DFVP20008 *Leadership and Management in Domestic and Family Violence Practice*
Term 2 - 2021

Profile information current as at 08/05/2024 02:40 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 - 2021

- 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 Unit Evaluation Report

Feedback

Student feedback stating that content and learning materials were directly relevant to profession (DFV field)

Recommendation

Continue use DFV-relevant content and materials (reading sources and weekly activity tasks)

Feedback from Email

Feedback

Student feedback acknowledging personalised support throughout the unit

Recommendation

Continue to use student-centred supportive approach catering for individual student needs.

Feedback from Unit Evaluation Report

Feedback

One student indicated that the practice-based assessment task difficult to complete

Recommendation

This student did not work in the DFV field, which is unusual and as a result struggled with the assessment task despite much individual support. Continue to provide support to students.

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)
- Zoom (both microphone and webcam capability)

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 - 12 Jul 2021

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.*Management & Organizational History, 14,* 148 - 166. Cuadrado, I., García-Ael, C., Molero, F. (2015).Gender-typing of leadership: Evaluations of real and ideal managers. *Scandinavian Journal of Psychology, 56*(2),236–244	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Effective Communication	Acker, S., & Wagner, A. (2019). Feminist scholars working around the neoliberal university. *Gender and Education, 31,* 62 - 81. Linabary, J. R., Cruz, J. M., Allen, B. J., Chalupa, J. A., Dempsey, S. E., Glenn, C., & Cruz, J. M. (2021). Envisioning more equitable and just futures: *Feminist Organizational Communication in Theory and Praxis. Management Communication Quarterly; 35*(1):142-168. doi:10.1177/0893318920973598	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Managing Relationships	Fritz, C., & van Knippenberg, D. (2017). Gender and leadership aspiration: the impact of organizational identification. *Leadership & Organization Development Journal, 38,* 1018 - 1037. Prasad, A., & Zulfiquar, G. (2021). Resistance and practice in the making of feminist solidarity: A conversation with Cynthia Enloe. *Gender, Work & Organization, 28*(2), 722 – 734. https://doi.org/10.1111/gwao.12521	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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. *Human Resource Development Review, 18,* 437 - 460.	

Week 5 - 09 Aug 2021

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. *International Journal of Qualitative Methods, 18,* 1 - 12. Saundry, R., Fisher, V., & Kinsey, S. (2021). Disconnected human resource? Proximity and the (mis)management of workplace conflict. *Human Resource Management Journal, 31*, 476 – 492. http://doi.org.10.1111/1748-8583.12318	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

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. *Australian Journal of Management, 44*, 32 - 49. Post, C., & Byron, K. (2015).Women on boards and firm financial performance: a met-analysis. *Academy of Management, 58,* Inesi, M. E., Cable, D. M. (2015). When accomplishments come back to haunt you: The negative effect of competence signals on women's performance evaluations. *Personnel Psychology, 68*(3), 615–657	**Portfolio Activity - Position Paper** Due: Week 6 Monday (23 Aug 2021) 11:45 pm AEST

Week 7 - 30 Aug 2021

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. *The Leadership Quarterly, 27,* 415 - 428.	

Week 8 - 06 Sep 2021

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. *Human Service Organizations: Management, Leadership & Governance, 43,* 1 - 16. Sterud, T., & Hanvold, T. N. (2021). Effects of adverse social behaviour at the workplace on subsequent mental distress: A 3-year prospective study of the general working population in Norway. *International Archives of Occupational and Environmental Health, 94,* 325 – 334. https://doi.org/10.1007/s00420-020-01581-y	

Week 9 - 13 Sep 2021

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. *Human Service Organizations: Management, Leadership & Governance, 44,* 47 - 62. He, Y., Walker, J. M., Payne, S. C., & Miner, K. N. (2021). Explaining the negative impact of workplace incivility on work and non-work outcomes: The roles of negative rumination and organizational support. *Stress and Health, 37,* 297 – 309. https://doi.org.10.1002/smi.2988	

Week 10 - 20 Sep 2021

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. *International Journal of Project Management, 33,* 254 - 266.	**Written Assessment - Stakeholder Analysis** Due: Week 10 Monday (20 Sept 2021) 11:45 pm AEST

