



# DFVP20008 Leadership and Management in Domestic and Family Violence Practice

## Term 2 - 2017

Profile information current as at 12/05/2024 12:06 pm

All details in this unit profile for DFVP20008 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## Corrections

### Unit Profile Correction added on 27-07-17

Under **Conditions** the minimum mark should be removed - it should be blank

## General Information

### Overview

This unit will provide you with opportunities to develop advanced knowledge of management and leadership styles within the non-government organisation health and human services sector, with a focus on domestic and family violence organisations. It builds on the knowledge and skills acquired in previous units with a specific focus on organisational contexts and practices. Using a gendered approach, critical use is made of evidence-based research and practice and policy documents addressing management and leadership requirements in this sector. You will explore a range of governance considerations, financial accountability and legislative requirements pertinent to the domestic and family violence sector. You will consider ethical, professional and self-management implications for practice.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Examine the difference between leadership and management particularly as these concepts apply in domestic and family violence contexts.
2. Interpret and explain key leadership and management theories that underpin non government organisation health and human services.
3. Analyse key leadership and management challenges and practices within non-government organisation health and human services policy environments, with a focus on the intersection of gender, ethnicity and culture.
4. Evaluate key accountabilities required of leaders and managers in non-government organisation health and human services.

















## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•		
2 - Written Assessment - 60%		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge				
2 - Communication				
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility				
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 40%								
2 - Written Assessment - 60%								

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Marika Guggisberg** Unit Coordinator  
[m.guggisberg@cqu.edu.au](mailto:m.guggisberg@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
What is leadership and management	Husu, L., Hearn, J., Lämsä, A-M., & Vanhala, S. (2010). <i>Leadership through the gender lens: Women and men in organisations</i> . Helsinki, FIN: Hanken School of Economics.	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Effective Communication	Carlson, C. (2017, 26 May). 4 strategies for being assertive. <i>Business Management Daily</i> .	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Managing Relationships	Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. <i>The Academy of Management Review</i> , 20, 709-734	Portfolio Activity 1  <b>Written Assessment - Portfolio Activity</b> Due: Week 3 Friday (28 July 2017) 11:45 pm AEST

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Culture	Watch Claire Madden's TED Talk: 'When Values Backfire' <a href="https://www.youtube.com/watch?v=vaN6Ftj8inA">https://www.youtube.com/watch?v=vaN6Ftj8inA</a>	

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Flexibility	Demerouti, E., & Bakker, A.B. (2011). The Job Demands-Resources model: Challenges for future research. <i>SA Journal of Industrial Psychology</i> , 37, Art. 974	

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Specific Leadership/Management Skills	Goodwin, C. R. (2008). The supervisor's role and responsibility in the modern organization. In C. R. Goodwin & D B. Griffith, <i>Supervisor's survival kit</i> (11th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.	

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Emotional Intelligence	David, S., & Congleton, C. (2013). Emotional agility. <i>Harvard Business Review</i> .	Portfolio Activity 2

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Stress and Coping	Gallo, A. (2011). Turning stress into an asset. <i>Harvard Business Review</i> .	

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Conflict in the Workplace	Oachesu, M. (2016). Conflict management, a new challenge. <i>Procedia Economics and Finance</i> , 39, 807-814.	

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Project Planning and Management	Vitek, D. (2012). Project management: Supporting a common project delivery framework. <i>Unified Process Project Management Newsletter</i> , 6. Centers for Disease Control and Prevention, US Department of health and Human Services.	Written Assessment - Essay  <b>Written Assessment - Essay</b> Due: Week 10 Friday (22 Sept 2017) 11:45 pm AEST

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and Reflective Practice	Finlay, L. (2008). <i>Reflecting on reflective practice</i> . Paper 52, Practice-based Professional Learning Centre. The Open University.	

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Self-Care	Killelea, G. (n.d.). The secret to leadership stamina: Self-care. <i>Half the Sky Leadership</i> .	

**Review/Exam Week - 09 Oct 2017**

## Assessment Tasks

### 1 Written Assessment - Portfolio Activity

#### Assessment Type

Written Assessment

#### Task Description

Submission of the Portfolio Activities is staggered across Term 2 to enable you to obtain ongoing feedback on your progress.

Portfolio activities consist of different types of learning and assessment. They provide students with the opportunity to demonstrate a range of different skills including different ways of researching, compiling and presenting information and acquired knowledge.

Submission of the Portfolio pieces is through the Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin Report prior to making a final submission.

Overall, these assessment items provide you with the opportunity to demonstrate your knowledge and understanding of the issues related to leadership and management along with academic writing and referencing capability.

Read the instructions carefully and understand the specific requirements in terms of length, format, structure, required referencing, and purpose.

#### Assessment Due Date

Week 3 Friday (28 July 2017) 11:45 pm AEST

Part 2 of the Portfolio Activity will be due in Week 7 on Friday at 23:45 AEST

#### Return Date to Students

Within approximately 10 working days of submission

#### Weighting

40%

#### Minimum mark or grade

10 marks

#### Assessment Criteria

Definition of Concepts of Leadership and Management (10%)

Key Leadership and Management Theories (10%)

Development of main idea and organisation of paper (20%)

Demonstrated Knowledge of Content area and Development of Ideas (40%)

Academic writing, paraphrasing, and referencing (intext and endtext) (20%)

A detailed marking key is available in Moodle

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Submission Instructions

Submission of the Portfolio pieces is through the Moodle site, Turnitin Submission Point

### **Learning Outcomes Assessed**

- Examine the difference between leadership and management particularly as these concepts apply in domestic and family violence contexts.
- Interpret and explain key leadership and management theories that underpin non government organisation health and human services.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

## **2 Written Assessment - Essay**

### **Assessment Type**

Written Assessment

### **Task Description**

This Assignment provides you with the opportunity to demonstrate a range of different practice skills including critical thinking, visualisation and presenting information systematically and analytically. This activity underpins the strong link between academic knowledge development and DFV-related practice. You are asked to conduct a Stakeholder Analysis. A stakeholder analysis is a systematic way to assess key partners in an organisation.

Overall, this assessment item provides you with the opportunity to demonstrate your knowledge and understanding of the issues related to leadership and management along with academic writing and referencing capability.

Read the instructions provided to you on Moodle and e-Unit Profile carefully and understand the specific requirements in terms of length, format, structure, required referencing, and purpose.

### **Assessment Due Date**

Week 10 Friday (22 Sept 2017) 11:45 pm AEST

### **Return Date to Students**

Within approximately 10 working days of submission

### **Weighting**

60%

### **Minimum mark or grade**

10 marks

### **Assessment Criteria**

Visualisation (10%)

Introduction and Stakeholder Overview (10%)

Identification of Stakeholders (20%)

Stakeholder Analysis (40%)

Academic Writing style (20%)

A detailed marking key is available on Moodle

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submission is through the Moodle site, Turnitin Submission Point

### Learning Outcomes Assessed

- Interpret and explain key leadership and management theories that underpin non government organisation health and human services.
- Analyse key leadership and management challenges and practices within non-government organisation health and human services policy environments, with a focus on the intersection of gender, ethnicity and culture.
- Evaluate key accountabilities required of leaders and managers in non-government organisation health and human services.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem