

# Course guide: Master of Leadership

July 2022



# Professional Practice Degrees

Deakin's professional practice degrees offer professionals an innovative approach to earning a postgraduate degree while they work – saving both time and money. If you're a professional with extensive experience and knowledge in your field, a professional practice degree can help you gain a professionally recognised qualification which, in turn, can lead to you furthering your career.

## Who are professional practice degrees for?

Professional practice degrees are designed for experienced professionals who are looking for formal recognition of the extensive experience, skills and knowledge they've gained in their field of practice.

These professionals may either have no formal qualifications or a degree that may no longer be relevant to their field of practice.

## How do these degrees work?

Delivered as flexible online programs, professional practice degrees are ideally suited to the busy professional.

Students undertaking professional practice courses gain their degree through a combination of coursework units and professional practice credentialling. These include:

- introductory units that provide you with the insight, knowledge and tools to complete the qualification
- successful attainment of professional practice credentials by providing portfolio evidence of specific course learning outcomes at the required level
- a capstone unit where you complete a professional project that demonstrates your expertise and contributes to your field in a meaningful way.

## Professional Practice credentials

Deakin Professional Practice credentials provide objective and independent recognition of capabilities that have been developed through learning and experience and that have been demonstrated in practice. The credentialling process provides professionals with a credible, consistent and independent recognition of their current skills and knowledge.

Credentials warrant an individual's professional capabilities and encourage professionals to reflect, evaluate and evidence their own skills, knowledge and experience.



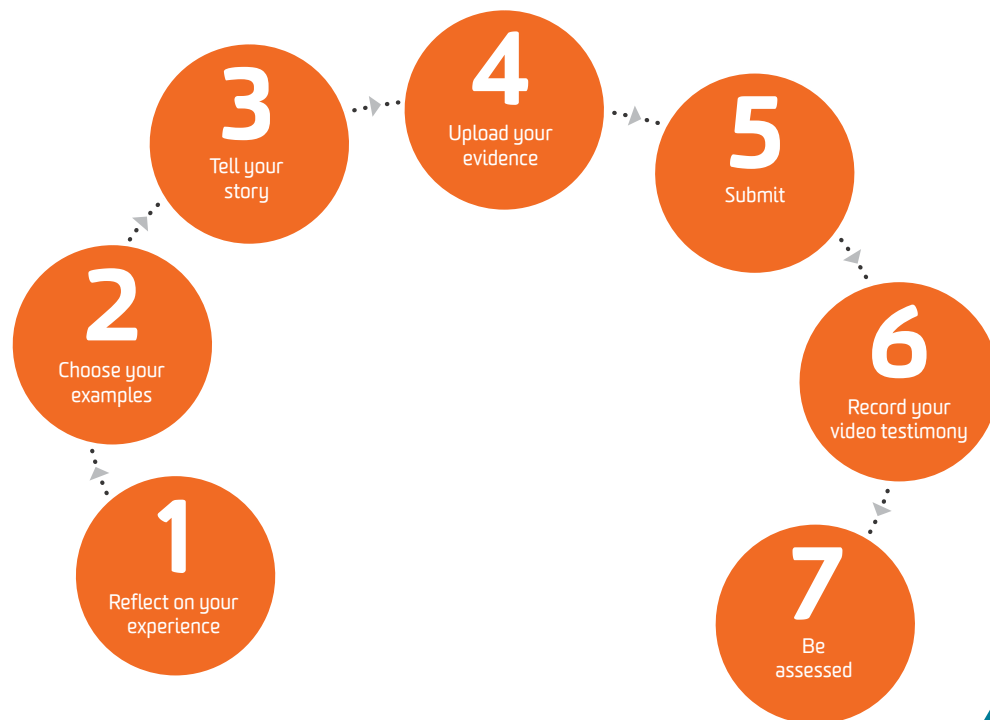
# Introduction

Professional Practice credentials recognise the skills and knowledge you have developed through learning, work and experience.

They are different from qualifications because achieving a credential is not about attending lectures, working on group projects or taking in new information. Instead, it is about reflecting on your experience and proving that you already have the skills and knowledge for the credential.

The process is completed online through Deakin's credentials portal, and your submission is assessed by professionals with academic and industry experience.

Here's an overview of the credential process. You'll find more detail on the different steps in the following pages.



## Credentials portal

When you are enrolled in your credentials, you will have access to the credentials portal.

The credentials portal will step you through the process and provide tips along the way.

If you need help, please email us on [ppc@deakin.edu.au](mailto:ppc@deakin.edu.au)

Best wishes for your credentialling journey!



# Course overview

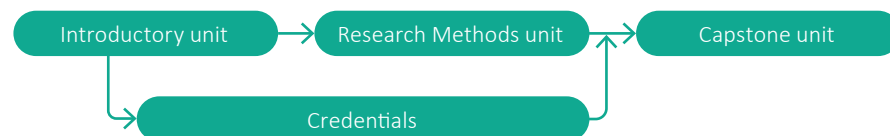
This innovative masters program awards a qualification based on a combination of coursework and recognition of professional practice and is ideally suited to experienced leadership professionals with domain experience seeking career advancement.

The model offers employers and professionals an alternative to traditional higher education that is credible, validated and offers new ways to match capability and opportunity. This setup aims to help the professionals to reach their full potential by accelerating the completion of the program on the basis of prior learning and work experience.

Completion of this degree recognises the discipline-based knowledge and skills developed by professionals in the workplace and credentialed through Deakin. This is coupled with employability skills that are validated and endorsed through a holistic assessment of the student.

To qualify for the Masters of Leadership, students must successfully complete 2 units (totalling 2 credit points of formal study), a capstone research unit (worth 2 credit points of formal study) and 10 Professional Practice credentials. Each Professional Practice credential will assess the performance at a level in one of the Deakin Graduate Learning Outcomes contextualised to leadership. Students are also required to complete MAI010 Academic Integrity (0-credit-point compulsory unit).

## Course structure



## Master Professional Practice

Students are advised to be well advanced in their introductory unit before attempting the credentials. The credentials may be attempted separately or simultaneously, and in any order. Students must successfully complete all 10 credentials before they can enrol in the capstone unit.