Week 11 - 27 Sep 2021

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. *Journal of Business Ethics,* 1 - 11. Williams, M. J., Tiedens, L. Z. (2016). The subtle suspension of backlash: A meta-analysis of penalties for women's implicit and explicit dominance behaviour. *Psychological Bulletin, 142*, 165–197.	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Self-care	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. *Frontiers in Psychology, 10.* Kaluza, A. J., Weber, F., van Dick, R., & Junker, N. M. (2021). When and how health-oriented leadership relates to employee well-being – The role of expectations, self-care and LMX. *Journal of Applied Social Psychology, 51,* 404 – 424. https://doi.org/10.1111/jasp.12744	

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio Activity - Position Paper

Assessment Type
Written Assessment

Task Description
Weighting: 40%
Length: 2000 words plus or minus 10% (excluding references)

Aim
The aim of this assessment is to write a position paper that provides you with the opportunity to critically analyse the concepts 'leadership' and 'management' and the position you take as a leader/manager. This assessment assists you in establishing yourself as a leader/manager and the decision-making processes in relation to your identity.

Instructions
You are asked to answer the following question with reasoning utilising academic sources:
As a manager of a DFV service, which position is better suited and why: a) a gender-informed position, or b) a personality-informed position?

You should convince the reader that your position is well thought through and valid (given your reasoning). Please note that you will be assessed on your academic ability to support your argument – you will not be assessed on the position you are taking. It is important that you support your position by making reference to the academic literature. Additionally, validate your position with clear reasoning and critical analysis of your position (carefully examine the strengths and weaknesses of the two options).

Please follow the steps below to complete your assessment task:
1. Introduction – Provide an overview of the issue, discuss theories, provide definitions and make a clear statement of the position taken.
2. Discussion – Provide supporting evidence for the position taken, discuss both positions and outline reasons why the chosen position has stronger evidence (consider strengths and weaknesses of your chosen position). Demonstrate your knowledge and understanding between the concepts of 'leadership' and 'management' and consider challenges and practices with focus on gender, ethnicity and culture.
3. Conclusion - Provide an appropriate conclusion commencing with restating the purpose and position taken, followed by a brief summary of the key points. Then make personal concluding statements and a suggested course of action

(recommendation) for service delivery in the DFV context. Note that no new information and no citations should be provided in the conclusion.

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Institute of Family Studies (AIFS), the Australian Institute of Criminology (AIC), and Australian National Research Organisation for Women's Safety (ANROWS).

Requirements

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on each page in a header.
· Write in the third-person perspective.
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style.
· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

· You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
· We recommend that you access your discipline specific library guide.
· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

Assessment Due Date

Week 6 Monday (23 Aug 2021) 11:45 pm AEST

Return Date to Students

Within approximately 10 working days of submission

Weighting

40%

Assessment Criteria

ASSESSMENT 1 – Position Paper

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%
Examination and understanding of the difference between leadership and management and taking clear position as the concepts apply in a DFV context (20%)	Provides an outstanding examination and understanding of the difference of 'leadership' and 'management' and taking a clear position in the DFV context making mention of appropriate definitions of concepts (16.90-20)	Provides an excellent examination and understanding of the difference of 'leadership' and 'management' and taking a clear position in the DFV context making mention of appropriate definitions of theoretical concepts (14.90-16.89)	Provides an appropriate examination and understanding of the difference of 'leadership' and 'management' and taking a clear position in the DFV context making mention of definitions of theoretical concepts (12.90-14.89)	Provides an adequate examination and understanding of the difference of 'leadership' and 'management'. Position taken and/or DFV context and/or definitions of theoretical concepts unclear or missing (9.90-12.89)	Provides an examination of concepts with limited demonstration of understanding and/or inappropriate or irrelevant information included (<9.90)	Examination of the difference between leadership and management is absent and/or position not provided and/or DFV context not applied (0)

