



DFVP20008 Leadership and Management in Domestic and Family Violence Practice

Term 2 - 2020

Profile information current as at 05/05/2024 10:03 am

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.

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 - 2020

- Online

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Feedback via Unit Evaluation Report

Feedback

Students were satisfied with the unit content. Formal feedback indicated that "learning about how to lead and manage a diverse team in a modern climate" was the best aspect of the unit.

Recommendation

Continue to use content that caters for a diverse team in a modern work climate

Feedback from Student Feedback via Unit Evaluation Report

Feedback

Students valued the assessment tasks that were relevant and could be applied to the workplace. Formal feedback indicated that students thought the assessments contributed to a positive learning experience.

Recommendation

Continue to use practice-based assessment tasks

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
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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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Marika Guggisberg Unit Coordinator
m.guggisberg@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
What is Leadership and Management	Williams, K. S., & Mills, A. J. (2019). The problem with women: A feminist interrogation of management textbooks. <i>Management & Organizational History</i> , 14, 148 - 166.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective Communication	Acker, S., & Wagner, A. (2019). Feminist scholars working around the neoliberal university. <i>Gender and Education</i> , 31, 62 - 81.	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Managing Relationships	Fritz, C., & van Knippenberg, D. (2017). Gender and leadership aspiration: the impact of organizational identification. <i>Leadership & Organization Development Journal</i> , 38, 1018 - 1037.	Portfolio

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Organisational Culture	Campuzano, M. V. (2019). Force and inertia: A systematic review of women's leadership in male-dominated organizational cultures in the United States. <i>Human Resource Development Review</i> , 18, 437 - 460.	Written Assessment - Portfolio Activity Due: Week 4 Monday (3 Aug 2020) 11:45 pm AEST
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Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Flexibility	Li, L., & Trisha T. C (2019). Smartphones at work: A qualitative exploration of psychological antecedents and impacts of work-related smartphone dependency. <i>International Journal of Qualitative Methods</i> , 18, 1 - 12.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Specific Leadership/Management Skills	Griffiths, O., Roberts, L., & Price, J. (2019). Desirable leadership attributes are preferentially associated with women: A quantitative study of gender and leadership roles in the Australian workforce. <i>Australian Journal of Management</i> , 44, 32 - 49. Post, C., & Byron, K. (2015). Women on boards and firm financial performance: a met-analysis. <i>Academy of Management</i> , 58,	

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Emotional Intelligence	Brescoll, V. L. (2016). Leading with their hearts? How gender stereotypes of emotion lead to biased evaluations of female leaders. <i>The Leadership Quarterly</i> , 27, 415 - 428.	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Stress and Coping	Geisler, M., Berthelsen, H., & Muhonen, T. (2019). Retaining social workers: The role of quality of work and psychosocial safety climate for work engagement, job satisfaction, and organizational commitment. <i>Human Service Organizations: Management, Leadership & Governance</i> , 43, 1 - 16.	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conflict in the Workplace	Tafvelin, S., Keisu, B.-I., & Kvist, E. (2020). The prevalence and consequences of intragroup conflicts for employee well-being in women-dominated work. <i>Human Service Organizations: Management, Leadership & Governance</i> , 44, 47 - 62.	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Project Planning and Management	Bredillet, C., Tywoniak, S., & Dwivedula, R. (2015). What is a good project manager? An Aristotelian perspective. <i>International Journal of Project Management</i> , 33, 254 - 266.	Written Assessment - Stakeholder Analysis Due: Week 10 Monday (21 Sept 2020) 11:45 pm AEST
Week 11 - 28 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Managerial Ethics and Reflective Practice	Pullen, A., & Vachhani, S. (2020). Feminist ethics and women leaders: from difference to intercorporeality. <i>Journal of Business Ethics</i> , 1 - 11.	
Week 12 - 05 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Self-care	Lanaj, K., Johnson, R. E., & Barnes, C. M. (2014). Beginning the workday yet already depleted? Consequences of late-night smartphone use and sleep. <i>Organizational Behavior and Human Decision Processes</i> , 124, 11 - 23. Klug, K., Felfe, J., & Krick, A. (2019). Caring for oneself or for others? How consistent and inconsistent profiles of health-oriented leadership are related to follower strain and health. <i>Frontiers in Psychology</i> , 10.	Stakeholder Analysis
Review/Exam Week - 12 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 19 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment - Portfolio Activity