# Credentials you will need to earn

You will need to successfully complete the following credentials

Credentials	Definitions	Page
Communication	The ability to use oral, written and interpersonal communication to inform, motivate and effect change. This includes communicating to consult or engage with individuals and groups inside and outside the organisation.	<u><a href="#">11</a></u>
Collaboration (formerly Teamwork)	The ability to work and interact with others including those from different backgrounds and professions/disciplines. In a professional context the focus is on collaboration to proactively promote synergy in the production of work products within teams and across internal and external networks. This includes stimulating relationships in order to promote collaborative outcomes, knowledge sharing and goal attainment.	<u><a href="#">13</a></u>
Leading and developing people	The ability to lead and develop people to improve performance, talent and capability.	<u><a href="#">15</a></u>
Empowering others	The ability to empower and encourage people in their work to achieve or exceed agreed objectives. This includes engaging and motivating people, delegating sufficient authority and responsibility, and supporting their efforts.	<u><a href="#">17</a></u>
Adaptive mindsets	The ability to develop and promote responsiveness and foster the capacity of individuals, groups and the organisation to be entrepreneurial. This includes modelling positive attitudes and inspiring employees, professionals and stakeholders to improve and change.	<u><a href="#">19</a></u>
Driving strategic results	The ability to promote the achievement of excellence and the attainment of strategic outcomes.	<u><a href="#">21</a></u>
Problem solving	The ability to create, implement and evaluate the success of solutions to authentic (real world and ill-defined) problems.	<u><a href="#">23</a></u>
Digital literacy	The ability to use information and communication technologies to find, use and disseminate information.	<u><a href="#">25</a></u>
Critical thinking	The ability to evaluate information using critical and analytical thinking and judgment. This includes creative insights gained through perceiving relationships, breaking away from prevailing mindsets and conceptualising new possibilities that only become clear after reappraising or restructuring current thinking, theory and processes.	<u><a href="#">27</a></u>
Cultural engagement (formerly Global citizenship)	The ability to think, act, relate and respond to socio-cultural elements. It is a notion that is based on understanding the 'self' in relation to 'others' within their local and broader community and discipline. This includes demonstrating cultural sensitivity, regard and respect for differences and effectively promoting a positive culture.	<u><a href="#">29</a></u>

## Enrolling in your credentials

This guide provides the details for all the credentials you are required to complete for this course.

Consider and select the first credential(s) you want to do, in line with your course structure and study plan that you have developed with the course team.

When you're ready to enrol in your credential unit, please contact your Course Adviser or [students@leadership.deakin.edu.au](mailto:students@leadership.deakin.edu.au)

When you are enrolled, you will see your credential unit tile in the student portal, DeakinSync. Clicking on the unit tile will take you to the credentials portal.

All the credentials follow the same process of examples, evidence and video testimony. You will very likely find that the first credential takes you the longest to prepare but that it will become easier as you move through your credential submissions. It is possible to prepare and submit different credentials at the same time.

Please refer to Deakin Current Students information for the handbook and important information on key dates.

# The credential process

Here's an overview of the seven steps involved in the online credential process.

## 1 Reflect

Reflecting on your experience is a key part of the credential submission process. So before beginning your submission, you'll need to take the time to think deeply about your professional experience. This will help you choose your examples in the next step.

## 2 Choose your examples

In your submission, you will need to describe at least two examples e.g. projects or initiatives that demonstrate how you have met the criteria and dimensions.

Each example can demonstrate more than one of the criteria and, combined, your chosen examples need to cover all the criteria. Here are some questions to help you choose your examples:

- How do these examples show your capability?
- What was the context of the example?
- What did you set out to achieve?
- What was the outcome?
- What was your contribution?
- Who were the stakeholders involved?

## 3 Tell your story

This is an opportunity to provide the detail to support your examples. The credentials portal gives you a template for this by providing questions to guide you. This is also known as a reflective testimony and shows the assessors how your examples demonstrate the criteria and dimensions for the credential.

## 4 Upload your evidence

For each example you describe, you must supply at least two supporting evidence documents. These documents help assessors validate your examples.

## 5 Submit

As the name indicates, this step is simply about submitting your examples and evidence.

You'll be required to declare that:

- your submission is true, and is your own work
- your contribution to any group work is not misrepresented
- your submission does not infringe copyright or confidentiality.

## 6 Record your video testimony

Once you have submitted your examples and evidence, you'll be invited to record your video testimony. This involves answering questions about your examples and should provide assessors with additional context and depth.

You will receive a link to our video portal, and you'll need to complete your testimony generally within two weeks.

## 7 Be assessed

Once you've submitted your examples and evidence, and completed your video testimony, your submission will be assessed. During the assessment period, you could be asked to provide additional information. If so, you will be allowed one re-submission.

Unlike traditional learning assessments there is no grading scale for credentials. The final outcome will be that your submission has either satisfied or not satisfied the standard of achievement at the required level.

In some cases it is possible to achieve some credentials at the Advanced level and still gain your degree.



## Submission in English

The assessment for credentials is in English, therefore all evidence documents and written examples must be in English. If an original document is not in English, you will need to provide an officially certified translation, along with the original document for authenticity. The video testimony will also be conducted in English.



# Criteria and dimensions

Your submission must address all of the credential's criteria and dimensions.

## Criteria

It can be helpful to think of criteria for a Professional Practice credential as similar to key selection criteria (KSCs) for a job or key performance indicators (KPIs) for a performance review.

For example, when addressing KSCs for a job role, you need to provide examples from your professional experience and describe how the examples demonstrate the criteria. In the case of KPIs, you would talk to your manager about what you have done in the review period to meet your KPIs, providing examples to illustrate this.

Similarly, for credentials, you need to think about examples from your professional experience and describe how they (and the supporting evidence documents) demonstrate what you have done and which criteria they relate to.

## Dimensions

Along with satisfying the credential's criteria, your submission needs to demonstrate that you're working at the required level of autonomy, influence and complexity. We call these the dimensions of the credential – keep them in mind when deciding which examples to use in your submission.

When you first read the criteria, allow yourself a couple of days to consider the evidence you might use. It is difficult to recall every piece of work you've ever worked on, and I found I would have light-bulb moments over a day or two when I would remember a piece of evidence that was great for my submission.

Dominique, credential candidate



# Your examples and evidence

Make sure your examples and evidence documents meet the requirements.

## Examples

You need to provide at least two examples in your submission. Each example can relate to more than one criterion and, combined, your examples must address all the criteria and dimensions.

Your examples might span a number of roles and initiatives, but at least one example must be within the last **two years**.

## Evidence

You need to provide at least two evidence documents to support each example.

You'll need to include a document of substance – such as a presentation, strategy, project plan or report – along with supporting documents, such as emails, meeting minutes or photos.

For each document, remember:

- You'll need to provide a description when you submit it, including evidence title, date, role and summary. This helps our assessors understand how the document fits into your submission
- For large files, refer to the specific parts (e.g. page number, section or time stamp) that support the criteria and dimensions
- If a document is not all your own work, explain your contribution to it within the example the document relates to

You can provide a third-party reference as one of your evidence documents, as long as you supply it on our third-party reference template (download this from the credentials portal). Your referee must be someone you currently or previously worked with, who can confirm your example or evidence.

You will need to provide examples and evidence that address the criteria in a leadership context.

## Removing confidential information

Please make sure you remove any confidential or sensitive information, such as names and financials, from your evidence documents.

When you remove confidential or sensitive information you need to state clearly in your written example that you have removed confidential information.

This might mean you need to provide a third-party reference to verify your evidence. Please use our third-party reference template for this (download it from the credentials portal).





