BAA725
Leadership in the Health Sector

Semester 1, 2014

THIS UNIT IS BEING OFFERED IN
SYDNEY

Teaching Team:
Dr Kathy Eljiz (unit coordinator)
Adjunct Professor Mike Wallace
Adjunct Professor Teresa Anderson
Dr Tim Wallace

CRICOS Provider Code: 00586B
Contact Details

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Consultation Time  By appointment only
**Unit Description**

This unit looks at leadership theory from an individual, team and organisational perspective, and focuses on major areas such as problem solving, dealing with conflict, unhealthy behaviours and notions of quality, diversity and individual values. This unit also responds to recent political changes in health care with the inclusion of inter-professional work and emotional intelligence. There is also some focus on service users and concept of project management. The unit attempts to bridge the gap between theory, research and practice. To strengthen this key feature, more case studies, activities and self-evaluation exercises have been integrated into the existing range of practical material so that students have further opportunities to analyse their own self-knowledge and leadership skills.

This unit has a particular focus on the Australian health care system with application to both the public and private sectors. Through your active participation in this unit you will gain both a theoretical and practical appreciation of the leadership issues and processes of health care organisations at all levels, which is vital for all senior managers and executive within the health sector.

**Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)**

Nil.

**Enrolment in the Unit**

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.
Intended Learning Outcomes and Generic Graduate Attributes

See the table on the following page that sets out the Learning Outcomes, Criteria for Assessment Tasks, Assessment Methods and Graduate Attribute Outcomes for this unit and the links between them.

The University has defined a set of generic graduate attributes that can be expected of all graduates.

See: www.learningsupport.utas.edu.au/generic_attributes.html

This unit was also designed to satisfy the expected level knowledge and skills as well as their application commensurate with a Level 9 program (Master).


By undertaking this unit you should make progress in attaining the relevant attributes as described in the following table:
## Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
<td><strong>In assessing this unit I will be looking at your ability to:</strong></td>
<td>The assessments in this unit have been designed to develop the following graduate attributes in students:</td>
</tr>
<tr>
<td>To understand both theory and practice of leadership within healthcare, and be able to apply this to complex and uncertain situations. Leadership processes. To better find, acquire, evaluate, manage and use relevant academic and other reliable sources.</td>
<td>Draw upon and articulate a range of leadership approaches and critically apply these to current real-life situations within large complex health systems.</td>
<td>Students will have an in-depth understanding of leadership especially within health care and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development. Students will develop their knowledge of both theory and practice of leadership within healthcare.</td>
</tr>
<tr>
<td>Students will develop the ability to engage in well-reasoned arguments and present succinct oral and written discussions so as to communicate and defend a position held, both individually and as part of a group, and will develop the ability to effectively respond to critical questions.</td>
<td>Articulate reasoned opinion in a way that makes it accessible to a wide audience without diminishing the critical and unavoidably complex issues health services face. This includes that ability to counter-point one’s own arguments.</td>
<td>Participation</td>
</tr>
<tr>
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<tr>
<td>To identify problems in leadership and formulate strategies to address these problems. This includes the application of logical, critical and creative thinking. To identify critical issues in Leadership in the Health Sector.</td>
<td>Focus on the key aspects of relevant information (including processing information in an analytic way that would allow one to do so) such that the essence of any problem can be understood. This ability involves a multi-faceted approach that typically requires collaboration with others in order to optimize the problem-solving.</td>
<td>Critical Essay 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Essay 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Essay 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td>Students will develop the ability to transfer knowledge to complex and uncertain situations.</td>
<td>Students will develop their knowledge of leadership processes.</td>
<td>Students will learn to find, acquire, evaluate, manage and use relevant academic and other information across a range of sources.</td>
</tr>
<tr>
<td>Students will be able to communicate effectively across a range of contexts. Students will develop the ability to engage in well-reasoned arguments and present succinct oral and written discussions so as to communicate and defend a position held, both individually and as part of a group, and will develop the ability to effectively respond to critical questions.</td>
<td>Students will be able to transmit knowledge to professional peers for critical discussion. Students will develop oral, written, numerical and graphic communication skills.</td>
<td>Students will make use of various media and forms of communication, as appropriate across a range of situations.</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>Students will be effective problem-solvers, capable of applying logical, critical and</td>
<td></td>
</tr>
</tbody>
</table>
| More effectively work with others. | To place their applied knowledge of issues in leadership within a State and national context. | Critical Essay 1  
Critical Essay 2  
Participation | creative thinking to a range of leadership problems. They will have developed competencies in information literacy.  
Students will develop the ability to identify problems and formulate strategies to address these problems.  
Students will apply logical, critical and creative thinking to complex leadership problems.  
Students will learn to identify critical issues in leadership.  
Students will develop the ability to work effectively with others.  
Global perspective  
Students will be able to demonstrate a global perspective.  
Students will demonstrate an awareness of issues in leadership within a State and national context.  
Social responsibility  
Students will act ethically, with integrity and social responsibility.  
Students will understand the social and ethical implications of their actions as managers. |

