UNSW COURSE OUTLINE

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1. Staff Contact Details

Contacting the Office
When contacting course administrators or academic supervisors, you MUST use your official UNSW email. We will ONLY respond to emails from official UNSW addresses. You should also check your UNSW email address regularly, as communications from the DPP Office will only use this address.

DIPP1111 Course Co-ordinator

Dr Colin Clark
Senior Project Officer, Office of the Director, Student Life and Learning
Tel: 9385 9112
E: c.clark@unsw.edu.au

Face to face consultations by confirmed email appointment.
Address: G37 The Chancellery

2. Course Details

Credit Points: 6 units of credit (uoc)

Course Aims:
This course aims to prepare students to enter professional practice with a clear understanding of the contribution they can make as leaders, team players and professionals, with a plan for their ongoing development in these areas.

Student Learning Outcomes

At the conclusion of this course, students should be able to:

A. use knowledge of leadership theories to critically evaluate the relevance of those theories to their own experience and philosophy of leadership
B. demonstrate skills that contribute to effective leadership including team work, conflict resolution, critical thinking and communication skills
C. identify a professional association relevant to their area of professional practice, and demonstrate an awareness of the professional standards and ethical frameworks that regulate that practice
D. reflect on and understand how they can further develop their knowledge, skills and capabilities as leaders and professionals.

Graduate Capabilities / Attributes
UNSW Graduate Capabilities and UNSW Graduate Attributes are the qualities, skills and understandings the University wants students to have developed by the completion of their degree. The capabilities and attributes selected below are those identified as being developed via the content and learning activities in this course.

Graduate Capabilities

Scholars who are:

- capable of independent and collaborative enquiry
- rigorous in their analysis, critique and reflection
- ethical practitioners
- capable of effective communication

Leaders who are:
collaborative team workers

Professionals who are:

- capable of lifelong learning
- capable of operating within an agreed Code of Practice

Global Citizens who are:

- culturally aware and capable of respecting diversity and acting in socially just/responsible ways

**Graduate Attributes**

- the capacity for analytical and critical thinking and for creative problem-solving
- the ability to engage in independent and reflective learning
- information literacy skills to appropriately locate, evaluate and use relevant information
- the skills used for collaborative and multidisciplinary work
- a respect for ethical practice and social responsibility
- the skills of effective communication

3. **Diploma and Course Rationale**

**The Diploma of Professional Practice (DPP)**
UNSW aspires to develop graduates who are rigorous scholars, capable of leadership and professional practice in an international community. In partnership with studies in their chosen discipline(s), the DPP aims to provide students with opportunities to further enhance their capabilities, skills and knowledge to pursue professional careers nationally and internationally. It does so by providing students with formal, structured work-based opportunities to systematically reflect upon and develop their knowledge, skills and capabilities as professional practitioners, team players, future leaders and global citizens.

**Introduction to Leadership and Professional Practice**
This is a core course within the DPP along with Introduction to the Workplace (DIPP1112), Introduction to Global Citizenship (DIPP1110), Professional Practice 1 & 2 (DIPP1310, 1311) and Professional Practice Capstone (DIPP1410).

Graduate employers recruit students who demonstrate the potential to lead their organisations in the future. As such Introduction to Leadership and Professional Practice will explore leadership from a developmental perspective. Students will examine their own potential for leadership through an assisted process of self-assessment, reflection and engagement in authentic learning activities. Students will be introduced to leadership theory and research to enable critical engagement with the concept of leadership and to give a broader framework for reflecting on their own assumptions and experiences.

The focus will be on building students’ capacity for leadership around:

- Self-awareness and self-leadership
- Communication and interpersonal skills
- Ethical practice as a professional

In recent years leadership theory and research has focused increasingly on inclusive, values-based models where leadership is seen as a collaborative, shared endeavour. The focus is on the relationships and processes that enable leadership to be distributed across an organisation or group of people. In these models, leadership development concentrates on raising an individual’s awareness of the strengths
and values they bring to the process of leadership. It is this relational model of leadership and the relevant skills sets that we focus on in Introduction to Leadership and Professional Practice. For the last five years of the Graduate Outlook Survey (Graduate Careers Australia, 2009 – 2013) graduate employers have ranked interpersonal and communication skills as the most important selection criterion they seek in graduate recruits, giving further support to this approach.

4. Teaching Strategies

Introduction to Leadership and Professional Practice uses student-centred and active learning approaches to engage students in their learning. The course content is delivered via online engagement and workshop participation.

The course will commence with an introductory campus-based workshop to familiarise students with each other, the course convenors, course requirements and key concepts.

The rest of the course will be delivered on-line through Moodle to allow students maximum flexibility in managing their concurrent undergraduate studies. Students will engage with the content and each other using a variety of online tools including small group discussion forums, role play and research activities, quizzes, questionnaires, video and audio files, as well as weekly readings.