Assessment Type

Written Assessment

Task Description

You are asked to provide an analysis of the concepts 'leadership and management' by demonstrating your insight of the similarities and differences of the responsibilities of a manager of a domestic and family violence support service. You should integrate at least two appropriate key leadership and management theories that underpin non-government organisation health and human services delivery. Describe both concepts and provide a discussion on each concept and how they relate to each other.

Essay format should be used, which means that your paper should have the following structure:

- A meaningful title
- A brief introduction that contains appropriate definitions and an outline of the structure of your paper
- A body (identification of relevant theories, discussion of similarities and differences)
- A conclusion (no citations and no new information)

At least five journal articles should be used with a total of 10 references published 2015 or later. Your assessment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. The essay should contain a brief introduction to the topic, a discussion of the specifics and relevance to service delivery and concluding remarks.

Assessment Due Date

Week 4 Monday (3 Aug 2020) 11:45 pm AEST

Return Date to Students

Within approximately 10 working days of submission

Weighting

40%

Assessment Criteria

DFVP20008 - Analysing the Concepts of Leadership and Management					
	Fail	Pass	Credit	Distinction	High Distinction
Definitions of Concepts of Leadership and Management (10%)	0 - 4.5 Definitions are absent	5 - 6 Definitions provided, but superficial - no understanding demonstrated	6.5 - 7.5 Provides definitions with appropriate understanding of concepts	8 - 9 Provides definitions with insightful understanding of concepts mentioning differences and similarities	9.5 - 10 Provides definitions with excellent understanding of the similarities and differences of the concepts
Key Leadership and Management Theories (10%)	0 - 4.5 Discussion of key leadership and management theories is absent	5 - 6 Key leadership and management theories included, but superficial.	6.5 - 7.5 Provides discussion of key leadership and management theories	8 - 9 Provides critical discussion of key leadership and management theories	9.5 - 10 Provides in-depth critical discussion of key leadership and management theories
Development of main idea and organisation (20%)	0 - 9 Lacks logical structure and examples, reasons or evidence. Paper is disorganised with little or no structure; difficult to understand what is being argued, and/or missing introduction and/or conclusion	10 - 12 Structure is evident but at times unclear and inconsistent use of examples reasons or evidence. Paper is adequately organised; appropriate introduction and conclusion	13 - 15 Clear structure including provision of adequate examples, reasons and evidence. Good organisation with information in effective order & argument flows; paragraphs well constructed; adequate introduction and conclusion	16 - 17 Effectively presented analysis, well supported by appropriate examples, reasons and evidence, demonstrating critical thinking. Strong organisation with all information in effective order & argument flows well; all paragraphs well constructed; effective introduction and conclusion	18 - 20 Effectively and insightfully presented and developed analysis using excellent examples, reasons and evidence, demonstrating outstanding critical thinking. Excellent organisation - argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion
Knowledge of content area & development of ideas (40%)	0 - 19 Unable to demonstrate understanding of content or only a few general points made, and/or factual errors presented	20 - 25 Demonstrated developing understanding of content (general points made with some detail; and/or irrelevant information given)	26 - 30 Demonstrated understanding of content presented and most points were elaborated with details; information is relevant; some original thought presented	31 - 35 Demonstrated understanding of all content with all points elaborated with illustrative examples and with original ideas & thoughts presented	36 - 40 Demonstrated well developed understanding of all content; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas
Academic writing, paraphrasing, referencing (in-text and end-text) (20%)	0 - 9 Major difficulties, inappropriate paraphrasing and referencing	10 - 12 Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	13 - 15 Good writing and referencing style - some minor errors (more careful editing is required)	16 - 17 Good academic writing and referencing style, (minor, insignificant errors)	18 - 20 Well written paper following all academic writing and referencing conventions - fully correct, no errors

Comments

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission of the assessment 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 - Stakeholder Analysis

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, which is a systematic way to assess key partners in an organisation.

