XBR110
DISCOVER YOUR POTENTIAL: LEADERSHIP, SERVICE AND EMPLOYABILITY

Semester 2, 2019
Unit Outline

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NOTICE

This Unit Outline refers to the Unit Outline Essential Information resource which includes information, policies and requirements relevant to this unit. You must read the Essential Information resource as it is considered part of this Unit Outline.

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.
**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.

**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.
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>
<tbody>
<tr>
<td>Student Engagement Task: Volunteer Experience Survey*</td>
<td>2/8/19</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Assessment Task 1: Creative Challenge</td>
<td>Part 1: 8/8/2019</td>
<td>25%</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>Part 2: 15/8/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 2: Learning and Impact Portfolio</td>
<td>Part 1: 13/9/2019</td>
<td>50%</td>
<td>1, 3</td>
</tr>
<tr>
<td></td>
<td>Part 2: 27/9/2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 3: Reflective Journal</td>
<td>18/10/2019</td>
<td>25%</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1

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. 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 with 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. You will also need to 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.

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

**Task length**
5 minute group presentation, and individual feedback sheet

**Due by date**
Part 1: 11:59pm 8 August 2019, 1 submission per PLC into PLC folder in MyLO
Part 2: 11:59pm, 15 August 2019, (Submit your feedback to the Assessments Folder and a copy of your feedback to your PLC in MyLO)

**Assessment task 2**

| 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 MyLO site, along with Career Connect, 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 – 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 the Assessment documents section of the Contents folder);

4) Your Reflection and Impact Statement (template provided in the Assessment documents section of the Contents folder)

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

Task length
Part 1: A 2-3-page resume, and a 3-minute video,
Part 2: A 1000-word leadership development plan, and 1000-word Reflection and Impact Statement (Templates are in the Assessment Documents section of the Content folder in MyLO)

Due by date
Part 1 due 11:59pm, 13 September 2019 – Submit to the Assessments Folder in MyLO
Part 2 due 11:59, 27 September 2019– Submit to the Assessments Folder in MyLO

Final Exam

Description / conditions
Reflective journal
Your journal provides you with the opportunity 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.**
| Criterion 1 | Identify and reflect on the role of your own values, skills and strengths in your developing understanding of leadership. | 1 |
| Criterion 2 | Identify and reflect on the similarities and differences between your perceptions of leadership and those perceptions of others. | 2 |
| Criterion 3 | Articulate how your reactions to diverse perspectives shape your understanding on leadership. | 2 |
| Criterion 4 | 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. | 3 |

**Duration**
No more than 750 words

**Date**
11:59pm, 18 October 2019 - submit to the Assessments Folder in MyLO

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### WHAT LEARNING OPPORTUNITIES ARE THERE?

**Resources**

**Required readings**
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. Completion of the Volunteer Experience Survey
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.
<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>
</table>
| 1    | 15 July        | Values in leadership and reflective practice | Barrett Personal Values Assessment  
Values Exchange  
Reflective practice exercise  
Reflection point | |
| 2    | 22 July        | Skills and strengths in leadership | Strengths Assessment  
Identifying Strengths and Skills in a Group  
Reflection point | |
| 3    | 29 July        | Creative Thinking to enhance your leadership | Creative Challenge  
Group work  
Reflection point | |
| 4    | 5 August       | Communication in leadership  
Giving and receiving feedback | Communication Styles Assessment  
Creative Challenge  
Feedback Quiz  
Reflection point | Assessment Task 1: Creative Challenge released  
Volunteer Survey Due 2/08/19  
Assessment Task 1: Creative Challenge Part 1 Due: 8/8/19  
Census 9 August |
| 5    | 12 August      | Career Development and Planning | ResumePLUS Module | Assessment Task 1: Creative Challenge Part 2 Due 15/8/2019 |
| 6    | 19 August      | Showcasing your Leadership | Personal Branding - MyLO Activity  
STAR activity  
Reflection point | |
| 7    | 26 August      | Valuing Diversity in Leadership | Unconscious Bias Assessment  
Reflection Point - Discussion Board post responding to a controversial statement (Group Sense Making Activity Part 1) | Assessment Task 2 check-in webinar  
26/8/2019  
4pm-5pm |
|      |                | **Mid-semester break 2-6 September** | | |
| 8    | 9 September    | Goal setting to support your leadership | Goal Sorting  
SMART Goal setting  
Building your Leadership Development Plan  
Reflection point | Assessment Task 2 Part 1(resume and videonote) due: 13/9/2019 |
| 9    | 16 September   | Self-regulation and self-determination | Coping strategies  
Graffiti Wall | |
<p>| 11   | 30 September   | Volunteering and Service Learning | Reflection point | Assessment Task 3 check-in webinar 30/9/2019 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 October</td>
<td>Wellbeing in Leadership</td>
<td>Individual Wellbeing Plan</td>
</tr>
<tr>
<td>14 October</td>
<td>Sharing leadership stories</td>
<td>Semester Story Board Upload your stories (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment Task 3: Reflective Journal due 18/10/2019</td>
</tr>
</tbody>
</table>

