

ETHICAL LEADERSHIP

STAGE 1 - Graduate Certificate & Graduate Diploma units

POWER & JUSTICE: SOCIAL RELATIONS, DEFINITION OF POWER & JUSTICE → POWERFUL IDEAS

In this unit, students will consider concepts of power and justice as a way to analyse the characteristics of social relations. The unit is an introduction to significant perspectives on the subject of power and justice within social and political theory. Using a case study approach, this unit helps students to analyse the dynamics of interactions in a number of dimensions: cultural, economic, technological, organisational, social and political. Students examine work from diverse contemporary thinkers alongside conceptions of power and justice in such contexts, for example, as racism, domestic abuse, climate justice and poverty.

ETHICS & DECISION MAKING: AUTONOMY & LEADERSHIP → PRACTICAL ETHICS

This unit will focus on developing knowledge of the issues that raise such questions as 'What then is the nature of our decision-making territory?', 'How should we understand human decision-making?' and 'What are the key obstacles and how might we be better guided?', and of the main ways in which they are addressed. Students will learn about varied decision-making circumstances, roles and relationships. The unit also examines the differing impacts for decision-making that result from general limitations and widely shared problems that face human knowledge and understanding, including the implications of advances in technology, an increasingly online world, and the emergence of artificial intelligence within such developments.

STAGE 2 - Graduate Diploma only units

PARADIGM SHIFTERS: INFLUENTIAL PARADIGM SHIFTERS → POWERFUL IDEAS

This cross-disciplinary unit considers revolutionary ideas, not necessarily those that have triggered violent uprisings against power, but especially those that have been paradigm shifters, making significant impact on dominant ways of thinking and on human practices across the planet. From the physical, biological and environmental sciences and their related technologies, through political philosophy, sociology, and psychology, to liberation and social justice movements, the unit will take care to look at the sociocultural contexts that allowed these ideas to flourish and to gather momentum.

INDIGENOUS PERSPECTIVES & VOICES: INDIGENOUS PERSPECTIVES → INDIGENOUS PERSPECTIVES

To comprehend Indigenous perspectives, it is important for students to reflect on their own cultural lens and how it affects their worldview before they begin to consider Indigenous ways of knowing, being and doing. In this unit, students will review a range of Indigenous perspectives and voices on key contemporary issues. They will explore a range of Indigenous voices in literature, media, politics, and popular culture (film, music, art) through the continent's history. Students will have the opportunity to critique expressions of Indigenous art, culture, political aspirations, sovereignty, and self-determination through a variety of media. Through experiential learning and relevant readings, students will explore the diversity and complexities of Indigenous identities, experiences, perspectives, and voices in, and about, contemporary Australian society.

LEADERSHIP SKILLS & VALUES: LEADERS, LEADERSHIP, CHARACTERISTICS & TRAITS → CONTEMPORARY LEADERSHIP PRACTICE

This unit allows students to examine leadership knowledge, values and skills that can be applied to a variety of contexts in the workplace and community. The unit will assist students in analysing leadership characteristics in others and themselves in order to foster their own leadership style. Students will draw on case studies, written materials and in person contact with successful leaders to assist in developing their knowledge and skills for leadership. The unit will focus on personal values as a precursor to incorporating these values into leadership formation. The ethics of leadership will also be a focus and students will engage in discussion and debate about ethical leadership. The unit will encourage students to reflect in an ongoing manner with regards to leadership and leadership ethics and values, as they begin to focus on their future leadership identity.

PROFESSIONAL & WORKPLACE ETHICS: CONSUMERISM, WORKPLACE IDENTITY → PRACTICAL ETHICS

In this unit, students will examine the nature of professionalism and key ethical issues for professional values raised by modern workplaces, such as the impact of consumerism and commercial and managerial imperatives, as well as the influence of technology and social change. Students will also examine the nature and significance of workplace identity, the need for occupational autonomy and responsibility, and the workplace as a primary learning environment. In this unit, students can expect to develop skills to classify and analyse various ethical issues raised by workplace environments, and the expertise to relate practical evidence-based ways forward in addressing them.

STAGE 2 (continued) - Graduate Diploma only units

INDIGENOUS FUTURES: INDIGENOUS SOLUTIONS

→ INDIGENOUS PERSPECTIVES

Students evaluate how to achieve treaty, sovereignty, and constitutional recognition, for example, in terms of self-determination principles and international law. Students will also consider other means to achieve these aims through such apparatus as democracy, activism, and revolution. Students will also review Indigenous philosophies and approaches. They will reflect on what they are and where they are applicable, particularly in the context of using Indigenous solutions to address global problems, such as social, environmental and sustainability issues, and identification of and appropriate use of resources.

RESPONSIBLE LEADERSHIP IN A CONTEMPORARY WORLD: LEADING CHANGE, A MENTOR & NETWORKING

→ CONTEMPORARY LEADERSHIP PRACTICE

The purpose of this unit is to deliver a thorough grounding in the main leadership theories taking into account key concepts and issues relating to leadership. Also important to the study of contemporary leadership and responsibility is the emergence of digital technologies, including artificial intelligence, algorithms, and the pervasiveness of the online space. Students will be encouraged to contrast selected leaders' experience and to analyse the differences by developing a rich case study that allows for application of course theories and exploration of leadership in real life situations. Developing processes for change in organisations with special emphasis on the idea of whole learning organisations will be undertaken. Consideration will be given to the importance of finding a mentor to assist with guiding the leadership formation process and the value of networking based on building relationships for future career and learning opportunities.