Academic Division

XBR110
DISCOVER YOUR POTENTIAL: LEADERSHIP, SERVICE AND EMPLOYABILITY

Semester 1, 2019

Unit Outline

Sally Fuglsang
CONTACT DETAILS

Unit coordinator

Unit coordinator: Sally Fuglsang
Campus: Sandy Bay, Hobart
Email: Sally.Fuglsang@utas.edu.au
Phone: 03 6226 1902
Room location and number: Soc Sci 203A or via webroom
Consultation hours: Wednesdays 10am-12pm or by appointment

Other teaching staff

Leadership Development Officer: Hollie West
Campus: Sandy Bay
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Phone: 03 6226 2548
Room location and number: Soc Sci 203A
Consultation hours: Mondays 1:00pm-3:00pm or by appointment
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WHAT IS THE UNIT ABOUT?

Unit description

Ever thought of yourself as one in a million? Universities Australia notes that in 2017 Australia has more than one million students enrolled in Universities across the country. That is more than one million potential graduates entering the workforce over the next 1-5 year period. When you graduate, how are you going to stand out from the crowd?

XBR110 Discover your potential: Leadership, service, and employability, is a unit about you. XBR110 will help you identify and live your values; identify and apply your skills and strengths; and build goals and plans for your future that uniquely highlight the person you are and the person you want to be. You will have the opportunity to develop skills that are key to enhancing your chances of employment in ways that draw on your unique interests and building from your identified philosophy of self-leadership. You will learn how to practice and highlight how your unique skills can contribute to solving a wide range of challenges and how you can embrace the breadth of opportunities the world has to offer. In an increasingly competitive global job market, it is imperative that you know who you are, where you want to go, and what you can bring to the different communities or work environments you will encounter.

In XBR110 you will hear from inspiring leaders, you will work to solve real world problems with attention to creativity and diversity, and you will have the opportunity to show how you can draw on your motivations and aspirations to have real impact in the world. XBR110 presents you with a broad framework of leadership through which you are supported to reflect on how your own values, skills and strengths can contribute to positive leadership outcomes for yourself and others. Centred on a volunteer experience of your choice, XBR110 will help you identify how your time as a student can result in more than a degree. XBR110 gets you ready for your journey as a life-long learner by helping you to discover your passion and contribute to the world in ways that are most relevant you.

On completion of this unit you will be given credit for Tier 1 of the Vice-Chancellor’s Leadership Program, highlighting the University of Tasmania’s recognition of the first steps you have taken to discover your potential.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Identify and articulate the ways your values, strengths, skills, and experiences inform and are developed by your personal leadership goals through a process of critical self-reflection.
2. Formulate creative solutions to real life problems when working in diverse teams.

3. Construct your personal philosophy on leadership and learning through evidencing and articulating your skills, strengths and experiences.

**Graduate Quality Statement**

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

**Alterations to the unit as a result of student feedback**

Student feedback is important to the continuous quality improvement of XBR110, and we value your feedback both informal and formal. Alterations to the unit as a result of student feedback by the Student Evaluation, Review and Reporting Unit (SERRU) team, as part of the eVALUate process, have included activity and assessment design, as well as assessment timing and order. The XBR110 team also invite you to provide feedback to an external facilitator via focus groups in addition to this eVALUate process. An email invitation will be sent out towards the end of the unit, and we would appreciate your participation.

**Prior knowledge &/or skills**

N/A
HOW WILL I BE ASSESSED?

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
</table>
| **Assessment Task 1:** Creative Challenge | Part 1: 21/3/2019  
Part 2: 28/3/2019 | 25%             | 1, 2               |
| **Assessment Task 2:** Learning and Impact Portfolio | Part 1: 28/4/2019  
Part 2: 12/5/2019 | 50%             | 1, 3               |
| **Assessment Task 3:** Reflective Journal | 31/5/2019   | 25%               | 1, 2, 3               |

### Assessment details

**Assessment task 1: Creative Challenge**

**Task description**

Creative Industry Challenge In this task you will participate in a group based Creative Challenge. The Creative Challenge will be presented to you by an industry group from Tasmania. The purpose of this assessment task is to build your creative thinking and problem-solving skills and to develop the communication skills you need to work effectively as part of a team. Part 1 - Your Peer Learning Circle will be asked to present a solution to the challenge posed by an industry group through a video and briefing note on MyLO. You will need to present your solution in the form of a presentation or video uploaded to MyLO. The industry group will assess and provide feedback on all group submissions and choose a “winner” of the Challenge. Submissions will be assessed by the industry group based on their creativity and plausibility and how they relate to the values, mission, and expectations of the industry group. Part 2 - In the week following the Creative Challenge, the class content will focus on the process of giving and receiving feedback. You will be provided a feedback template that will ask you to identify two skills and strengths that you and each of your peers exhibited during the Creative Challenge, and also identify a skill or a strength that could be further developed by you and your peers, to promote leadership development. You will have access
to best practice submissions from previous students to use as a
guideline to assist you