Supporting evidence of position taken with reference to theories and consideration of strengths and weaknesses, discussion of challenges and practices with focus on gender, ethnicity and culture (40%)	Demonstrated excellent analysis of all content; insightful discussion of strengths and weaknesses of positions, fully elaborated points, making reference to challenges and practices with focus on gender, ethnicity and culture. Excellent original thoughts & ideas presented. (33.80-40)	Demonstrated well developed analysis of all content with insightful discussion of strengths and weaknesses of positions, all points elaborated making reference to challenges and practices with focus on gender, ethnicity and culture. Original thoughts & ideas presented (29.80-33.79)	Demonstrated appropriate analysis of all content. Discussion of strengths and weaknesses of positions elaborated with details; challenges and practices mentioned making reference to gender, ethnicity and culture. Some original thoughts & ideas presented (25.80-29.79)	Provided an analysis of all content with discussion of strengths and weaknesses of positions, making reference to challenges in relation to gender, ethnicity and culture but general points made with little specific details given. Little original thoughts & ideas presented (19.80-25.79)	Unable to demonstrate understanding of content or only a few general points made, and/or irrelevant information provided and/or factual errors presented (<19.79)	Knowledge of content and development of ideas absent (0)
Development of argument (format, organisation and paragraph structure) (20%)	Effectively presented and developed essay using excellent organisation with all information in effective order. Argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion (16.90-20.00)	Effectively presented essay, well supported by excellent organisation with all information in effective order. Argument flows well; paragraphs well . Paragraphs are well constructed; effective introduction and conclusion (14.90-16.89)	Clear structure of academic essay, supported by most appropriate organisation with information in effective order. Argument flows appropriately with; paragraphs being well constructed; adequate introduction and conclusion (12.90-14.89)	Structure is evident but at times unclear and inconsistent organisation with some information out of order. Paragraphs are mostly well constructed with adequate introduction and conclusion sections (9.90-12.89)	Essay lacks logical structure and the paper is mostly disorganised and little or no logical flow. Ineffective and/or missing introduction and/or conclusion sections (<9.89)	Format, organisation and paragraph structure absent (0)
Academic writing, paraphrasing and referencing (in-text and end-text style) (20%)	Well written paper following all academic writing and referencing conventions – fully correct, no errors (16.90-20.00)	Effective academic writing and referencing style, (minor, insignificant errors) (14.90-16.89)	Appropriate writing and referencing style – some errors (more careful editing is required) (12.90-14.89)	Adequate writing and referencing style. Observed errors with writing and referencing – focus of attention is required to improve academic writing and referencing style (9.90-12.89)	Major difficulties with academic writing and referencing and/or inappropriate paraphrasing and inadequate references provided (<9.89)	No evidence of academic writing, paraphrasing and referencing (0)

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
Weighting: 60%
Length: 2000 words plus or minus 10% (excluding references)

Aim
The aim of this assessment is to develop a stakeholder analysis. This assessment assists you in understanding and demonstrating several influences on organisational leadership and management along with the many individuals/groups that are involved in a non-government organisation that provides health and human services. You have the opportunity to identify and assess several perspectives and viewpoints along with potential conflicts. A stakeholder analysis usually

assists in the development or improvement of effective and efficient management and helps in the understanding of which stakeholders are likely to be assets and which ones may pose some barriers. Consequently, a stakeholder analysis is a systematic assessment of key partners in an organisation.

This assessment provides you with the opportunity to demonstrate a range of different practice skills including critical thinking, visualisation and presenting information systematically and analytically. It underpins the strong link between academic knowledge transfer in the DFV practice context.

If you currently do not work in an organisation relevant to DFV practice, you may choose an organisation, identify your choice and link your stakeholder analysis accordingly.

Instructions

This assessment consists of two parts:

1) A systematic Stakeholder Analysis following the four steps outlined below

2) A visualisation of the Stakeholder Analysis (an example is provided for you as a reference point)

1) **Conduct a Stakeholder Analysis**

The steps to conduct stakeholder analysis are described below as they have been discussed during the course of this unit. 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.

Detailed description of the steps:

1. Formulate the purpose of the stakeholder analysis against the background of your organisation's context. Here it is important to think about the intended results (e.g., identifying the main 'players', identifying gaps, more transparency, mapping perspectives of different stakeholders, as a tool to organise specific events such as fundraising). Think about the local community – who are the members and what is their knowledge/awareness of DFV and the different forms of abuse/violence that constitute DFV?

