

A course developed by ...



RANGELANDS AUSTRALIA

MANAGING SELF, DEVELOPING AND RETAINING OTHERS

Postgraduate Course – MGTS7978

Available Semester 1
(Subject to minimum numbers)

OVERVIEW

Rural businesses and their related service agencies are experiencing major challenges as they attempt to pursue goals of rural sustainability and growth in an environment characterised by uncertainty and change, fluid workforce demographics, insecure or declining resources, rural restructuring, globalisation, increased competition and varied demands from Government and others for increased accountability.

In this context, the rural manager and the sector generally, now more than ever, have great need for the sort of people who can manage themselves, and lead and develop others. Leadership such as this will serve to attract and retain the sort of people necessary for success in the rangelands. These will be leaders who can confidently rise to meet the challenges of a new and emerging rural environment on the world stage.

Such leadership recognises the fundamental importance of valuing, growing and empowering partners, colleagues and/or employees in order to secure innovation, profitability and sustainability in rural and related enterprises. In so doing, the qualities and skills that sustain and strengthen rural and remote communities will be also be enhanced.

It should be emphasised that the tools and strategies contained in the course are used across the corporate business world. Examination of the majority of successful small businesses with consistent growth and profitability shows that they have a consistent strong investment in management and team development. The course is concerned with application of these tools and strategies to management in rural based industry and organisations. While sharing many of the challenges of management generally, the distinctive issues of 'people management' in the rangelands (both theoretical and practical) will be examined throughout the course.

The course draws extensively on a number of bodies of literature: organisation theory, organisational behaviour, management theory, human resource management, and supervision, as well as relevant literature from the rural sector both here and overseas. It aims to be relevant to the management of a wide range of rural services.

It is oriented to people with current and anticipated management responsibilities, and is also intended for those who wish to further their understanding of management issues and their personal effectiveness as participants in the rural sector. Likewise course assessment is strongly practice-based. On the basis of their day-to-day work, course participants are asked to select and manage themselves and others during the process of planned change.

The course is designed for participants in the Graduate Certificate, Graduate Diploma and coursework Masters programs in Rangeland Management. It is an elective course in these programs. The course may also be relevant to postgraduate students from other university programs in agricultural and environmental studies, who could take it through cross-institutional enrolment.

LEARNING OBJECTIVES

On completion of this course you will be able to:

- Develop an understanding of what is meant by managing self and developing others, in the context of current and emerging issues in the rangelands.
- Develop an understanding of how to learn and what to learn about - as a manager and a leader.

- Develop the knowledge and skills to be able to embrace change and manage transition.
- Develop understanding and skills to motivate and empower others.
- Develop the capacity to achieve more by working well together through facilitation of groups and teams.
- Develop understanding and skills in communicating effectively, building communication competence.
- Examine the importance of culture and develop the capacity to manage diversity.
- Develop skills and capacities in managing and resolving conflict.
- Explore issues and develop strategies and actions applicable to attracting and retaining staff.

COURSE STRUCTURE

Course modules include:

- It's all about people: managing self and developing others.
- How to learn and what to learn: it starts with you.
- Change as a lens: managing transition.
- What you can do to help others do better: management systems, processes, technology and techniques, ideas on motivation, empowerment and retaining staff.
- Achievement through working together: facilitating effective group and team processes.
- It's not only what you say but how you say it: communication competence.
- The way we do things around here: understanding culture and managing diversity.
- How to fight the good fight: effectively handling conflict.

LEARNING FACILITATOR

Michael Kneipp (BA; Grad Dip Ed; Grad Cert Human Resources, Dip Training and Assessment Systems) Michael has worked in career consulting and helped pioneer cooperative learning programs between the business sector and education. He has spent the past ten years assisting industries, communities, organisations and workplaces in central and western NSW with innovative responses to capitalise on the widespread changes that have occurred in the economy and society. As a facilitator, he has produced successful outcomes in a range of activities including strategic planning, business planning, conflict management and focus groups. In particular, he has conducted a range of workshops in Career Management, Change Management, Self Management for Peak Performance and Building Dynamic Teams. Michael is a registered Myers-Briggs Type Indicator facilitator.