**Graduate Statement**

Discover My Potential directly responds to the UTAS Graduate Statement by providing students with a clear foundation for 'unlocking' their potential throughout their degree. Importantly, the unit provides high impact learning experiences that draw out and integrate the different elements of the UTAS Graduate Statement. Students attainment of learning in this unit is assessed in a variety of ways, with an underpinning attention to critical self-reflection to ensure students themselves are aware of their learning and are able to transfer this learning into other degree experiences. XBR110 provides a platform for students to consider how they will not only attain, but also how they will evidence and exemplify the UTAS Graduate Statement during their time at UTAS and as future graduates and alumni.

The specific outcomes of the Graduate Statement that XBR110 will address through unit activities and assessments are:

**Ethics:** Students reflect on their values; considering how awareness and authenticity can inform their leadership, actions, interactions and wellbeing. Their critical reflections inform their goal setting and planning for their own personal career journeys. Ethics is addressed through a range of learning opportunities such as presentations from community leaders, reflective assessment tasks, a volunteering activity and the development of a leadership development plan.

**Entrepreneurship, Creativity and Communication:** Students engage with creative learning activities and assessment tasks that require them to work collaboratively, identifying and drawing on their collective knowledge and skills in a team-based environment. An example of this is the Creative Challenge, which asks student teams to propose a creative and plausible solution to real world challenges posed and assessed by external organisations. Past participants include Source, the University of Tasmania Transformation Project team, S. Group, and the Nick Balcombe Foundation.

**Sustainability and Social Responsibility:** Students are exposed to community initiatives and leadership panels focusing on social transformation, local diversity, citizenship and civic engagement which are then more deeply explored through learning activities and assessment tasks that draw on the students’ critical inquiry and reflection skills. Sustainability is also addressed through direct activities related to personal wellbeing and setting career goals that are inspired by, and linked to, personal values, motivations and individual connections to community.

**Wellbeing and Respect for Diversity:** Wellbeing is explored through the unit through attention to developing self-awareness and a sense of community through civic
contribution. This unit introduces students to self-regulation and draws on the expertise of the University of Tasmania’s Wellbeing team to deliver modules designed to enhance individual wellbeing, as well as acknowledge the benefits to the wider community that this brings. This self-awareness is then more deeply explored as the students choose, undertake and reflect on the impact of their civic service, volunteering experience with specific attention to working within, and valuing diversity.

Multi-disciplinary Knowledge and Communication: Students work in multi-disciplinary teams throughout the unit, where disciplinary and a priori knowledge are recognised and celebrated for their potential to contribute to solving complex problems. Students have dedicated peer groups and team-based assessment tasks that require them to draw on their diverse backgrounds and disciplinary interests to develop and communicate their ideas to a wide range of audiences. Activities such as the ‘Values Exchange’, the ‘Creative Challenge’ and the ‘Group Reflection’ require students to communicate through a range of mediums with diverse groups from different disciplines. Underpinning all of these activities is attention to and respect for diversity, and support for understanding the value of multi-disciplinary forms of inquiry when looking at complex issues.