| To better understand the social and ethical implications of leadership processes and decisions. | To see how local leadership issues compare to other States, countries, and between the public and private sector, with a view to learn lessons from such comparisons. | Participation | To better understand the social and ethical implications of leadership processes and decisions. To anticipate how leadership processes and decisions may impact on health system capacity, productivity, patient safety and quality of health care. This insight should manifest as an amelioration of strategic and operational decision such that adverse impacts are eliminated or minimised. | To better understand the social and ethical implications of leadership processes and decisions. To anticipate how leadership processes and decisions may impact on health system capacity, productivity, patient safety and quality of health care. This insight should manifest as an amelioration of strategic and operational decision such that adverse impacts are eliminated or minimised. |
Learning Expectations and Teaching Strategies/Approach

This unit employs mixed-method delivery utilising face-to-face teaching with flexible learning supported by online discussions and additional learning resources provided via MyLO (the UTAS learning management system). The face-to-face teaching takes the form of 2 one-day residential master-classes to be run on consecutive days. Each day focuses on a separate broad theme, and employs a range of teaching techniques to enhance student learning. The flexible learning component involves ongoing online discussions and readings around 6 modules. This flexible learning will also support students with the assessment tasks.

As the average study time recommended for a unit in the Master program is approximately 8 hours per week (though this can vary considerably from student to student), you might expect to devote a little more than 100 hours during the semester. The residential master-classes represent 16 hours of this total. This means that the remaining time should be allocated to reading, participating in online class discussions, and completing assessment tasks.

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.

Occupational Health and Safety (OH&S)

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 policy at: http://www.utas.edu.au/work-health-safety/

Learning Resources

Current case-studies and other contextual resource material may be utilized in the residential master-classes and in online class discussions. Where this is the case, this material will be provided to students either electronically, in hard copy, or in both.

Prescribed Text

Rowitz, L 2014, Public health leadership: putting principles into practice, 3rd edn, Jones & Bartlett Learning, Burlington, MA.

Students must obtain the following electronic publications which are available from the Tasmanian School of Business and Economics website: http://www.utas.edu.au/business-and-economics/student-resources
- Writing Assignments: A Guide
- Harvard Referencing Style Guide

**Recommended Texts**

Nil.

**Journals and Periodicals**

Apart from books and government publications, you will find it valuable to get into the practice of reading relevant articles from journals.

- *Asia Pacific Journal of Health Management*
- *Journal of Health Management*
- *Journal of Healthcare Leadership*
- *Journal of Public Health Management and Practice*
- *Leadership in Health Services*
- *Management in Health*
- *The International Journal of Health Planning and Management*

**Useful Websites**


Australia and New Zealand Academy of Management: [http://www.anzam.org/](http://www.anzam.org/)


**My Learning Online (MyLO)**

This unit is fully online and access to the online MyLO unit is required. Log into MyLO at: [http://www.utas.edu.au/learning-teaching-online](http://www.utas.edu.au/learning-teaching-online) and then select BAA725 Leadership in the Health Sector from the list of units. For help using MyLO go to [http://www.utas.edu.au/learning-teaching-online/new-MyLO/home](http://www.utas.edu.au/learning-teaching-online/new-MyLO/home).