# Telling your story

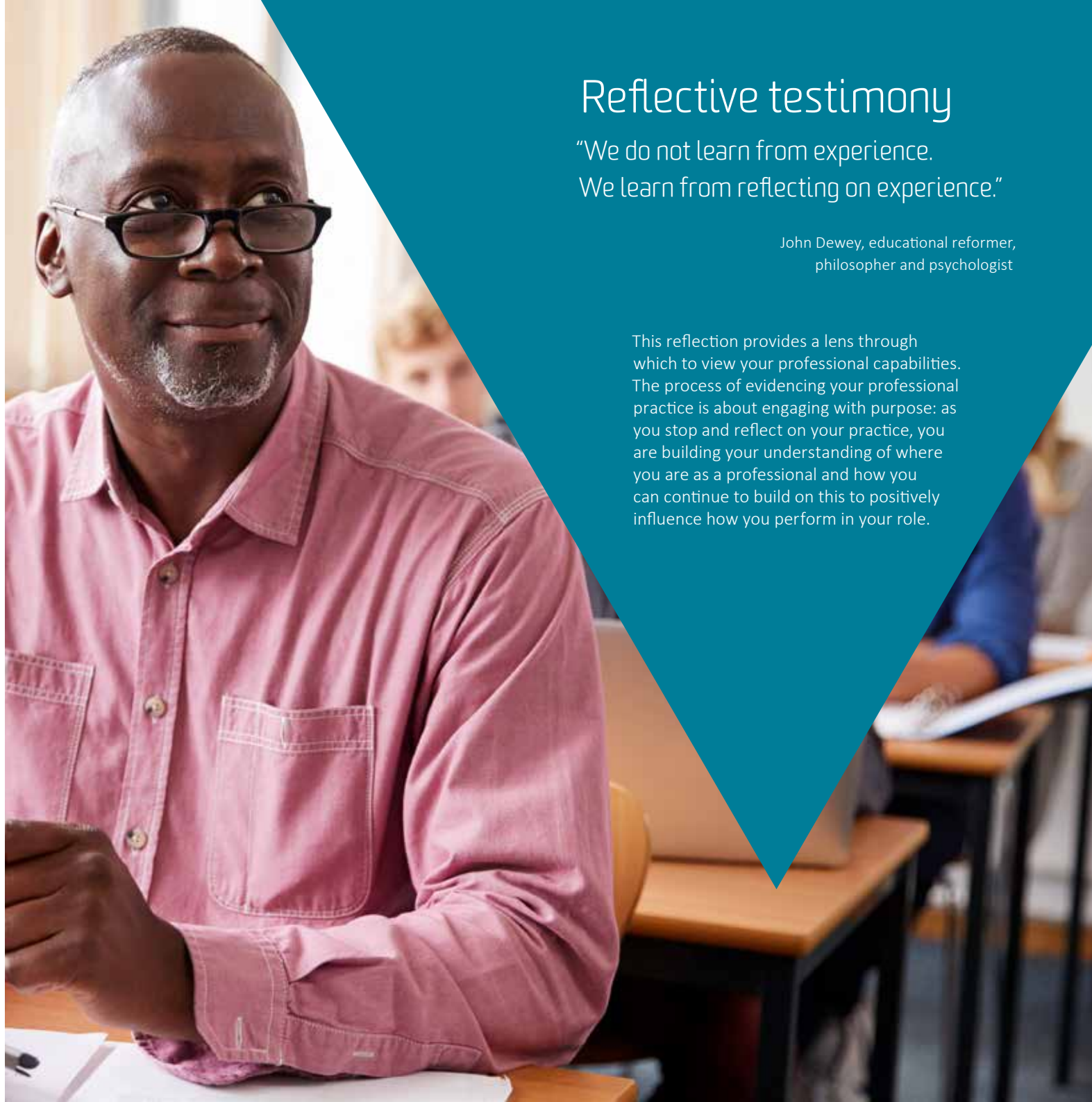
Telling your story is also known as 'reflective testimony'. This is about bringing your examples and evidence together to show how you satisfy the credential's criteria and dimensions.

Create your submission by using the template in the credentials portal. The template will structure your submission by providing you with questions to help you tell your story and provide our assessors with the information they need.

Your story will describe the detail of your examples, and reference your evidence documents to support each example.

Your story needs to be:

- In the first person
- Of a professional standard with the appropriate level of grammar and spelling
- Clear and succinct.



## Reflective testimony

"We do not learn from experience.  
We learn from reflecting on experience."

John Dewey, educational reformer,  
philosopher and psychologist

This reflection provides a lens through which to view your professional capabilities. The process of evidencing your professional practice is about engaging with purpose: as you stop and reflect on your practice, you are building your understanding of where you are as a professional and how you can continue to build on this to positively influence how you perform in your role.

# Your video testimony

This is the final step in the submission process. Here's how it works.

Once you have submitted your examples and evidence through the credentials portal, you will receive an invitation to record your video testimony online.

You'll generally have two weeks to do it. The portal will guide you through the process, including asking you a series of questions to help our assessors further understand your skills and knowledge.

Here are some things to keep in mind:

- Have a copy of your submission handy because some of the questions will refer to your examples and evidence documents
- Your testimony is an opportunity to elaborate on the information you have already submitted
- Consider your clothing and location, remembering that your video is being recorded and will be reviewed by our assessors

Once you've completed your video testimony, your complete submission will be assessed within two weeks and the results will be available two weeks after that. You will be advised of the outcome once the result is finalised by the Faculty. you'll be advised of the outcome.

You might be asked to provide supplementary evidence during the assessment process. You will be allowed one re-submission in the assessment process for each credential.

Remember to have a copy of your submission with you as some of the questions will refer to your examples and evidence.





# Communication

Communication is essential to promote commitment and the sharing of ideas and information within your team and across the organisation, and to external stakeholders and customers.

Communication is essential to promote commitment and the sharing of ideas and information within your team and across the organisation, and to external stakeholders and customers.

Communication is one of the most commonly listed employability skills in job advertisements. Communication skills have become increasingly important over time as individuals and organisations change who they work with and how they work with them.

In the modern workplace people won't always be in the same location or sitting around the same table. Today, people across organisations are collaborating via messaging and video-enabled meetings with people, at different times and across different locations, facilitated by the development of a whole new set of communication skills.

Businesses value professionals with good communication skills as they can be easier to work with and relate better to clients, ultimately driving business outcomes. Communication is vital to businesses because it engages staff, builds relationships, prevents misunderstanding and increases organisational efficiency and productivity. Professionals who effectively communicate with their colleagues foster positive relationships that benefit the organisation as a whole.

Communication is a critical component in successfully responding to change, enhancing innovation and promoting continuous improvement when deployed with other capabilities such as critical thinking, problem-solving, collaboration and emotional judgement.

## Communication (Expert)

At the Expert level of communication you're promoting a culture that encourages and enables effective communication across teams, stakeholders and your organisation. You're preparing articulate and influential communications and giving clear instructions on often very complex topics or strategic issues.

Within your role you're promoting and fostering effective communication across your own operational area as well as across diverse groups within an organisation, or a professional or business network. You represent your organisation with authority and credibility in beyond your business area, externally or in public forums. You communicate with meaning to positively inform or influence specialist and non-specialist groups, stakeholders and customers.





