



SOWK14006 Professional Leadership in Human Services

Term 1 - 2022

Profile information current as at 27/04/2024 04:55 am

All details in this unit profile for SOWK14006 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 19-04-22

Rubric amended to show 20% of available marks for critical evaluation of social work values and ethics in place of existing 10% in Assessment Criteria in existing unit profile

Return date for Assessment one amended to 6th May not 2nd May

Assessment One - 14006 - Professional Leadership in Human Services

Assessment Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Fail Content Absent
Critically evaluates contemporary approaches to management within human service organisations. (10%)	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.45-8.44)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44)	Submission is missing aspects of task or task requirements have been misunderstood.	Submission is missing most aspects of task. Little evidence of task requirements. (0)
	8.45 - 10	7.45 - 8.44	6.45 - 7.44	4.95 - 6.44	<4.95	0
Critically evaluates how governance and managerialism impacts on management in human service organisations and discusses the implications of these trends on social work practice. (30%)	Relevant theories and knowledge have been applied correctly in analysis. Expressed succinctly and with clarity showing linkages to concepts and culturally diverse contexts. (25.35-30)	Relevant theories and knowledge have been applied in analysis with only minor misunderstandings. Expressed with clarity using some linkages with concepts and culturally diverse contexts. (22.35 - 25.34)	Relevant theories and knowledge have been applied in analysis with only minor misunderstandings. Is mostly clear with minor misunderstandings as they relate to concepts and culturally diverse contexts. (19.35 -22.34)	Relevant theories and knowledge have been applied in only some areas with some misunderstandings. Illustrates satisfactory comprehension but has some misunderstanding as they relate to concepts learned in the unit and/ or lacks some detail (14.85 -19.34)	Relevant theories and knowledge have been insufficiently used, and/ or are incorrectly applied. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<14.85)	Theories and knowledge are absent in submission. Inadequate linkages made with concepts or culturally diverse contexts for practice. (0)
	25.35 - 30	22.35 - 25.34	19.35 - 22.34	14.85 - 19.34	<14.85	0

Assessment One - 14006 - Professional Leadership in Human Services

Assessment Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Fail Content Absent
Critically evaluates how markets impact on management in human service organisations and discusses the implications of these trends on social work practice. (30%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (25.35-30)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (22.35-25.34)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (19.35-22.34)	Strengths and limitations of each approach are evaluated with sufficient evidence to support skills and strategies required for impact in human services work. (14.85-19.34)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to support skills and strategies in human services work. (<14.85)	No limitations or strengths identified. Skills and strategies are not identified or discussed. (0)
	25.35 - 30	22.35 - 25.34	19.35 - 22.34	14.85 - 19.34	<14.85	0
Critically evaluates the social work values and ethics that were challenged during field placement experience as a result of contemporary management approaches. (20%)	At least four major reflections or insights, grounded in social work values and ethics have been expressed	Three reflections or insights, grounded in social work values and ethics have been expressed	Two reflections or insights, grounded in social work values and ethics have been expressed	At least one reflection or insight referring to social work values and ethics was expressed	The reflection or insight expressed was incongruent with or inappropriate for context and social work practice.	There were no reflections or insights expressed and no reference to social work values and ethics or strengths and limitations identified (0)
	16.9 - 20	14.9 - 16.8	12.9 - 14.8	9.9 - 12.8	<9.8	0
Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard). (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling, punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)
	8.45 - 10	7.45 - 8.44	6.45 - 7.44	4.95 - 6.44	<4.95	0
Total:						

General Information

Overview

This unit provides you with an overview of the ideas and practices of contemporary management and leadership and relates these to social work practice. You should be able to critically analyse the role of social worker as a manager, evaluate management and leadership approaches, and explore alternative leadership strategies to assist in the integration of social work values and ethics alongside the role of the manager and specific agency requirements for the delivery of services. You should be able to propose leadership models appropriate to social work practice contexts and provide relevant strategies to promote social work values and ethics, and collaborative leadership. You will have opportunities in this unit to integrate your learning with experiences in the workplace or field education.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Successful completion of 48 credit points and pre-requisite of SOWK13009 is required.

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 1 - 2022

- 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 Undergraduate 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: 50%

2. **Written Assessment**

Weighting: 50%

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 Have Your Say

Feedback

Students enjoyed the zoom sessions, particularly assessment zoom sessions.

Recommendation

Continue to provide zoom sessions.

Feedback from Have Your Say

Feedback

Students reported to enjoy the content and readings.

Recommendation

Continue to provide diverse learning activities and readings.

Feedback from Personal feedback

Feedback

Students reported that the content was relevant to their graduating and emerging professional identity.

