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1. **Staff Contact Details**

   **Contacting the School**
   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  
   Student Development – Participation & Engagement  
   Tel: 9385 9112  
   E: c.clark@unsw.edu.au

   Face to face consultations by confirmed email appointment.  
   Address: The Hub, LG Floor, Morven Brown Building (Entry via Commerce Courtyard)

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 Summit (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.
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 three years of the Graduate Outlook Survey (Graduate Careers Australia, 2009 – 2011) 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, team work, 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>Event</th>
<th>Dates</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Workshop</td>
<td>Saturday 7 December, 10am – 4pm</td>
<td>Face to Face Law G23</td>
</tr>
<tr>
<td>Online Learning</td>
<td>Wks 1 – 7 (approx 8-9 hrs wk) 2 December 2013 – 31 January 2014</td>
<td>Online Moodle</td>
</tr>
<tr>
<td>Assessment Support</td>
<td>Week 8 3 February 2014 – 7 February 2014</td>
<td>Online Moodle</td>
</tr>
</tbody>
</table>

Topics to be covered:

1. What is Leadership? - Leadership Theory and Concepts
2. Self-Management and Interpersonal Skills - Emotional Intelligence and Leadership
3. Leadership and Team Work
4. Leadership Communication 1 – Communication Style
5. Leadership Communication 2 – Crafting Your Message
6. Managing Conflict
7. Leadership Ethics and Professionalism
<table>
<thead>
<tr>
<th>Stage/Date</th>
<th>Course Components</th>
<th>Mode of Delivery</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-course</td>
<td>Moodle familiarisation&lt;br&gt;Allocated to online discussion groups.&lt;br&gt;Icebreaker</td>
<td>Online via Moodle</td>
<td>assessment 1 (Part 1:) 10% Leadership video and commentary&lt;br&gt;Post to the discussion forum no later than 5pm Sunday 8 December&lt;br&gt;assessable from Week 1 onwards.</td>
</tr>
<tr>
<td>activities</td>
<td>forum - online introductions.&lt;br&gt;Pre-reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>Introductory Workshop</td>
<td>Face to Face</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 December 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>What is Leadership? Theory and Concepts&lt;br&gt;Readings/video.&lt;br&gt;Discussion forum</td>
<td>Online via Moodle</td>
<td></td>
</tr>
<tr>
<td>Mon 2 Dec – Fri 6 Dec 2013</td>
<td>Video Forum&lt;br&gt;Find and post a video to the forum on a leadership theme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Emotional Intelligence and Leadership: Self-Management and Interpersonal Skills</td>
<td>Online via Moodle</td>
<td>Discussion forum participation</td>
</tr>
<tr>
<td>Mon 9 Dec – Fri 13 Dec 2013</td>
<td>Video/readings.&lt;br&gt;Discussion forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Leadership and Teamwork</td>
<td>Online via Moodle</td>
<td>Discussion forum participation</td>
</tr>
<tr>
<td>Mon 16 Dec – Thursday 19 Dec 2013</td>
<td>Readings/video.&lt;br&gt;Discussion forum</td>
<td></td>
<td></td>
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<tr>
<td>Mid Semester</td>
<td></td>
<td></td>
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<tr>
<td>Break</td>
<td>20 Dec 2013 – 5 Jan 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 &amp; 5</td>
<td>Leadership Communication&lt;br&gt;Readings&lt;br&gt;Group Project: Business writing task via discussion forum.</td>
<td>Online via Moodle</td>
<td>Assessment 1 (Part 3): 20% Group Project</td>
</tr>
</tbody>
</table>
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 16 hours per week on average on class work during the 8 week Summer term.

**IMPORTANT:** Regular and consistent participation in weekly online discussion forums is a critical component of this course. Participation in discussion forums and related activities constitutes 60% 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>
<thead>
<tr>
<th>Assessment Task</th>
<th>Type and Length</th>
<th>Weight %</th>
<th>Learning Outcomes Assessed</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Discussion Forum: Participation and Reflection</td>
<td>Part 1: Find and post video to Moodle forum with 400 word commentary</td>
<td>60%</td>
<td>A, B, C, D</td>
<td>Part 1: 5pm Sun 8 Dec 2013</td>
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<tr>
<td></td>
<td>Part 2: Post contributions to discussion forums. No set limit on the number of posts or overall word limit.</td>
<td></td>
<td></td>
<td>Part 2: Ongoing, Weeks 1 - 7</td>
</tr>
<tr>
<td></td>
<td>Part 3: Group project - business writing task as a self-directed team.</td>
<td></td>
<td></td>
<td>Part 3: Weeks 4-5 5pm Fri 17 Jan 2014</td>
</tr>
<tr>
<td>Leadership Analysis</td>
<td>2,000 words (+ or – 10%) Excluding bibliography/references</td>
<td>30%</td>
<td>A, B, D</td>
<td>Week 8 5pm Fri 7 Feb 2014</td>
</tr>
<tr>
<td>Leadership Learning Reflection</td>
<td>750 words (+ or – 10%) Excluding bibliography/references</td>
<td>10%</td>
<td></td>
<td>Summer Study Period 5pm Wed 13 Feb 2014</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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<td></td>
</tr>
</tbody>
</table>

Leadership Discussion Forums: Participation and Reflection (60%)

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: Video Forum (10%)
In Week 3 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.
Part 2: 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 3: 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.

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.

Leadership Learning Reflection (10%)
On completion of the discussion series in Week 11 students will be required to write a guided reflection on their learning journey through the course.

Submission of Assessments

Submission:
Written assessment tasks must be submitted as a Word document via Turnitin on Moodle by 5pm 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.

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
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

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

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

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
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