



**THE UNIVERSITY OF AUCKLAND  
BUSINESS SCHOOL**

**Course Outline 2015  
MGMT 723:  
ADVANCED PROFESSIONAL DEVELOPMENT  
(15 POINTS)**

**Semester 2**

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**Course Prescription**

Students develop their professional skills in order to make a difference in organisations of the future. Personal portfolios reflect individual competence and advancement in conceptual thinking, facilitation skills, oral and written presentations including the use of new media.

**Goals of the Course**

Understanding and practicing the professional skills needed to make a difference in organizations of the future is an important career advantage. Academic knowledge informs this advantage along with professional practice. Other skills, such as effective team work, peer-coaching, accurate self-presentation and well-founded self-confidence enable motivated students to excel in the transition from university study to the world of work and for experienced practitioners to continue to grow and develop professionally.

**Learning Outcomes**

At the end of the course students should have:

1. extended their repertoire of personal and professional skills
2. discovered their own strengths and weaknesses as emerging professionals
3. developed reflective inquiry practices
4. worked generatively with different people in group situations
5. further developed the capacity to give and receive peer feedback
6. started the transition into their chosen careers

**Content Outline**

Week	Date	Topic
Week 1	20 July	Introduction: Being a professional in a global world What does this mean for "career" The reflective practitioner. Workshop groups assigned
Week 2	27 July	Understanding Self: Self awareness Personal SWOT and Global Mindset

		Business Canvas YOU Study groups assigned for workshops
Week 3	3 Aug	Career management – preparing for “next steps” Peer-coaching
Week 4	10 Aug	Facilitated workshop Understanding Self: Managing Stress and Building Resilience
Week 5	17 Aug	Facilitated workshop Understanding Self: Emotional Intelligence
Week 6	24 Aug	Facilitated workshop Understanding Others: Effective communication
		<b>MID SEMESTER STUDY BREAK</b>
Week 7	14 Sept	Facilitated workshop Understanding Others: Negotiation
Week 8	21 Sept	Facilitated workshop Understanding Others: Networking
Week 9	28 Sept	Career and peer-coaching
Week 10	5 Oct	Where to from here: Professional development ongoing
Week 11	12 Oct	Tech Reflections in class
Week 12	19 Oct	Tech Reflections in class Wrap up: summary and review

## Learning and Teaching

City campus: Monday 8 -11am

OGGB Room 221

Additional meetings in small groups will be required for the facilitated workshops and peer-coaching.

## Teaching Staff

Lecturer: Dr Deb Shepherd

Office: Rm 4111

Phone: ext 85309

Mobile: 021 452 056

Email: d.shepherd@auckland.ac.nz

O/H: Tuesday 1.30-2.30pm or by appointment

## Learning Resources

- Recommended Resources:

Pink, Dan (2005). *A whole new mind: moving from the information age to the conceptual age*, Allan & Unwin, Australia.

Clark, T., Osterwalder, A. & Pigneur, Y. (2012). *Business Model You: A one-page method for reinventing your career*, Wiley & Sons, New Jersey.

- Selected journal articles will be available as PDFs or online links
- Articles for review will be decided in class

## Assessment

Participation and in-class presentation	20%
Self-reflection Portfolio (written)	30%
Peer Coaching reflection (written)	30%
Tech Challenge: Learning and Next Steps (presentation)	<u>20%</u>
	<u>100%</u>

	Week Due	Value	Assessing Learning outcomes
Participation and presentation	4 - 9	25%	L1, 2, 3, 4, 5
Self-reflection portfolio	7	30%	L1, 2, 3, 6
Career next steps and peer-coaching reflection	10	25%	L1, 2, 3, 4, 5
Tech Challenge: Learning and next steps	11 & 12	20%	L1, 2, 3, 4, 6

## Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course lecturer.

## Student Feedback

The lecturer has offered this course since 2005. In response to student feedback the assessments have changed over the years to reflect changing needs and interests of students in the area of professional development and the mark allocation has also changed based on student feedback to better represent the effort, learning and commitment required of the various assessments. In 2012 the peer coaching assessment was introduced as an assessment and this has given students the opportunity to both develop a personal career next steps plan and offer and receive peer coaching as part of the process. As in previous years, students will be asked to complete a course evaluation to provide feedback for ongoing development of this paper at the end of the course

## Academic Integrity

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and

the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing:  
[www.cite.auckland.ac.nz/](http://www.cite.auckland.ac.nz/)

The document Guidelines: Conduct of Coursework provides further advice on how to avoid plagiarism. It can be found at:  
[www.business.auckland.ac.nz/conductcoursework](http://www.business.auckland.ac.nz/conductcoursework)

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

Third party assistance with coursework: You are encouraged to improve your coursework writing skills and are permitted to seek assistance from third parties. However, you are advised that there are important limits on the amount and type of assistance that can be given to you in completing your assignments, including group work. Third parties include fellow students, reading groups, friends, parents, SLC tutors, and paid-for professional editing services.

There is a set of guidelines which clearly indicates the type of advice and assistance that can be given. If you are seeking the assistance of any third party, you are required to give a copy of the guidelines to the person prior to them helping or assisting you.

You are also required to only seek and accept help using a printed version of your work, not an electronic version. You must keep a copy of this printed version and produce it if required. A copy of the guidelines is available at:  
[www.business.auckland.ac.nz/thirdpartyassistance](http://www.business.auckland.ac.nz/thirdpartyassistance)

Help with academic referencing: Acknowledgement of sources is an important aspect of academic writing. The University's Referencite website provides students with a one-stop online resource for academic referencing needs. Referencite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students' reference correctly, use references effectively in writing, and gives fast access