Recommendation

Continue to provide authentic learning opportunities and assessments.

Unit Learning Outcomes

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

1. Critically evaluate contemporary approaches to management within organisations where social work is practised including the trends and theories influencing these approaches
2. Propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery
3. Critically evaluate the limitations and potential of these proposals
4. Produce appropriate leadership strategies for different cultural contexts including working in Indigenous contexts
5. Create a personalised leadership framework appropriate to social work practice for ongoing critical reflection
6. Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•	•	•		
2 - Written Assessment - 50%			•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving		•		•	•	•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•		•		
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence	•	•	•	•	•	•
8 - Ethical practice	•	•	•	•	•	•
9 - Social Innovation						
10 - 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	9	10
1 - Written Assessment - 50%	•	•	•	•	•		•	•		
2 - Written Assessment - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

SOWK14006

Prescribed

Leadership: Theory and Practice

Edition: 8ed (2018)

Authors: Peter Northouse

Sage

ISBN: 9781544331942

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Trudie Irlle Unit Coordinator

t.irlle@cqu.edu.au

Shirley Ledger Unit Coordinator

s.ledger@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to leadership	See Moodle - Study Schedule Week 1.	Commence weekly activities located in the study schedule on Moodle.

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Management and leadership in the human services	See Moodle - Study Schedule Week 2.	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, social work and practice contexts.	See Moodle - Study Schedule Week 3.	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethical leadership in human services	See Moodle - Study Schedule Week 4.	

Week 5 - 04 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and Culture	See Moodle - Study Schedule Week 5.	
Vacation Week - 11 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 18 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Theoretical perspectives	See Moodle - Study Schedule Week 6.	Contemporary Leadership in Human Services (2000 words) Due: Week 6 Friday (22 Apr 2022) 6:00 pm AEST
Week 7 - 25 Apr 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership, power and influence	See Moodle - Study Schedule Week 7.	
Week 8 - 02 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice for leadership	See Moodle - Study Schedule Week 8.	
Week 9 - 09 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and change	See Moodle - Study Schedule Week 9.	
Week 10 - 16 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Relationships and collaboration	See Moodle - Study Schedule Week 10.	
Week 11 - 23 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and evidence informed practice	See Moodle - Study Scedule Week 11.	
Week 12 - 30 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Supervision and ongoing professional development	See Moodle - Study Schedule Week 12.	Leadership Framework for Human Services (2000 words) Due: Week 12 Friday (3 June 2022) 6:00 pm AEST
Review/Exam Week - 06 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 13 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Unit Coordinator : Ms Trudie Irle t.irle@cqu.edu.au

Assessment Tasks

1 Contemporary Leadership in Human Services (2000 words)

Assessment Type

Written Assessment

Task Description

Task Description

In this academic paper you are required to:

- Demonstrate an understanding of the contemporary trends of managerial approaches to human service organisations that includes marketisation, managerialism and governance.
- Reflect on your field placement experience and critically evaluate how these contemporary approaches to management impacted on the service users, social workers and managers and team leaders within the organisation. Provide examples from field placement to demonstrate an understanding.
- Critically evaluate the field placement experience and any ethical issues that arose for social work practice according to the *AASW Code of Ethics* (2020).
- Critically evaluate the opportunities to promote social work values and ethics within the constraints of managerial approaches to human service organisations.

Word Limit

2000 words (excluding references and appendices). The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 6 Friday (22 Apr 2022) 6:00 pm AEST

Moodle

Return Date to Students

Week 8 Monday (2 May 2022)

Uploaded online through Moodle

Weighting

50%

Assessment Criteria

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%
Critically evaluates contemporary approaches to management within human service organisations. (10%)	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met. (8.45-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.45-8.44)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44)	Submission is missing aspects of task or task requirements have been misunderstood. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Critically evaluates how governance and managerialism impacts on management in human service organisations and discusses the implications of these trends on social work practice. (30%)	Relevant theories and knowledge have been applied correctly in analysis. Expressed succinctly and with clarity showing linkages to concepts and culturally diverse contexts. (25.35-30)	Relevant theories and knowledge have been applied in analysis with only minor misunderstandings. Expressed with clarity using some linkages with concepts and culturally diverse contexts. (22.35 - 25.34)	Relevant theories and knowledge have been applied in analysis with only minor misunderstandings. Is mostly clear with minor misunderstandings as they relate to concepts and culturally diverse contexts. (19.35 -22.34)	Relevant theories and knowledge have been applied in only some areas with some misunderstandings. Illustrates satisfactory comprehension but has some misunderstanding as they relate to concepts learned in the unit and/ or lacks some detail (14.85 -19.34)	Relevant theories and knowledge have been insufficiently used, and/ or are incorrectly applied. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<14.85)	Theories and knowledge is absent in submission. Inadequate linkages made with concepts or culturally diverse contexts for practice. (0)