# Communication

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You promote a culture that encourages and enables effective communication.
2. You communicate with meaning to positively inform or influence specialist and non-specialist groups and diverse stakeholders.
3. You represent the organisation with authority and credibility beyond your business area externally or publicly.
4. You prepare and present articulate and influential reports, documentation and presentations.
5. You give and receive clear instructions or recommendations on often very complex and conceptually ambiguous topics or strategic issues.

## Dimensions

- **Autonomy:** You have a broad awareness of factors that shape effective communication across a range of possible audiences, purposes and professional subjects. This will routinely involve eliciting and communicating diverse ideas to groups within and beyond the organisation.
- **Influence:** You promote the sharing of ideas and communication and information beyond the immediate professional or organisational context.
- **Complexity:** You appreciate and shape communication structures, procedures and systems that positively enable communication in social, learning, work and professional contexts.

**You will need to provide examples that address the criteria in a leadership context. The types of evidence you could provide include:**

- presentation at a professional or national/international conference to share information on wide-scale professional or work-related strategic issues
- systems-level stakeholder communication/engagement strategy (internal, external, specialist, non-specialist)
- communication presentations, press releases or similar strategic communications for specialist **and** non-specialist audiences
- board or executive reports or papers that effectively inform or influence decisions
- major reports or presentations on high-level topics communicating to diverse audiences, strategic partners or stakeholders
- communication audit or analysis of an organisation/significant entity/project team
- representing the organisation at high-level (e.g. national) forums (e.g. professional, legislative, regulatory, partner or project committees, or similar committees and boards)
- manuals, instructions, quality guidelines, policies, procedures, plans (e.g. HR, marketing, financial, strategic), or similar materials developed to guide activities and work across the organisation or its strategic partners
- links to digital or online evidence that may include images, text, documents, audio, video and related resources showing high-level presentations or communication on complex specialised professional or strategic topics.



# Collaboration (formerly Teamwork)

Collaboration is one of the most highly regarded employability skills and many organisations rely on successful teamwork to achieve organisational goals and objectives.

Collaboration is one of the most highly regarded employability skills and many organisations rely on successful teamwork to achieve organisational goals and objectives.

Being able to work productively within a collaborative project or team is vital for increasing creativity, improving the quality of work and fostering healthy and productive relationships with colleagues and stakeholders in contemporary business. Professionals who collaborate are able to provide a better experience and superior support for their customers by being able to tap into internal experts, information and resources to help their customers.

To achieve organisational objectives and goals, employees need to be able to collaborate across teams and organisational boundaries, communicate clearly with each other, be aware and considerate of emotions and solve problems with the full intellectual capital of the team rather than individuals.

## Collaboration (Expert) formerly Teamwork (Masters-aligned)

At the Expert level of collaboration you are promoting and leading collaborative effort to achieve strategic outcomes for your organisation. You are leading the successful coordination and execution of large-scale projects, maintaining positive relationships with stakeholders and facilitating productive discussions with strategic partners. Within your role you recognise and overcome resistance and successfully break down barriers across teams or operational areas, allowing collaboration and information sharing. You use appropriate influence strategies to gain high level support, optimise participation and build commitment to agreed strategic purpose.



# Collaboration (formerly Teamwork)

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You coordinate the planning and execution of collaborative projects involving a wide range of participants.
2. You build positive relationships and mechanisms for optimising cooperation within the organisation and with external stakeholders.
3. You recognise and overcome resistance or conflict that limits collaboration and strategic cooperation.
4. You use appropriate influencing strategies to gain high level support for an initiative.

## Dimensions

- **Autonomy:** You work across organisations or professions to optimise collaboration and cooperation.
- **Influence:** You solicit input and build commitment to agreed strategic purpose.
- **Complexity:** You perform a range of complex activities to optimise participation and influence high level outcomes.

**You will need to provide examples that address the criteria in a leadership context. The types of evidence you could provide include:**

- leadership role in a large scale and/or very complex project or initiative
- leadership role coordinating or securing input and/or commitment from external stakeholders, customers, partners or experts into a collaborative endeavour/project
- management of strategic partnerships or cooperative arrangements
- extended duration (e.g. over three years) performing effectively in a senior leadership role
- leadership role gaining input and support from stakeholders or strategic partners
- output achieved through personal efforts to successfully navigate industry politics or competing strategic interests
- high level vendor/supplier relationships
- lobbying or influencing national or industry-level stakeholders or decision makers
- promoting community engagement
- managing members of a team – physical or virtual – through a team formation or change process
- participation and collaboration in strategic alliances and collaborative initiatives
- sharing or stimulating the means for ideas and information to be shared nationally across professional and industry boundaries.





# Leading and developing people

Leading and developing people is essential to communicate a meaningful vision to inspire others to purposeful action, and, how you foster the development of people to enhance their potential and talent.

Leaders need to be able to tell a clear, concise, compelling and engaging story based on a vision that inspires others to commit to purposeful actions. By effectively engaging with people you improve performance, talent and capability within your organisation.

Leaders must do more than just lead, they need to develop the capabilities of individuals in order to achieve agreed outcomes. Through leading and developing others, you ensure the workforce is engaged, motivated and committed to the organisation's vision.

## Leading and developing people (Expert)

At the Expert level of leading and developing people you are leading people to work and attain established strategic outcomes for the organisation. You are focussed on assuring the development of your workforce capability across all levels and jobs in your team. Through the development of your people, you actively seek to enhance and promote the leadership talent of your people. You understand and acknowledge where skill gaps exist within your team, and, engage with others, both internally and externally, to promote development and learning solutions to build your workforce capability.



# Leading and developing people

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You assure alignment of people plans and resources with overall workforce and organisational strategy.
2. You lead the modelling and development of positive mindsets and behaviours in the workforce.
3. You inspire co-operative responses to emerging opportunities and the achievement of the organisation's goals.
4. You monitor engagement and performance to create opportunities for improvement.

## Dimensions

- **Autonomy:** You lead and develop people to attain enhanced organisational or cross disciplinary outcomes.
- **Influence:** You enhance current performance and develop the talent in an organisation or profession.
- **Complexity:** You evaluate and manage talent and capability development in a workforce.

## The types of examples or evidence you could provide include:

- personal talent development profile and development plan
- talent management plan established by you for an organisational or professional workforce
- internal research or analysis project relating to leading people and enhancing capability
- capability profile of direct reports and related HR information developed by you (e.g. performance and development plans)
- position description confirming you lead other leaders through formal reporting lines (hierarchical role) or span of authority (e.g. senior leadership responsibilities for a programme of work or a function such as human resource, finance, marketing, etc.)
- development plan including rotations, peer learning or structured training and education intervention for a function, organisation or group
- evidence of high level mentoring or coaching of other leaders
- succession plans for managers or leaders that are direct reports
- the conduct of a workforce mentoring/coaching strategy for leaders to use
- conduct of talent management interviews at a senior level.
- the conduct of a workforce skills audit
- your role in the formation or governance of a workforce planning and skills audit process
- identification of leadership potential and your role in planning talent development
- the implementation of an organisation or functional learning and development strategy/plan
- the implementation of a workforce development plan
- the creation and/or implementation of a human resource plan for organisational or professional workforce
- building relationships with external vendors/partners and/ or procuring services to support identified learning and development needs
- links to digital or online evidence may include, images, text, documents, audio, video and resources relating to training, development or performance management of a workforce within a defined professional or organisational area.