A stakeholder analysis may assist in the development/improvement of effective and efficient management. It also helps understand which stakeholders are likely to be assets and which ones may pose some barriers. A stakeholder analysis is a systematic way to assess key partners in an organisation. Read the instructions provided to you on Moodle and e-Unit Profile carefully and understand the specific requirements in terms of length, format, structure, and purpose.

The steps to conduct stakeholder analysis are described below. Please ensure that you complete each step carefully. (1) identify purpose of analysis and context, (2) identify stakeholders, (3) examine patterns of relationships and interactions and (4) analyse the stakeholders and evaluate the results.

Assessment Due Date

Week 10 Monday (21 Sept 2020) 11:45 pm AEST

Return Date to Students

Within approximately 10 working days of submission

Weighting

60%

Assessment Criteria

DFVP20008 Written Assessment - Stakeholder Analysis					
	Fail	Pass	Credit	Distinction	High Distinction
Visualisation (10%)	0 - 4.5 Mapping of stakeholders in relation to their interest of and influence in the organisation entirely absent	5 - 6 Mapping of stakeholders in relation to their interest of and influence in the organisation attempted	6.5 - 7.5 Mapping of stakeholders in relation to their interest of and influence in the organisation provided with some detail	8 - 9 Insightful and creative mapping of stakeholders in relation to their interest of and influence in the organisation provided with detail	9.5 - 10 Detailed, creative and very insightful mapping of stakeholders in relation to their interest of and influence in the organisation provided with sophistication

Introduction and Stakeholder Overview (10%)	0 - 4.5 Formulation of purpose against background of organisational context is absent	5 - 6 Formulation of purpose against the background of organisational context is provided, but quite superficial	6.5 - 7.5 Formulation of purpose against the background of organisational context is provided with some detail (incl. Intended results, pertinent history and information on the local community)	8 - 9 Formulation of purpose against the background of organisational context is provided with sufficient detail noting pertinent history, intended results and commenting on the local community	9.5 - 10 Formulation of purpose against the background of organisational context provided professionally with insight and sophistication (including intended results, pertinent history, information on the local community and stating the specific enquiry with defining important terms)
Identification of Stakeholders (20%)	0 - 9 No or insufficient identification of stakeholders	10 - 12 Identification of specific groups of stakeholders; work climate and specific attributes considered	13 - 15 Identification of specific groups of stakeholders with some insight; consideration given to work climate, specific attributes and organisational culture	16 - 17 Identification of specific groups of stakeholders with demonstrated insight; consideration given to work climate, specific attributes and organisational culture	18 - 20 Effective identification of specific groups of stakeholders with demonstrated insight and sophisticated consideration given to work climate, specific attributes and organisational culture
Stakeholder Analysis (40%)	0 - 19 Unable to demonstrate understanding of a Stakeholder Analysis	20 - 25 Demonstrated understanding of a Stakeholder Analysis (general points made with little specific details given) on patterns of relationships, interactions, communication styles, potential conflict, identification what works well, challenges and recommendations	26 - 30 Demonstrated good understanding of a Stakeholder Analysis; appropriate integration of patterns of relationships, interactions, communication styles, potential conflict identification, what works well, challenges and recommendations	31 - 35 Demonstrated understanding of all content with all points elaborated giving illustrative examples and making effective links between patterns of relationships, communication styles, potential conflict and balanced consideration of what works well and identified challenges with insightful recommendations	36 - 40 Demonstrated well developed understanding of all content; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, excellent original thoughts & ideas in relation to patterns of relationships, communication styles, potential conflict, balanced consideration of what works well and identified challenges, and insightful recommendations
Academic writing style (20%)	0 - 9 Major difficulties, not well developed academic writing style	10 - 12 Some errors with writing - more careful editing is required	13 - 15 Appropriate writing style - professionally presented analysis	16 - 17 Very appropriate writing style academic presentation (references included)	18 - 20 Excellent writing style, academic presentation including intext and endtext citations - fully correct, no errors

Comments /100

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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