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Identify the strengths and skills used by your peers and yourself in the activity. 1</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Provide constructive suggestions and examples to support the leadership development of yourself and your peers. 1</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Use effective problem solving and communication skills to address the industry challenge. 2</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Promote participation across your team through identification and use of diverse communication styles. 2</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Deliver a creative and plausible solution to the industry challenge. 2</td>
</tr>
<tr>
<td>Criterion 6</td>
<td>Your participation in all aspects of the task including the feedback process. 2</td>
</tr>
</tbody>
</table>

Task length 5 minute group presentation, and individual feedback sheet

Due by date
Part 1: 11:59pm 21 March 2019, 1 submission per PLC into PLC folder in MyLO)
Part 2: 11:59pm, 28 March 2019, (Submit a copy of feedback to Assignment Folder and posting of feedback to PLC)

Assessment Task 2: Learning and Impact Portfolio

Task description
The Experience and Impact Portfolio brings together much of your employability learning in the unit in a format similar to an e-portfolio that supports you to evidence how you have transferred your learning into a real-life experience. To ensure you are able to complete this assessment task you will need to arrange for and complete 10 hours of volunteering or community service at an approved host organisation prior to the completion of this task.

You will be drawing on your volunteer experience, and it is recommended that you choose an organisation that aligns with your personal leadership goals that will contribute to achieving the goals in your leadership development plan. Teaching staff are available to assist you with this choice, and a number of potential organisations will be identified on the MyLO site, if you require assistance finding a placement.
Following the completion of your 10 hours of volunteering, the Experience and Impact Portfolio will be submitted and consist of:

**Part 1**
1) A 2- or 3-page resume that includes evidence of your service activity;
2) A 3-minute video response to a reflective question via Videonote in MyLO;

**Part 2**
3) Your Leadership Development Plan (template provided in Assessment Folder);
4) The Reflection and Impact Statement (Template in Assessment folder)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Identify and articulate your personal leadership goals and the activities you plan to undertake to achieve these.</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Describe the ways your values, strengths and skills inform, and will contribute to, your achieving your personal leadership goals.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Identify and articulate the alignment of your values with the values of your host organisation.</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Articulate the impact of your volunteer activity on your skill development, graduate employability and personal leadership philosophy.</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Evidence the skills you developed in your volunteering activity in a professional resume and video interview.</td>
</tr>
</tbody>
</table>

**Task length**
- **Part 1**: A 2- or 3-page resume, and a 3-minute video,
- **Part 2**: A 1000-word leadership development plan, and 1000-word Reflection and Impact Statement (Templates in Assessments Folder in Content)

**Due by date**
- **Part 1** due 11:59pm, 28 April 2019– into Assignment folder in MyLO
Assessment Task 3: Final Exam

Description / conditions

Reflective journal

Your journal provides you with the opportunity to engage in reflection as a process in ways that will allow you to monitor and think more deeply about your learning. The journal will support you to reflect on your progress in the unit, and your developing self-awareness: getting to know yourself better, your values, motivations, and your unique attributes and skillsets.

You each have a personal reflection journal in your Discussions section, and the module prompts that accompany the activities in MyLO will allow you to review, summate and reflect on your learning. This provides a great basis to inform your response to the reflection question below.

In no more than 750-words please respond to:

Looking back on your experience in the unit and your reflection point responses, what have been the key learning points aka ‘light-bulb’ moments for you through the Unit’s activities and content. How has your engagement with others through the PLC, Group Sense Making and Creative Challenge, challenged and shaped your understanding of you, your leadership and the leader you want be.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Identify and reflect on the role of your own values, skills and strengths in your developing understanding of leadership.</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Identify and reflect on the similarities and differences between your perceptions of leadership and those perceptions of others.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Articulate how your reactions to diverse perspectives shape your understanding on leadership.</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Discuss how different leadership theories relate to your own leadership goals, with reference to how you have come to understand your own values, strengths and experiences and the ways these inform who you are as a leader.</td>
</tr>
</tbody>
</table>

Duration

No more than 750 words
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:
1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays; (b) ‘late’ means after the due date and time; and (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:
Academic referencing

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.
Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else’s work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

**Academic misconduct**

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

Resources

Required readings
You will need the following text: There is no prescribed text for this unit and all readings are accessed through MyLO either as resources or links to resources.

Recommended readings
The Reading Room folder, in the Contents section, contains a set of optional materials that have been included to extend your engagement with topics introduced through the modules. Engagement with these resources is not required for successful completion of the unit; however, you may find them useful to gain a deeper understanding of the unit topics, and they may be of use when completing your assessment tasks.