In terms of experiential learning students will have the opportunity to practice, demonstrate and be assessed on key leadership competencies including communication, interpersonal, teamwork, critical thinking, conflict management and influencing skills. Formative feedback on these skills will be provided during the course and prior to final summative assessments.

5. Course Schedule and Key Dates

Key Dates

<table>
<thead>
<tr>
<th>Introductory Workshop</th>
<th>Saturday 14 March, 10am – 4pm</th>
<th>Face to Face</th>
<th>Law G23</th>
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<tbody>
<tr>
<td>Online Learning</td>
<td>Weeks 1 – 13 (approximately 8–9 hrs per week) Online Moodle 2 March – 29 May 2015</td>
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<tr>
<td>Assessment Support</td>
<td>Week 13 Online Moodle 1 – 5 June 2015</td>
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Topics to be covered:

1. What is Leadership? - Leadership Theory and Concepts
2. Leadership Communication
3. Self-Management and Interpersonal Skills - Emotional Intelligence and Leadership
4. Leadership and Team Work
5. Managing Conflict
6. Leadership Ethics and Professionalism
<table>
<thead>
<tr>
<th>Stage/Date</th>
<th>Course Components</th>
<th>Mode of Delivery</th>
<th>Assessment</th>
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</table>
| Getting started activities | Moodle familiarisation  
Allocated to online discussion groups.  
Icebreaker forum - online introductions.  
Pre-reading                | Online via Moodle            | Not assessed               |
| Getting started activities | Moodle familiarisation  
Allocated to online discussion groups.  
Icebreaker forum - online introductions.  
Pre-reading                | Online via Moodle            | Not assessed               |
| Workshop                   | Introductory Workshop                                                          | Face to Face      |                                                                           |
| Topic 1                    | What is Leadership? Theory and Concepts  
Readings/video  
Discussion forum  
Video Forum  
Find and post a video to the forum on a leadership theme. | Online via Moodle | Assessment 1 (Part 1:) 30%  
Your participation in discussion forums is assessable from Topic 1 onwards.  
Assessment 1 (Part 2:) 10%  
Leadership video and commentary  
Post to the forum no later than 3pm Saturday 21 March |
| Topic 2                    | Leadership Communication  
Readings  
Business writing task via discussion forum. | Online via Moodle | Discussion forum participation                                           |
| Mid-semester break:        |                                                                                  |                  |                                                                           |
| Topic 3                    | Emotional Intelligence and Leadership: Self-Management and Interpersonal Skills  
Video/readings  
Discussion forum | Online via Moodle | Revision Quiz 1 (5%)  
Complete by 3pm Saturday 25 April 2015                                  |
| Topic 4                    | Leadership and Teamwork  
Readings/video.  
Discussion forum | Online via Moodle | Discussion forum participation                                           |
### Stage/Date

<table>
<thead>
<tr>
<th>Topic 5</th>
<th>Saturday 2 – Friday 15 May 2015</th>
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<tr>
<td><strong>Course Components</strong></td>
<td>Managing Conflict</td>
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<td><strong>Mode of Delivery</strong></td>
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<td><strong>Assessment</strong></td>
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<td><strong>Assessment</strong></td>
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### 6. Attendance and Participation

Please note that the expectation of time in this course is more than the contact face-to-face hours in the workshop. The University has expectations of a total workload of 25 hours per unit of credit. ([https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html](https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html)). This means that you should spend no less than 12.5 hours per week on average on class work during the 12 weeks of summer semester.

**IMPORTANT:** Regular and consistent participation in weekly online discussion forums is a critical component of this course. Participation in discussion forums and related on-line activities constitutes 40% of the overall grade for this course. The success of the discussion forums and individual student achievement in this course relies on the willingness of all students to fully participate in the forums. See the above schedule for more information on this requirement. Please consider carefully your ability to commit to this participation model before enrolling in DIPP1111.
7. Assessment

Assessment Summary

<table>
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<tr>
<th>Assessment Task</th>
<th>Type and Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due date</th>
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<tr>
<td></td>
<td></td>
<td>1: 30%</td>
<td></td>
<td>Part 2: 3pm Saturday 21 March 2015</td>
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| Revision quizzes | Short on-line quizzes (2) | 3. 10%   | A, B | Quiz 1: 3pm Saturday 25 April 2015  
| | | (2 * 5%) | | Quiz 2: 3pm Saturday 30 May 2015 |
| Group project | Business communication task as a self-directed team. | 20% | B, C | 3pm Saturday 16 May 2015 |
| Leadership Analysis | 2,000 words (+ or – 10%) Excluding bibliography/ references | 30% | A, B, D | 3pm Saturday 6 June 2015 |
| **Total** | | **100%** | | | 

Leadership Discussion Forums: Participation and Reflection (40%)

The online group learning activities in the course have students engaging in group discussion forums based on assigned readings and activities related to the weekly topic areas. Through engaging actively in these forums by posting contributions to the discussions and responding to team members’ posts, students will have the opportunity to develop critical thinking, communication, self-management and leadership skills. Each group is assisted by an online tutor who will monitor and assess participation on a weekly basis, providing formative feedback at a group and individual level through the course.