**Technical requirements for MyLO**

For help and information about setting up your own computer and web browser for MyLO, see: [http://uconnect.utas.edu.au/](http://uconnect.utas.edu.au/)

You can access the University network and MyLO via a laptop computer or other mobile device. See: [http://uconnect.utas.edu.au/uana.htm](http://uconnect.utas.edu.au/uana.htm)


For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at [http://www.utas.edu.au/service-desk/](http://www.utas.edu.au/service-desk/)
MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that at least once a day students will check MyLO.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

Changes to this Unit Based on Previous Student Feedback

This is a new unit and as such there is no feedback yet. Feedback from students from this course will be incorporated into the unit for 2016 when it will be run again.

Details of Teaching Arrangements

Residential Master-Classes

There are 2 consecutive days of residential master-classes incorporated into this unit. These master-classes are designed to expose students to industry leaders in their field (the named lecturers and additional expert guest lecturers). The lecturers will employ a range of teaching techniques to foster participation and critical and applied thinking around the topic. There will be a particular emphasis on actual case-studies and problem-based-learning, so discussions will generally begin with reality then attempt to apply critical and theoretical reasoning, rather than beginning with abstract theory and looking for ways to apply it. The master-classes are not specifically designed to address the assessment tasks. The residential master-class topics are:

- Day 1 (9th May): Current Issues in Leadership in the Health Sector. (9:00am till 5:00pm)
- Day 2 (10th May): Current Issues in Leadership in the Health Sector. (9:00am till 5:00pm)

These master-classes will be run at the Kerry Packer Education Centre (KPEC) at Royal Prince Alfred (RPA) Hospital in Camperdown, Sydney. Detailed notification of venue will be via MyLO once semester has started. Student should make arrangements to attend both these master-classes as soon as possible.
**Online Class Discussions**

Online class discussions are arranged around 6 learning modules and the 2 written assessment tasks (8 discussions in all). The 6 learning modules are conducted sequentially (2 weeks each) so that the modules do not overlap. The 2 discussions around the assessment tasks will be open from the beginning of the semester till the assessments are due. Students are expected to participate in each of the learning module discussions. The topics of the learning modules are:

- Module 1: Leadership Styles and Practices (Semester week 2 & 3)
- Module 2: The Interface Between Management and Leadership (Semester week 4 & 5)
- Module 3 Leadership and People Development (Semester week 6 & 7)
- Module 4: Leadership and Decision Making (Semester week 8 & 9)
- Module 5: Leadership and Change (Semester week 10 & 11)
- Module 6: Global Leaders, Future Leaders (Semester week 12 & 13)

**Communication, Consultation and Appointments**

*Email Correspondence:*

Students are also expected to check their UTAS email site on a regular basis (at least three times a week). Students submitting requests or queries to staff via email should provide very clearly their: *Family name: Preferred name; Student ID; Unit code (i.e. BFA103)* and allow teaching staff at least **two (2) business days** to reply. Staff are not required to respond to emails in which students do not directly identify themselves, which are threatening or offensive, and that come from external (non-UTAS) email accounts. Students are advised not to have their UTAS email forwarded to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month.

*MyLO News:*

Students are encouraged to check in regularly with their MyLO accounts. It is an important communication tool and updates and news on the unit will be shared with you through this special heading on the landing page of MyLO.