Reading Lists
Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

Equipment, materials, software, accounts
As this online unit is delivered online, students must have access to a computer with internet access, webcam, and microphone. All external links and platforms used within the unit are free for student use.

Activities

Details of teaching arrangements*
XBR110 is delivered through a series of online modules, which contain recorded and static content, links to selected external sites, and supporting activities. Access to each of the modules will be conditional on completion of the previous module’s checklist.

You will be assigned to a Peer Learning Circle that you will engage with throughout the semester. MyLO provides you with the opportunity to engage with your peers in the Circle through synchronous and asynchronous learning tools. Webinars to provide touch points to discuss assessment tasks and feedback are scheduled for Week 2, and while attendance is welcome, the sessions will be recorded for those that are unable to attend. XBR110 content includes; videos including module content, guest panels and supporting material; readings; quizzes; online discussion forums; web conference rooms, and access to open educational resources. The suite of activities has been designed to cater to a wide range of learning styles.
Specific attendance/performance requirements*

In this unit, your active engagement will be monitored in the following way:

1. Participation in the Values Exchange Discussion Board
2. Participation in the Peer Learning Circle activities.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.

Teaching and learning strategies

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s Work Health and Safety website and policy.

Communication

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.
WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES/ READINGS/ FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 Feb</td>
<td>Values in leadership and reflective practice</td>
<td>Barrett Personal Values Assessment, Values Exchange, Reflective practice exercise, Reflection point</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4 March</td>
<td>Skills and strengths in leadership</td>
<td>Strengths Assessment, Identifying Strengths and Skills in a Group, Reflection point</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11 March</td>
<td>Creative Thinking to enhance your leadership</td>
<td>Creative Challenge, Group work, Reflection point</td>
<td>Assessment Task 1: Creative Challenge released, Assessment Task 1, Creative Challenge, Part 1 Due: 21/3/19, Census 22 March</td>
</tr>
<tr>
<td>4</td>
<td>18 March</td>
<td>Communication in leadership, Giving and receiving feedback</td>
<td>Communication Styles Assessment, Creative Challenge, Feedback Quiz, Reflection point</td>
<td>Assessment Task 1, Creative Challenge, Part 1 Due: 21/3/19, Census 22 March</td>
</tr>
<tr>
<td>5</td>
<td>25 March</td>
<td>Career Development and Planning</td>
<td>ResumePLUS Module</td>
<td>Assessment Task 1: Creative Challenge, Part 2 Due 28/3/2019</td>
</tr>
<tr>
<td>6</td>
<td>1 April</td>
<td>Showcasing your Leadership</td>
<td>Personal Branding - MyLO Activity, STAR activity, Reflection point</td>
<td>Assessment task 2 check-in webinar 10/4/2019 1pm-2pm</td>
</tr>
<tr>
<td>7</td>
<td>8 April</td>
<td>Valuing Diversity in Leadership</td>
<td>Unconscious Bias Assessment, Reflection Point - Discussion Board post responding to a controversial statement (Group Sense Making Activity Part 1)</td>
<td>Assessment task 2 check-in webinar 10/4/2019 1pm-2pm</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>8a</td>
<td>15 – 17 Apr</td>
<td>Goal setting to support your leadership</td>
<td>Goal Sorting&lt;br&gt;SMART Goal setting&lt;br&gt;Building Leadership Development Plan&lt;br&gt;Reflection point</td>
<td></td>
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<tr>
<td>8b</td>
<td>26 Apr</td>
<td>Goal setting to support your leadership</td>
<td>Goal Sorting&lt;br&gt;SMART Goal setting&lt;br&gt;Building Leadership Development Plan&lt;br&gt;Reflection point&lt;br&gt;Assessment Task 2 Part 1 (resume and videonote) due: 28/5/2019</td>
<td></td>
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<tr>
<td>9</td>
<td>29 Apr</td>
<td>Self-regulation and self-determination</td>
<td>Coping strategies&lt;br&gt;Graffiti Wall</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>6 May</td>
<td>Leadership Styles</td>
<td>Reflection point - Group Sense Making&lt;br&gt;Activity Part 2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>13 May</td>
<td>Volunteering and Service Learning</td>
<td>Reflection point</td>
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<tr>
<td>12</td>
<td>20 May</td>
<td>Wellbeing in Leadership</td>
<td>Individual Wellbeing Plan</td>
<td></td>
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<tr>
<td>13</td>
<td>27 May</td>
<td>Sharing leadership Stories</td>
<td>Semester Story Board&lt;br&gt;Upload your stories (optional)</td>
<td></td>
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<td></td>
<td></td>
<td>Assessment Task 3: Reflective Journal due 2/6/2019</td>
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**Examination Period June 8-25 (inclusive)**