Part 1: Discussion Forum Participation (30%)
In the discussion forums, we will be looking for posts that explore, explain and expand upon the issues being discussed. Students should draw on both the assigned texts and life experience to discuss the subject matter, and demonstrate analysis on various levels other than the personal, including evidence of wider reading. Participation in the discussion forums will be assessed on an ongoing basis against assessment criteria available on Moodle.
Part 2: Video Forum (10%)
Following the workshop, students will be asked to find and post a video from the internet that is personally meaningful to them in terms of what it has to say about leadership. They are required to share this on the group forum with a 400-word commentary about their choice.

Revision quizzes (10%)

These online quizzes are based on the readings and workshop content on theory relating to leadership, group work and communication. Each of the two quizzes is worth 5% of the final mark.

Group Project (20%)

In this Group Project, the allocated groups will be presented with a leadership task requiring a communication strategy and a written response. This is a practical exercise in leadership with the assessment result shared by group members. An individual mark will also come from task discussion participation.

Leadership Analysis (30%)

In this assignment students are required to write about and reflect on a personal experience related to leadership or group processes. They must demonstrate how this experience connects with theory, and critique the usefulness of that theory to practice. Students must support their argument with reference to at least two journal articles they have sourced themselves, and can also draw on the assigned and recommended course readings and resources.

Submission of Assessments

Submission:
Written assessment tasks must be submitted as a Word document via Turnitin on Moodle by 3pm on the due dates given above.

Late Penalty:
Late submission of a written assessment task without prior (i.e. at least 24 hour) written permission from a Course Convenor is NOT acceptable. Five percent of the assessment value will be deducted for each 24 hour period in which an assessment task is late without written permission, e.g. for an assessment worth 40% of the overall course mark, two marks will be deducted for each 24 hour period.

If technical difficulties prevent you from uploading to Turnitin, please inform your tutor and send the assignment by email as soon as possible.

Special Consideration
If you are unable to complete an assessment because of ill health or another reason beyond your control, you may be eligible for Special Consideration. The UNSW Policy and information on Special Consideration can be found at http://my.unsw.edu.au/student/atoz/SpecialConsideration.html. Application for Special Consideration must be made within three working days of the submission date of the assessment to which it refers.

8. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties and information to help you avoid plagiarism see http://www.lc.unsw.edu.au/plagiarism. See also the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students at http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm
To see if you understand plagiarism, do this short quiz: 
http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see 
http://www.lc.unsw.edu.au/onlib/ref.html

9. Resources

Readings


**Recommended Resources**


**Additional Student Resources and Support Services**

**Student Equity and Disabilities Unit**
SEADU is committed to ensuring that every student’s experience of the University of New South Wales is free from discrimination and harassment. [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

**Student Participation Advisors**
If personal or study related matters are impacting on your academic progress contact for support and assistance with:

- Financial concerns, tenancy issues, settling in to university life, drug and alcohol concerns, access to legal referrals and much more.
- Strategies to work out how to get the best from your studies, develop better study habits, and work out ways to improve your academic performance
- Student loan applications, special consideration applications, course variation or withdrawal, grievances etc

Students can book in for an appointment by dropping into the Hub, emailing advisors@unsw.edu.au or phoning the Advisor on duty on (02) 9365 9385. [http://www.thehub.unsw.edu.au](http://www.thehub.unsw.edu.au)

**UNSW Careers and Employment**
Careers and Employment empowers students with the skills to successfully develop their careers and links employers with students and graduates. [http://www.careers.unsw.edu.au](http://www.careers.unsw.edu.au)

**UNSW Counselling and Psychological Services**
UNSW CAPS provides a free and confidential service to all students enrolled at UNSW. A range of services are offered to assist students to make the most of their university experiences. [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
UNSW Learning Centre
The Learning Centre offers academic skills support to all students enrolled at UNSW. The website has information about its services and courses, including individual writing consultations, academic skills workshops, a resource library and online academic skills resources. http://www.lc.unsw.edu.au

UNSW Library Training and Search Support Services
The UNSW Library provides a range of services specifically for undergraduate students. http://www.library.unsw.edu.au/servicesfor/students.html

10. Course evaluation and development
As this is a new course we depend on your feedback to ensure it meets the needs of students, and so that further improvements can be made. Each session feedback will be sought from students and other stakeholders about the courses offered in the Diploma of Professional Practice (DPP). UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process is one of the ways in which student evaluative feedback is gathered. In this course we will seek your feedback via a course evaluation survey and standard CATEI evaluation. Students may also make any suggestions for improvement to the Course Coordinators directly, or to the DPP Office, http://www.dpp.unsw.edu.au