*Consultation and Appointment:*

Students are free at any time during semester to phone or email the unit coordinator. Face-to-face meetings can also be arranged at any time during the semester by appointment. Unit lecturers are only available during residential master-classes. Students may approach any lecturer at any opportunity during the master-classes.
Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Essay 1</td>
<td>30% (graded)</td>
<td>2:00pm EST 11th of April</td>
<td>2,000 words*</td>
</tr>
<tr>
<td>Critical Essay 2</td>
<td>30% (graded)</td>
<td>2:00pm EST 30th May</td>
<td>2,000 words*</td>
</tr>
<tr>
<td>Participation in Residential Master-Classes and online discussions related to each learning module.</td>
<td>40% (pass/fail)</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Item 1 – Critical Essay 1

Task Description: Various organisations put out a ‘leadership framework’ to help guide the holistic development of leaders. Review the following 4 leadership frameworks and comment on which you think best informs the development of health service managers and why?

- NHS: http://www.leadershipacademy.nhs.uk/discover/leadership-framework/
- HWA: http://www.hwaleadershipframework.net.au/

Assessment Criteria: A number of interrelated assessment criteria will be applied to judge the quality of work:

- Was the argument of the essay clear from the introduction?
- Do the arguments rely on evidence (where available)?
- Is the expression concise and articulate?
- Is there some thought given to the practical application of the framework?
- Is the essay structured in a cogent way?
- Is the essay presented well (spelling, grammar, citation and referencing, and layout)?

Task Length: 2,000 words

Due Date: 2:00pm EST 11th of April

Value: 30%
Assessment Item 2 – Critical Essay 2

Task Description: One of the greatest challenges for leaders within the health sector is achieving better and safer patient care for more patients each year, with little more money. This challenge might be best described as the challenge to lead change, innovation and improvement. There should also be a subtitle – ‘and do it with no more money’. Various concepts have developed that arguably help organisations do just this – frugal innovation, low-tech innovation, LEAN managements principals (to name a few). Should we continue with these and other means to meet this challenge within our tertiary health system, or should we put most of our focus on keeping people healthy and out of our hospitals? However, ‘prevention’ is easier said than done. We might be winning with smoking but we are losing with obesity and drinking (to mention just a few lifestyle factors) – despite all our efforts to date. Where do you think our focus should lie, why, and how could this work in practice?

Assessment Criteria: A number of criteria are considered when evaluating this assignment:

- Was the argument of the essay clear from the introduction?
- Do the arguments rely on evidence?
- Is the expression concise and articulate?
- Were the suggestion realistic in terms of how they could actually work?
- Is the essay structured in a cogent way?
- Is the essay presented well (spelling, grammar, citation and referencing, and layout)?

Task Length: 2,000 words

Due Date: 2:00pm EST 30th of May

Value: 30%
Assessment Item 3 – Participation

Task Description: The intention of this assessment is to enrich class discussions and participation residential master-classes. Students are encouraged to draw on their own professional experience and reflect critically on the topics being covered in this unit. Discussion will also be enhanced to the degree that student diligently undertake all the recommended reading relating to the discussion prior to attendance or commencement of the discussion. The unit coordinator will moderate learning module discussions. The lecturers will monitor class participation in residential master-classes. These notes will be compared at the end of the semester to determine the adequacy of participation. Where notes in some instances may fail, the student will be given the benefit of any doubt.

Assessment Criteria: This assessment is not graded; it is simply pass or fail. Failure to adequately participate in every learning module discussion and residential master-class will be failed. The issue is what constitute ‘adequate participation’? Here are some guiding principles (rather than definitive criteria) that will be considered:

- Did the student participate to every learning module discussion and residential master-class?
- Was the frequency of their participation moderate (too little fails to adequately participate, too much tends to dominate the discussion)?
- Is the quality of the contributions adequate (overly brief or otherwise intellectually impoverished or tangential contributions are as problematic as overly long contributions which foster a ‘sender-receiver’ dynamic rather than mutual discussion and tend to make the discussion overly taxing for the time students are expected to devote)?
- Does the student ask questions of, and encourage other students?
- Are at least some of the contributions empirically-based rather than just opinion? This is not intended to undermine the importance of reasoning and opinion formation, merely to ensure that reasoning and opinion are best when they are informed.

