/transformational)
- The self-reflective cycle for leadership
- Critical appraisal of context specific leadership styles
- Strategic long term development of leadership vision and practice
- Developing engaged, high-performing teams leadership in practice a case study

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3,	Development of a health leadership reflective case study that explores the role that social, emotional and cultural capital has on the leadership experience	Online Group / Individual Activity	30 - 50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Engagement in a self-reflective cycle informed by a recognised framework to identify areas for personal development including implications and potential strategies	Written Essay	50 - 70%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)