2. Identify stakeholders (provide information about them as appropriate). Who are the main decision makers? What is the work climate – are there identified conflicts? Who are other stakeholders (everyone is relevant) and their relationship to the organisation (e.g. internal vs. external stakeholders; high levels vs. low levels of power and interest).

3. Indicate patterns of relationships and specific contexts of interactions by providing a description of the characteristics of the stakeholders and interactions between them (e.g., cooperation vs. conflicts). Based on this description, include specific interests and needs of all identified stakeholders.

4. Analyse the stakeholders by providing a description and interpretation of stakeholders and their relationships (what is working well and what could be improved?). Propose some actions for the management team (e.g., should policies be developed or changed to strengthen certain relationships?). Consider specific expectations, unmet needs (e.g., lack of knowledge) or problems among stakeholders.

o What did the description of the environment tell you?

o What does the analysis tell you about beneficiaries of your organisation?

o What does the analysis tell you about communication, development and maintenance of relationships?

o What should be done as a result of your analysis?

2) **Provide a Visualisation**

After you have undertaken the different steps and gained an understanding of your organisation, you are asked to provide a visualisation of the organisation and its different stakeholders. A stakeholder analysis includes a 'mapping' of stakeholders in relation to their interest of and influence in the organisation.

Assessment Due Date

Week 10 Monday (20 Sept 2021) 11:45 pm AEST

Return Date to Students

Within approximately 10 working days of submission

Weighting

60%

Assessment Criteria

ASSESSMENT 2 Stakeholder Analysis

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%

Criteria						
Visualisation (20%)	Detailed, creative and very insightful mapping of stakeholders in relation to their interest of and influence in the organisation provided with sophistication (16.90-20.00)	Insightful and creative mapping of stakeholders in relation to their interest of and influence in the organisation provided with detail (14.90-16.89)	Mapping of stakeholders in relation to their interest of and influence in the organisation provided with some detail (12.90-14.89)	Mapping of stakeholders in relation to their interest of and influence in the organisation attempted demonstrating developing knowledge (9.90-12.89)	Mapping of stakeholders in relation to their interest of and influence in the organisation has been misunderstood. (<9.90)	Mapping of stakeholders in relation to their interest of and influence in the organisation entirely absent (0)
Introduction and Stakeholder Overview (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) (8.45-10)	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. (7.45-8.44)	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) (6.45-7.44)	Formulation of purpose against the background of organisational context is provided, but quite superficial (4.95-6.44)	Formulation of purpose against background of organisational context has been misunderstood. (<4.95)	Formulation of purpose against background of organisational context is absent (0)
Identification of Stakeholders (20%)	Effective identification of specific groups of stakeholders with demonstrated insight and sophisticated consideration given to work climate, specific attributes and organisational culture (16.90-20.00)	Appropriate identification of specific groups of stakeholders with demonstrated insight; consideration given to work climate, specific attributes and organisational culture (14.90-16.89)	Identification of specific groups of stakeholders with some insight; consideration given to work climate, specific attributes and organisational culture (12.90-14.89)	Identification of specific groups of stakeholders with developing insight; work climate and specific attributes considered (9.90-12.89)	Insufficient identification of stakeholders and/or missing mention of work climate and specific attributes and organizational culture (<9.90)	No identification of stakeholders (0)
Stakeholder Analysis (40%)	Demonstrated excellent understanding of all content; insightful analysis of key stakeholders and their accountabilities, giving 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 (33.80-40)	Demonstrated well developed understanding of all content insightful analysis of key stakeholders and their accountabilities, 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 (29.80-33.79)	Demonstrated appropriate understanding of a Stakeholder Analysis; appropriate integration of patterns of relationships, interactions, communication styles, potential conflict identification, what works well, challenges and recommendations (25.80-29.79)	Demonstrated developing 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 (19.80-25.79)	Unable to demonstrate understanding of a Stakeholder Analysis (<19.79)	Stakeholder Analysis absent (0)
Academic Writing Style (Articulation) (10%)	Excellent writing style, academic presentation sophisticated, no errors (8.45-10)	Very appropriate writing style academic presentation (7.45-8.44)	Appropriate writing style – professionally presented analysis (6.45-7.44)	Some errors with writing – more careful editing is required (4.95-6.44)	Major difficulties, not well developed academic writing style (<4.95)	No evidence of academic writing style (0)

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