Task Length: Not applicable.

Due Date: Not applicable.

Value: 40%

Examination

There is no examination for this unit.
How Your Final Result Is Determined.

The final result for the unit is determined by summing up the assigned marks of all the assessments. As explained in the assessment schedule, there are three assessments in this unit i.e. critical essay 1 (30% weight); critical essay 2 (30% weight) and participation (40% weight). The final result will reflect the total mark of all these three assessments as well as the weightage of each assessment. For instance, the assessment for participation will have greater impact on the final result.

Submission of Assessment Items

Lodging Assessment Items

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All assessment items must be handed in by 2.00pm on the due date. Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a TSBE Assignment Cover Sheet, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources]. All assignments must include your name, student ID number, tutorial day/time, and your tutor’s name. If this information is missing the assignment will not be accepted and, therefore, will not be marked.

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

Late Assessment and Extension Policy

In this Policy

(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 Faculty of Business 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.

5. 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.

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

7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.
Academic Referencing and Style Guide

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 appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles: http://utas.libguides.com/referencing

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a formal review of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

Review of Final Exam/Result

In units with an invigilated exam students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from
Note that if you have passed the unit you will be required to pay $50 for this review.

*The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.*

**Further Support and Assistance**

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact the Director of Postgraduate Programs:

- **Name:** Dr Rob Hecker
- **Room:** 307, Commerce Building, Sandy Bay
- **Phone:** 03 6226 1774
- **Email:** 03 6226 2170

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from [www.utas.edu.au/students](http://www.utas.edu.au/students)) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from [www.utas.edu.au/governance-legal/students-complaints](http://www.utas.edu.au/governance-legal/students-complaints).

Academic Misconduct and Plagiarism

**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. 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 the Ordinance of Student Discipline – Part 3 Academic Misconduct, see [http://www.utas.edu.au/universitycouncil/legislation/](http://www.utas.edu.au/universitycouncil/legislation/).

**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; or
- copying another student’s work.
- using ones’ own work from previously submitted assessment items if repeating a unit.

**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, and the academic integrity resources on the web at [http://www.academicintegrity.utas.edu.au/](http://www.academicintegrity.utas.edu.au/) 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 work 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 [http://www.utas.edu.au/plagiarism/](http://www.utas.edu.au/plagiarism/) or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
# Unit Program

<table>
<thead>
<tr>
<th>Activity</th>
<th>Topic</th>
<th>Reading</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to the unit</td>
<td>Log onto MyLO.</td>
<td>Nil</td>
<td>Week commencing 24th Feb.</td>
</tr>
<tr>
<td>Assessment: Critical Essay 1</td>
<td>Leadership frameworks</td>
<td>Nil</td>
<td>2:00pm 11th Apr.</td>
</tr>
<tr>
<td>Residential Master-Class 1</td>
<td>Current Issues in Leadership in the Health Sector</td>
<td>To be advised.</td>
<td>9th May. 9:00am till 5:00pm</td>
</tr>
<tr>
<td>Residential Master-Class 2</td>
<td>Current Issues in Leadership in the Health Sector</td>
<td>To be advised.</td>
<td>10th May. 9:00am till 5:00pm</td>
</tr>
<tr>
<td>Assessment: Critical Essay 2</td>
<td>A leader’s challenge</td>
<td>Nil</td>
<td>2:00pm 30th May.</td>
</tr>
</tbody>
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### Key Academic Dates for 2014

**Semester 1, 2014**

- **Monday February 17-21**: Orientation Week
- **Monday February 24**: First Semester commences
- **Friday March 7**: Semester 1 Fees Due
- **Monday March 10**: Eight Hour Public Holiday (Tas)
- **Sunday March 23**: First Semester HECS census date
- **Friday April 18**: Easter Break commences
- **Monday April 28**: Semester 1 classes resume
- **Friday May 9**: First Semester Examination timetable released
- **Friday May 30**: First Semester ends

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**Further dates are available at utas.edu.au/key-dates/**