



CPD1102 Professional Development and Ethics

UOS CODE CPD1102	UOS NAME Professional Development and Ethics		CREDIT POINTS 3	STATUS Core
SUMMARY	<p>This unit of study focuses on the following areas:</p> <ul style="list-style-type: none"> • Social trends and the rise of customer centricity and pluralism • Mega trends in individual industries, particularly climate change and energy • Envisioning of the future through environmental scanning, blue sky thinking and scenario planning • Definitions and understanding of the dynamics of complexity and change and impact on professional performance • Ethics and professional values • Setting personal development goals, undertaking SWOT analysis and developing strategies • Competency assessment and delineation of competency gaps • Compiling own plan and monitoring self development • Maintaining and enhancing professional competencies <p>This unit places major emphasis on understanding the processes of professional development and competency acquisition. Most practitioners associate competency with task dexterity and job-related skills, which is referred to as 'normative skills'. The question is how relevant and valid normative concepts are in today's environment of change and uncertainty. Competence is about autonomy; self reference and group self organisation, i.e. the relatively enduring qualities that empower professional people to perform well individually and in groups despite prevalence of complexity and rapid change. It must be underpinned by strong personal and group ethics.</p>			
COURSE CONVENOR COURSE TUTOR	Professor Ali Jaafari			
ASSUMED KNOWLEDGE	Not applicable			
APPROXIMATE WORKLOAD	Lectures & Workshops	Team Work	Personal Work	Readings
	15 hours	>5 hours	>30 hours	>15 hours
PRE-REQUISITE (course name)	None.			
OBJECTIVES	<ul style="list-style-type: none"> ⊕ Understand how to conduct environmental scanning and blue sky thinking ⊕ Understand how to assemble and analyse mega trends generally and in specific industry branches ⊕ Learn and apply principles of ethics and ethical conduct ⊕ Define/refine your professional goals and set development targets ⊕ Conduct SWOT analysis and develop optimum strategy ⊕ Conduct broad competency assessment in respective areas ⊕ Develop personal learning and development plan ⊕ Define key performance indicators (KPIs) and metrics to assess progress against plan ⊕ Compile and submit your L&D plan ⊕ Apply L&D plan to continually improve yourself ⊕ Manage and enhance own professional competencies 			
TARGET COMPETENCIES (Professional)	<p>Upon completion of the course, the student should demonstrate:</p> <ul style="list-style-type: none"> ⊕ Analysis of drivers of change ⊕ Insights into mega trends in general and those applicable to a specific industry branch 			



<p>Development and Ethics)</p>	<p>locally and globally</p> <ul style="list-style-type: none"> ⊕ Ability in undertaking environmental analysis, blue sky thinking and envisioning the future ⊕ Ability to set and pursue professional development goals ⊕ A sound understanding of definitions and different forms of professionalism ⊕ Ability to conduct self assessment and set competency development targets ⊕ Ability to conduct SWOT analysis, develop and refine strategies ⊕ Ability to design and apply an optimal and adaptive plan to guide own learning and development ⊕ Ability to self manage, continuously develop and enhance own competencies 	
<p>TARGET COMPETENCIES (Personal and Socio-cultural)</p>	<ul style="list-style-type: none"> • Generic: All competencies that are common to all professionals (including cognitive and communication abilities, problem solving and analytical mindset) • Leadership: Ability to direct, motivate & manage individuals & teams. • Commitment: Ability to dedicate to tasks & to project outcomes. • Attitude: Ability to create the right frame of mind that promotes integrity & support for achievement of project goals within a social context. • Self Direction: Ability to manage within and without guidelines & processes, and to work without supervision. • Learning: Ability to commit to continuous improvement in knowledge, skills & attitude, & to creating new knowledge developing skills & approaches. • Cultural Empathy: Ability to respect for & accommodation of individual lifestyle, beliefs & norms. • Creativity & Innovation: Capacity to generate new ideas/approaches & make them happen. 	
<p>MODES OF DELIVERY</p>	<ul style="list-style-type: none"> • Upfront intensive workshop (2 days) • Assignment and group work facilitated via the Internet (over 10 weeks) • Face-to-face formal assessment 	
<p>ASSESSMENT</p>	<ol style="list-style-type: none"> 1. An essay to succinctly review the literature, particularly focusing on socio-cultural and personal competencies 2. Assignment (formatted as per specifications and requirements) 	
	<p>PRESCRIBED FOR THE COURSE</p>	<p>SELECTED REFERENCES</p>
<p>PRINTED MATERIALS</p>	<ul style="list-style-type: none"> • Learning material (lecture notes, slides, case study and other material provided online). • Sample past assignments • L&D Specifications • Jaafari, A. Project Management in 21st Century. Proceedings of IRNOP VI Conference, Turku Finland, August 25-27, 2004, pp340-365 	<p>Boyatzis, R. E. (1982). The Competent Manager: A Model for Effective Performance. New Your. John Wiley.</p> <p>Walesh, S. G. (1995). Engineering Your Future: Launching A Successful Entry-Level Technical Career In Today's Business Environment. Prentice Hill Publishing.</p>
<p>WEB SITES</p>	<p>No single Web site presents all the necessary knowledge that students</p>	<p>Online useful sources of references are specified in the respective lecture</p>



	need to learn and apply.	notes.
Software	Competency Assessment Tool (CAT) L&D Planner	Students may wish to use software for normal typesetting, graphic design and associated tasks
COURSE CONTENTS	<p>Tentative Program - Intensive Phase</p> <p>Day 1</p> <ul style="list-style-type: none"> • Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings • Briefing on how to conduct each phase and the entire unit of study • Lecture: The environment, mega trends and the rise in complexity and change and impact on individuals and organisations • Lecture: envisioning the future and setting of realistic goals • Lecture: ethics and professional conduct • Group work and class discussion on the impacts of change on individual professionals and businesses • Lecture: competency assessment and setting of professional goals • Lecture: SWOT analysis and development of strategies to aid own professional development in an optimum manner. <p>Day 2</p> <ul style="list-style-type: none"> • Lecture and group work: peer and group assessments • Tutorial: working with APIC's tools and systems • Group work: consolidating and aligning individual learning and development challenges • Presentation and discussion: Groups to present their findings • The way ahead: scope for individual assignment • Continuous progress monitoring and improvement • Student feedback and conclusion of the workshop 	
	<p>Assignment phase</p> <p>This unit of study requires every student to extend and expand on the knowledge learnt during the workshop. Each student needs to prepare and submit two assignments that will be assessed and graded formally:</p> <ul style="list-style-type: none"> • An essay to explore all aspects of professionalism and ethics focusing on socio-cultural, leadership and personal competences • A personal learning and development plan that conforms to the L&D Plan Specification that will be distributed during the course. <p>Students must pass both components. Individual students may be required to attend an oral examination to validate their L&D plan.</p>	