# Empowering others

Empowering others is the ability to empower and encourage people in their work to achieve and exceed agreed objectives.

People want leaders who are confident and set clear performance expectations. Leaders effectively earn people's confidence through engaging with and empowering others to work collaboratively to capture opportunities that optimise how others achieve their outcomes and responsibilities. Through inspiring meaningful commitment from others, leaders enable people to exceed their objectives.

Empowering others is an important aspect of leadership in order to engage with others, delegate responsibility and empower people to achieve agreed outcomes and harness workforce capability through the power of your leadership in teamwork, communication, problem solving and collaboration.

## Empowering others (Expert)

At the Expert level of empowering others you are working on a longer term, strategic basis to influence and empower individuals and groups to deliver superior outcomes within your organisation. You set standards to establish frameworks and systems that empower employees, facilitate meaningful engagement in strategic processes and produce the data required to assure collective performance against agreed metrics and benchmarks. You will actively work, inside and beyond the organisation, to empower leaders and key decision makers to attain strategic goals and continuously improve the organisation's structure, strategy or systems to achieve the best outcomes. You confront functional silos and leaders that hinder information sharing. You encourage others to work with people who have a high-level expertise in order to challenge current thinking and practice within the organisation.





# Empowering others

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You positively reinforce the importance of shared accountability and responsibility.
2. You provide the formal processes and necessary authority for leaders to actively improve employee engagement and performance.
3. You allocate responsibility and accountability necessary for leaders and teams to achieve improved outcomes or respond to new opportunities.
4. You seek and review high level expertise and strategic input from others.

## Dimensions

- **Autonomy:** You work on an organisational or profession-wide basis to influence and empower individuals and groups to deliver superior outcomes.
- **Influence:** You establish frameworks that encourage participation and raise employee engagement.
- **Complexity:** You empower leaders and key decision makers to attain strategic goals and reframe or improve the organisation's structure, strategy or systems.

## The types of examples or evidence you could provide include:

- the conduct of an organisational-level employee engagement feedback audit
- internal research or analysis project relating to leading people and enhancing capability
- policy or procedures developed or sponsored by you to promote systems-level participation and input from within and beyond the organisation for a major project
- evidence of your ability to competently manage projects that extend beyond the organisation or across professions or disciplines
- results from an Ethics Awareness Inventory tool
- sponsorship and fostering delegation and vesting of authority in cross-functional/cross-disciplinary teams, projects and groups
- leading strategic processes and empowering other leaders
- benchmarking and translation of metrics and frameworks into an organisational framework
- video or related evidence of you explaining logic as to how you delegate to, empower, motivate and reward other leaders to attain the organisation's strategic goals, vision and core purpose
- results from a team development assessment
- results from an empowerment self-assessment
- documentary and other evidence of your ability to competently manage projects that extend beyond the organisation or across professions or disciplines
- results from a participative leadership styles assessment
- results from a communication styles assessment
- work on governance committees and with subject matter experts.



# Adaptive mindsets

Leaders today need to have a deep commitment and capacity to drive change, anticipate important trends, and foster innovative or adaptive thinking and practices that can improve business or stakeholder outcomes.

Research into leadership and business success has shown that a leader's ability to understand, embrace and model positive change behaviours fundamentally affects an organisation's ability to build a culture that embraces change, innovation or adaptive thinking. Leaders that cannot adapt, innovate or challenge existing thinking and practices can erode an organisation's ability to respond at speed to new or emerging opportunities.

Businesses seeking to compete in a turbulent global environment marked by rapid technological disruptions need leaders that can not only adapt but foster and champion change within their organisation so they can effectively respond to customer expectations and improve how work is performed.

## Adaptive mindsets (Expert)

At the Expert level of adaptive mindsets you are working at an organisational level to build the structures, processes and systems required to raise strategic agility and transformational capacity. You will play a significant role in removing organisational- and strategic-level barriers to change and coordinate specific actions that will influence and mobilise stakeholders to undertake change and respond to strategic opportunities. You use your networks and access the research and data needed to anticipate major trends and to respond to environmental turbulence, technical disruption and ambiguity. You will deliberately seek to cultivate the exchange of ideas and research between the organisation and experts to challenge the current vision of what is possible and to encourage an entrepreneurial culture in the organisation.



# Adaptive mindsets

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You communicate and inspire commitment to the organisation's vision for the future.
2. You mobilise support and remove strategic- and organisational-level barriers to change.
3. You promote behaviours and mindsets that enhance change responsiveness.
4. You sponsor the active exchange of ideas and research within and beyond the organisation.
5. You monitor the external environment and assess the organisation's capacity to respond to future threats or opportunities.

## Dimensions

- **Autonomy:** You work at a strategic level to build structures, processes and systems to raise agility and change capability.
- **Influence:** You take specific action to influence and mobilise others to undertake change and respond to strategic opportunities.
- **Complexity:** You deal with environmental turbulence and ambiguity to drive through large scale organisational change projects.

## The types of examples or evidence you could provide include:

- business strategy/business case for a major, complex project
- internal research or analysis project relating to leading people and enhancing capability
- innovation and change plan
- continuous improvement plan (e.g. CX, Kaizen, Lean, Sigma, etc.) for function or major operation
- design thinking artefacts and resulting design/product, or business or customer experience solution
- the conduct of an organisational innovation climate audit
- the conduct of a change readiness/maturity audit
- contribution to organisational-wide innovation and idea creation
- a Business Benefit Analysis for a major innovation or creative initiative
- Change Project Evaluation reviewing an innovation or change project
- policies and plans instituted to promote rapid response to opportunities
- leading successful improvements and organisational-wide change initiatives (e.g. sponsor, chair committees, etc.)
- learning plan to promote entrepreneurial behaviours and competency in an organisation or major project
- policy, procedures, guidelines or similar documents developed by you to stimulate and foster innovation within your organisation, industry or field of professional endeavour
- strategic judgement in selection of optimal solutions based on evidence/research
- results from an organisational agility assessment
- plans, project proposals or similar concerning significant change, innovation or system-level improvements
- developing a stakeholder analysis and a communication strategy to support the introduction of wide scale change
- oversight of systems-level or strategic change management activities.





# Driving strategic results

Research and study of global organisations enjoying sustained success makes a compelling argument for leaders that convey a future vision and engage the workforce in positive action, also driving results by setting clear, measurable and challenging goals and outcomes.

Driving strategic results is the ability to promote the achievement of excellence and the attainment of strategic outcomes. Leaders need to be able to evaluate progress by reviewing data, analysing results and making informed decisions with regards to progress or improvement opportunities. To achieve planned results and strategic outcomes, leaders need to lead and successfully manage the resources of their team or organisation.