Ann Michael (Dip Teach; Grad Dip Teach; Master Leadership in Workplace Development). Ann has worked as an educator for more than 30 years, in classrooms, the tertiary sector, vocational sector and in workplaces. She has a keen interest in fostering life long learning and has more specific interests in how people learn in organisations and in helping people learn and develop themselves and others. During her time with the Queensland Public Sector, Ann undertook further study in the area of organisational development and facilitated continuous improvement processes with a department. She has also delivered Frontline Management training to organisations and undertook workplace coaching with participating organisations.

REQUIRED TEXT BOOKS

There are two text books required for this course.

Carlopio, J., Andrewartha, G. & Armstrong, H. 2005 *Developing Management Skills*, 3rd Edition. (Pearson) Prentice-Hall, Frenchs Forest, NSW.

Cole. K. 2005 *Management theory and practice* 3rd edition Pearson Education, French's Forest, NSW.

Students are also supplied with a book of readings that includes essential materials required for completion of learning activities and assessment items.

ASSESSMENT

There are no 'examinations' in this course. Assessment is based on identification, design, implementation and review of a change initiative selected by students individually.

Assessment 1: Self-assessment and Reflective Practice Portfolio – 25%

Prepare a self assessment and reflective practice portfolio, using material from self-assessment activities and reflective practice activities undertaken in the early stages of the course. You can also bring examples from your previous and current work experience and the results of any personal or self assessment tasks you may have completed prior to undertaking this course.

Assessment 2: 'Sharpening the Edge' presentation –summary on Blackboard website - 15%

Submit a presentation to the course web-site on your planned change initiative, either as a power point presentation or as a brief summary document. Other course participants, university staff, colleagues and friends involved in the projects will have the opportunity to ask questions, provide information, suggestions and offer feedback.

Assessment 3: On-line Discussion Forum Contribution - 30%

Assessment is based on ongoing participation in and contribution to the Blackboard online discussion forums. Students are required to post a minimum number of significant items, their quality and related discussion.

Assessment 4: Planned Change initiative Proposal – 30%

Submit a brief topic outline of 300-500 words by Week 4, including a topic, a brief rationale and an introductory statement of anticipated benefits and outcomes. This will then form the basis of a written Change Proposal of about 1,500-2000 words. Finally, present a 2000-2500 word final report which undertakes a detailed analysis of the planned change initiative and implications for their management practice. This would include a scope and sequence chart showing tasks and timelines.

BACKGROUND TO THIS COURSE

The need for this course was identified by a national survey of education and skills needs for success in the rangelands. The development of this course was funded by Meat and Livestock Australia, the National Landcare Programme, and The University of Queensland. This course was developed by Rangelands Australia and represents the first rangeland-specific collation of information on managing self and developing others. The structure, content and resources used in this course were influenced by experienced producers/pastoralists (private and corporate), human resource management/development consultants from QLD and NSW, agency and regional NRM managers from QDPI&F, NSWDPNR, QMDC and academics (UQ).

A draft of the course was reviewed by human resource management consultants with extensive experience in the rangelands, managing directors and HR managers of large pastoral companies, and managers in QDPI&F and Regional NRM groups.

COURSE EVALUATIONS

Students completing this course in 2007 were asked to evaluate the perceived relevance, practicality and quality of the course and its delivery (on 1-5 scale, with 1=strongly disagree and 5=strongly agree). The following average ratings were received:

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| • Clear and relevant learning objectives | 4.5/5.0 |
| • Satisfied with the course content | 4.5/5.0 |
| • Satisfied with the amount of contact with the Learning facilitator | 5.0/5.0 |
| • I gained new skills and knowledge | 4.5/5.0 |
| • Learning and assessment activities challenged me to think | 5.0/5.0 |
| • Course is well structured and components well integrated | 4.3/5.0 |
| • Course is relevant to my workplace/business | 4.5/5.0 |
| • Course is relevant to my future in the rangelands | 4.5/5.0 |
| • Overall, I'm satisfied with this course | 4.5/5.0 |

Students have also provided the following general comments on this course:

- *"I thoroughly enjoyed the course – the content was 100% applicable to my workplace"*
- *"This is an area of all rangeland businesses that is vital and ever more so as each year goes by."*