Effective leaders will take responsibility for their actions to lead and coordinate the systematic formulation, implementation and evaluation of plans that underpin the organisation's strategic direction and competitive advantage in a turbulent market.

## Driving strategic results (Expert)

At the Expert level of driving strategic results you are establishing the strategy and systems that enable the long term strategic success of the organisation and its competitive advantage. Holding a long term, global perspective you will shape and communicate a compelling vision and sense of the organisation's future direction and potential. You will work within and outside the organisation to establish robust networks, systems and the means to access the capability required to not only optimise planned strategic outcomes, but to position the organisation to respond to future opportunities or threats. You will increasingly have carriage for leading and coordinating the formulation, implementation and evaluation of long-term strategic plans and initiating adjustments that will secure the organisation's competitive advantage and success.



# Driving strategic results

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You monitor global trends and initiate any adjustments to the organisation's strategic options and opportunities.
2. You scope out and consolidate future plans for the function or organisation.
3. You communicate a compelling vision and sense of the organisation's future potential to internal and external stakeholders.
4. You lead the successful execution of a strategy that delivers agreed outcomes.
5. You work within and outside the organisation to establish systems and the capability required to optimise strategic outcomes.

## Dimensions

- **Autonomy:** You establish the strategy and systems to enable the planning, implementation and evaluation of long term outcomes.
- **Influence:** You shape the long-term strategic purpose and objectives for the organisation.
- **Complexity:** You plan, implement and evaluate long-term strategic outcomes and their impact on future results.

## The types of examples or evidence you could provide include:

- business strategy/business case
- internal research or analysis project relating to leading people and enhancing capability
- future plan/foresighting analysis for a business
- innovation and change plan
- long term analysis of market or strategic position and trends/factors likely to impact agreed goals
- continuous improvement plan (e.g. CX, Kaizen, Lean, Sigma, etc.) for function or major operation
- strategic project, portfolio or business review and evaluation report
- market data analytics and visualisation for significant operational area/division or SME business
- transformation project plan
- testimony, records or documentation (e.g. employment records, performance reviews, etc.) confirming appointment and effective performance at senior or executive level
- planning tools or evidence of ability to systematically plan task completion
- research tracking relevant political, economic, social and technological issues in the macro environment
- reports, high-level presentation or similar articulating future options and vision for the organisation, industry, market or the professional
- evaluation and reporting of system-level or strategic results against agreed targets
- evidence of you leading high-level business or strategic planning
- reviewing and reporting to board or groups with influence and impact on strategic operations (e.g. board of management, stakeholders, regulatory and government committees, investor meetings, etc.).



# Problem solving

Problem solving is an essential part of business today as it involves the ability to define and analyse problems, identify problem severity and implement optimal solutions.

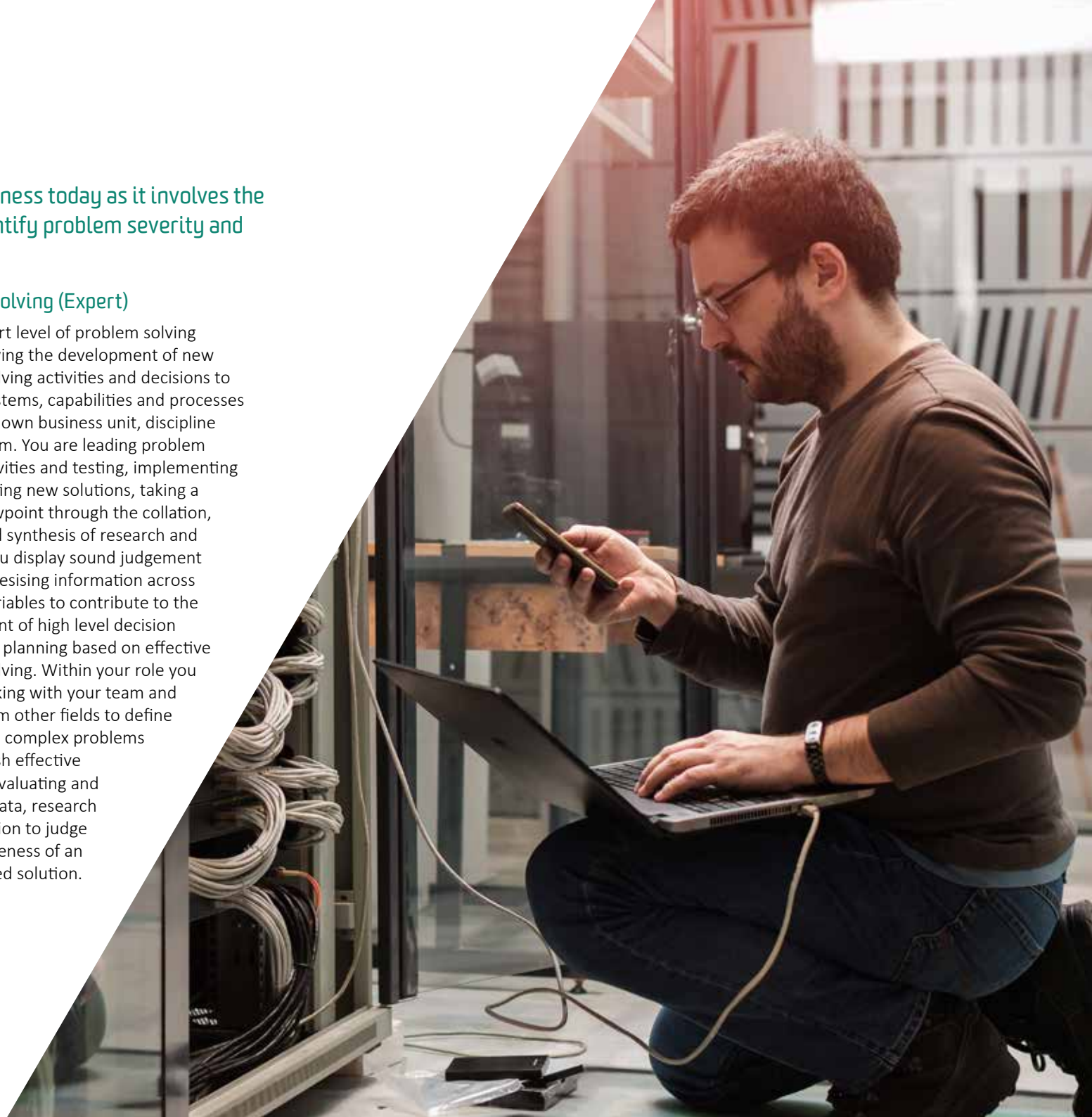
Problem solving is currently one of the most in demand skills in the workplace. Effective problem solving skills are essential to work more efficiently with colleagues and stakeholders through identifying and analysing issues and resolving problems that limit desired business outcomes.

Problem solving is not just about being able to solve problems, it is about being able to work collectively to understand what the problem is and identify and remove root causes.

Problem solving involves breakthrough thinking and innovative solutions on business problems and may require teamwork, collaboration and communication to attain successful outcomes.

## Problem solving (Expert)

At the Expert level of problem solving you are driving the development of new problem solving activities and decisions to improve systems, capabilities and processes within your own business unit, discipline area, or team. You are leading problem solving activities and testing, implementing and evaluating new solutions, taking a holistic viewpoint through the collation, analysis and synthesis of research and practice. You display sound judgement when synthesising information across multiple variables to contribute to the improvement of high level decision making and planning based on effective problem solving. Within your role you will be working with your team and experts from other fields to define and analyse complex problems and establish effective solutions, evaluating and reviewing data, research or information to judge the effectiveness of an implemented solution.





# Problem solving

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You devise new solutions to a problem by collating, analysing and synthesising research and practice.
2. You test solutions and display sound judgement when synthesising information across multiple variables.
3. You evaluate and review data, research or information to judge the effectiveness of implemented solutions.
4. You contribute to improvement of high level decision making and planning based on effective problem solving.

## Dimensions

- **Autonomy:** You drive complex problem solving activities and decisions that improve professional or organisational systems, capabilities or performance.
- **Influence:** You improve organisational and professional outcomes by taking a holistic viewpoint when developing solutions and evaluating strategic decisions.
- **Complexity:** You hypothesise, design and construct models, strategies or investigations to solve complex problems.

**You will need to provide examples that address the criteria in a leadership context. The types of examples or evidence you could provide include:**

- description of the systematic problem solving model and methods, and the tests that were used to indicate success, including reflection on the model and the testing and whether there was a need to develop a new model based on the review
- judgement in selection of optimal solutions based on evidence and research
- solutions testing at a high level or across complex variables/components
- report with value analysis on benefits from a given solution to an issue or problem
- solutions analysis derived through use of advanced problem solving techniques or tools
- provision of a substantial body of work evidencing your ability to consistently and correctly use advanced processes, techniques and tools to make an original contribution to understanding a complex problem, issue or situation
- leading others working on highly ambiguous problems with wide ranging societal or professional impact
- dealing with complex, multi-disciplinary problems
- original contribution in the form of a hypothesis, design, models, strategy or solution for a very complex problem.



# Digital literacy

Digital literacy is an essential skill for effective participation in today's fast paced digital world with businesses relying on digital technology for all aspects of their operations.

Digital literacy is necessary in order to be engaged in new digital tools to identify, access, manage, integrate and evaluate digital resources and construct new knowledge to improve strategic operations. This is essential for any professional to participate in the digital economy and to collaborate in virtual environments to create new data, ideas or knowledge.

Professionals should be using technology in meaningful ways and adopting a broad range of computing and online technologies effectively in their workplace.

## Digital literacy (Expert)

At the Expert level of digital literacy you are ensuring personal and group adherence to appropriate practices, policies and standards in the use of digital information. You are monitoring, analysing, reporting and researching global technology trends and seeking new technology opportunities to improve business outcomes and respond to opportunities or threats. Within your role you will identify and promote opportunities to use technology to optimise organisational, customer, process or operational outcomes. You are influencing colleagues and forming procedures to enhance how others store, discover, create or transfer content, data or knowledge. You analyse and evaluate organisation benefit from the use of digital technologies and identify where technologies can promote strategic outcomes.



# Digital literacy

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You ensure personal and group adherence to appropriate practices, policies and standards in the use of digital information.
2. You research trends in digital technologies or disruptions that may impact existing business models or professional practice.
3. You identify and promote opportunities to use technology to optimise organisational, customer, process or operational outcomes.
4. You analyse and evaluate organisational benefit from the deployment of digital technologies.

## Dimensions

- **Autonomy:** You work at a systems level to monitor and report on digital initiatives.
- **Influence:** You research global digital trends and establishes where the organisation needs to respond to opportunities or threats.
- **Complexity:** You provide a consolidated insight into research and best practices from various sources to identify where technologies can promote strategic outcomes.

**You will need to provide examples that address the criteria in a leadership context. The types of examples or evidence you could provide include:**

- technology plans and implementation strategies developed by you within a defined area of organisational or professional activity
- research project, business case, feasibility study or similar report into trends and business benefits/feasibility derived from new technology or proposed improvements within an organisation or professional activity
- project or improvement plan using formal methods and/or standards (e.g. ITIL, COBIT, ISO 20000, ISO 27001, or such like) for managing, assessing, and improving the technology enabled capabilities of a defined area of business or professional activity
- governance of or coordination role implementing new technology, or a technology innovation or deployment project
- policy or procedures developed to assure compliance to online privacy protection, legal, ethical and secure management of information
- copyright management for specified online or digital information or data
- policies, standards or quality targets guiding the use of technology within an organisation or professional field of endeavour
- high-level research on relevant technology trends
- establishing technology compliance standards or requirements
- management guidelines on the legal, ethical and security requirements for digital information and/or IT systems
- links to sophisticated digital or online evidence that may include collaborative environments, digital strategies, user guidelines or policies, or other relevant images, text, documents, audio, or video evidence.





# Critical thinking

Critical thinking is essential to analyse a situation or problem, identify causal relationships and generate an optimal solution.

Critical thinking is important in business because it empowers employees to learn from their mistakes, recognise opportunities, observe facts objectively, systematically identify causes of problems, research and anticipate future events and overcome challenges to improve workplace success. People at all levels in an organisation are required to resolve problems and deploying critical thinking skills are a vital part of this as it involves the process of evaluating information to reach an answer or solution.

Professionals with effective critical thinking skills are able to better adapt to the unknown variables that come with disruptive technological innovation, turbulent global marketplaces and an increasingly competitive business environment.

Critical thinking is an essential aspect of finding innovative solutions to contemporary business problems.

## Critical thinking (Expert)

At the Expert level of critical thinking you are making sound strategic judgements based on evidence to improve business outcomes. You are evaluating, using or designing research or research methods to find innovative solutions to organisational problems. Within your role you are creating new theories, concepts or models to explain business problems, situations or issues and are producing new insights to overcome these problems. You are developing predictive models that anticipate future changes to the business and formulating solutions to any problems or issues.



# Critical thinking

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You evaluate and choose a procedure or approach to investigate complex problems or opportunities that may span functions or areas of professional practice.
2. You produce new insights or knowledge that challenges current thinking, theory or flaws in logic.
3. You identify unknown factors and map complex causal relationships when working across complex problems that may span functions or areas of professional practice.
4. You develop scenarios, theories or models anticipating future effects or events resulting from evaluation of complex problems.
5. You make sound strategic judgements based on evidence.

## Dimensions

- **Autonomy:** You think globally and work with internal and external experts to design, use and evaluate complex scenarios, theories or models to develop new thinking and knowledge.
- **Influence:** You investigate and generate new theories, models, methods or approaches that influence current organisational and professional practice.
- **Complexity:** You see relationships and effect of actions at a strategic level.

**You will need to provide examples that address the criteria in a leadership context. The types of examples or evidence you could provide include:**

- description of the model you used and what tests were used to determine if it would be successful. Reflection on the model and the testing and whether there was a need to develop a new model
- new theory, model, method, or substantial approaches that you have developed that advances understanding within a substantial field of endeavour or professional body of knowledge
- input into and shaping of new business models/paradigms or research methods
- provision of a substantial body of work evidencing your ability to consistently and correctly use advanced processes, techniques and tools to make an original contribution to the understanding of a very complex problem and its causal relationships
- solutions analysis derived through use of advanced problem solving techniques or tools
- producing models, technologies or theoretical models that predict future events or explain previously unexplained relationships or results
- publications or research challenging existing assumptions or thinking
- research and investigation into complex problems/issues
- collaborative work across professional boundaries, disciplines or experts beyond the organisation to research, analyse, and reconceptualise existing body of knowledge
- development of predictive models and scenarios
- involvement in breakthrough thinking or creative endeavours
- links to highly advanced digital or online evidence that may include, images, text, documents, audio, video and related resources.



# Cultural engagement (formerly Global citizenship)

Cultural engagement is essential in understanding your professional responsibilities in an increasingly diverse global economy and society.

Being culturally engaged is vital in today's rapidly changing workplace where technology is removing geographical boundaries and is driving new ways of doing business. Organisational success often relies on active engagement in local and global issues that strengthen the communities in which we live and work. Culturally engaged employees think, act, relate and respond to socio-cultural elements.

Cultural engagement benefits your company brand, increases the opportunities for growth and helps you connect with colleagues to build partnerships around the world. Being culturally engaged and acting ethically are important aspects of being an effective global citizen.

## Cultural engagement (Expert) formerly Global citizenship (Masters-aligned)

At the Expert level of Cultural engagement you understand the principles and methods for managing an organisation's cultural awareness and engagement. Within your role you actively promote the respect for protocols, etiquettes and origins underpinning other cultures and you work within your organisation to foster an environment of inclusiveness and mutual respect for diversity and cultural differences. As a leader, you challenge bias and intolerance to create a culture that respects and embraces diversity. You identify and appreciate the impact of organisational decisions at the wider societal level in order to guide the alignment of your organisation's culture and values with society.





# Cultural engagement (formerly Global Citizenship)

Your submission must address all of the credential's criteria and dimensions

## Criteria

1. You promote organisational policies and practices that encourage inclusiveness.
2. You promote policies and practices that optimise participation of people from diverse backgrounds and perspectives.
3. You guide and manage the behaviours of personnel to respect community and society values and expectations.

## Dimensions

- **Autonomy:** You work within and outside the organisation or profession to create an environment of inclusiveness and mutual respect for diversity and socio-cultural differences.
- **Influence:** You challenge poor behaviours and intolerance to create a culture that embraces diversity.
- **Complexity:** You identify and appreciate the impact of organisational decisions at the wider societal level.

**You will need to provide examples that address the criteria in a leadership context. The types of examples or evidence you could provide include:**

- evidence of regard for diversity of cultures including interpersonal communication with clients, colleagues and the different professionals in the various aspects of your professional practice
- evidence of active engagement in local and global issues that strengthen the local community and fosters and develops diversity and cultural differences
- audit or report on culture/climate/employee satisfaction or similar in an organisation or comparable entity
- extended exchanges or successful work or professional placement (over three months) in an international, diverse cultural context
- organisational- or system-level stakeholder engagement/communication plan that specifically addresses minorities and inclusive participation
- systems-level research that shows you have appropriately and flexibly encompassed the needs of local communities and diverse groups
- shaping Code of Conduct or similar strategies to positively shape organisational culture
- leading sustained engagement and input from the community
- assessing culture alignment to the operational environment
- leading in a manner sensitive to the cultural climate
- using a range of leadership styles sensitive to the diversity of the workforce, customer(s) or stakeholder(s).



# Your rights and responsibilities

Professional Practice Credentials are awarded by Deakin University and are governed by relevant policy and procedure (including the Deakin Micro-credentials policy and Deakin Professional Practice Credentials procedure).

When you engage in the credentialling process as a student of Deakin University you have rights and you also have responsibilities.

Your rights include:

- to be treated with courtesy and respect throughout the process
- to have access to reasonable adjustments in applicable circumstances
- to have access to a review of a decision should this be required.

Your responsibilities include:

- to act with academic integrity
- to conduct yourself in a professional manner throughout the process.

## Academic integrity

Academic integrity is acting in accordance with the values of honesty, trust, fairness, respect and responsibility in academic settings. Examples of behaving with academic integrity include:

- complying with instructions for assessment tasks
- submitting your own original work
- acknowledging all ideas, designs, words or works of others, including in group tasks
- providing accurate and truthful documentation.

Plagiarism is the use of other people's words, ideas, research findings or information without acknowledgement, that is, without indicating the source. In the credentialling process this also includes misrepresenting your prior experience and your role in any examples or evidence provided.

Plagiarism is a very serious breach of academic integrity and there are procedures and penalties for dealing with instances of plagiarism and collusion (acting with another person with the intention to deceive) by students.

Deakin University's academic misconduct procedures and penalties are explained on the Student integrity web page and more information is available in the Student Academic Misconduct Procedure.

## Reasonable adjustments

Alternative assessment arrangements may be made for students with a disability or health condition to ensure that all students have a consistent and fair opportunity to demonstrate their knowledge and/or capabilities.

Students who are prevented from completing an assessment requirement at the scheduled time because of circumstances outside their control may apply for an extension.

When a student is enrolled in a Deakin professional practice course, alternative arrangements, including applying for an extension, will be made according to the process set out in the Assessment (Higher Education Courses) procedure.

## Academic Progress

One of Deakin's graduate learning outcomes is self-management: working and learning independently and taking responsibility for personal actions. You are expected to make your studies a priority and to start your assessment tasks early, rather than leaving them until the last minute.

At the end of each trimester, your Faculty will review your progress against your study plan. If your performance is below the expected standard, the University will intervene. Initially you will be contacted and provided with support to improve your performance. Students who continue to make unsatisfactory progress may be excluded. For more information see the Academic progress web page.

## Breaches of responsibilities

When a student is enrolled in a Deakin professional practice course, allegations of breaches of responsibilities will be managed in accordance with relevant student academic integrity or general misconduct policies.

Allegations of breaches of responsibilities will be investigated by the University and a decision made about whether the allegation is supported and what action should be taken. This may include education about acceptable practice, a formal warning, exclusion from the credentialling process or revocation of the credential, depending on the severity of the breach. The student will be notified in writing of the outcome and review process.

## Complaints

For all enquiries, requests and feedback related to Deakin Professional Practice Credentials, or to make a confidential complaint, please contact [ppc@deakin.edu.au](mailto:ppc@deakin.edu.au)

For further information about your rights and responsibilities as a Deakin student, and for requirements relating to Deakin units, please check your unit guide.



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Deakin University CRICOS Provider Code: 00113B

## We're here to help

If you need any help along the way,  
please email us on [ppc@deakin.edu.au](mailto:ppc@deakin.edu.au)