Critically evaluates how markets impact on management in human service organisations and discusses the implications of these trends on social work practice. (30%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (25.35-30)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (22.35-25.34)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (19.35-22.34)	Strengths and limitations of each approach are evaluated with sufficient evidence to support skills and strategies required for impact in human services work. (14.85-19.34)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to support skills and strategies in human services work. (<14.85)	No limitations or strengths identified. Skills and strategies are not identified or discussed. (0)
Critically evaluates the social work values and ethics that were challenged during field placement experience as a result of contemporary management approaches. (10%)	At least four major reflections or insights, grounded in social work values and ethics have been expressed (8.45-10)	Three reflections or insights, grounded in social work values and ethics have been expressed (7.45-8.44)	Two reflections or insights, grounded in social work values and ethics have been expressed (6.45-7.44)	At least one reflection or insight referring to social work values and ethics was expressed (4.95-6.44)	The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. (<4.95)	There were no reflections or insights expressed and no reference to social work values and ethics or strengths and limitations identified (0)
Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard). (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling, punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Online through Moodle

Learning Outcomes Assessed

- Critically evaluate contemporary approaches to management within organisations where social work is practised including the trends and theories influencing these approaches
- Propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery
- Critically evaluate the limitations and potential of these proposals
- Produce appropriate leadership strategies for different cultural contexts including working in Indigenous contexts

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

2 Leadership Framework for Human Services (2000 words)

Assessment Type

Written Assessment

Task Description

Task Description

You are required to identify an example from your field placement experience and demonstrate the application of your leadership approach to the situation. You may have observed the situation or been directly involved in the situation. Your response is hypothetical and is based on how you might respond using leadership theories and approaches from the insights you have gained during the unit. It is important to note that your knowledge and skills are emerging and that your proposed leadership approach may be something that you are working towards rather than are able to do, i.e. manage conflict. Examples of the types of situations you may focus on include:

A client was discharged from a mental health care unit due to bed pressures rather than the mental health care needs of the client. The client was suicidal and did not have housing or support in the community.

You undertake an intake assessment with a social work supervisor while on placement at child protection. The supervisor is aggressive towards the clients and threatens to remove the children if the parents do not stop taking drugs. The supervisor does this in front of the children.

Select a Reflective-Pluralist leadership theory or approach and a Rational-Objective leadership theory or approach and discuss the differences and similarities. Critically analyse and compare these theories/approaches and evaluate the usefulness and relevancy of each to your field placement scenario. Consider the potentials and limitations of these theories in relation to the field placement scenario.

Critically evaluate the appropriateness of each theory or approach when working with Aboriginal and Torres Strait Islander Australians and individuals from Culturally and Linguistically Diverse backgrounds.

Apply knowledge of social work values and ethics in your leadership approach and provide examples of how you would do this.

Discuss the strengths and skills you bring to this situation and aspects that may be particularly challenging for you.

Identify areas in leadership requiring further development and develop strategies to help you address these in the short term (6-12 months).

Word Limit 2000 words - The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract or contents page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (3 June 2022) 6:00 pm AEST

Moodle

Return Date to Students

Exam Week Friday (17 June 2022)

Monday 18 June

Weighting

50%

Assessment Criteria

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%
Creates a personalised leadership plan as applied to a social work practice situation. (10%)	Exemplary effort. Professional approach with no or very minor gaps. Plan provides significant attention to detail is without fault and all requirements of task have been met. (8.45-10)	Excellent effort attending to requirements of the tasks. Plan demonstrates due attention to detail with some minor gaps. (7.45-8.44)	Good effort attending to requirements of the task. Plan demonstrates due attention to detail with some gaps that impact on framework and understanding. (6.45-7.44)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on plan and understanding. (4.95-6.44)	Submission is missing aspects of task or the practice situation and context has been misunderstood and the plan is incoherent or does not relate to leadership theories or practice. (<4.95)	Submission is missing any reference to a leadership plan. Little evidence of task requirements. (0)
Demonstrates the integration of theory, social work values and ethics and culturally safe practice into the leadership plan. (10%)	Leadership plan clearly connects all aspects of leadership theory, social work values and ethics and culturally safe practice to a thoughtful and achievable plan. (8.45-10)	Leadership plan mostly connects leadership theory, social work values and ethics and culturally safe practice to inform a quality plan. (7.45-8.44)	Leadership plan identifies a leadership theory connected to social work values and ethics and identifies skills for culturally safe practice (6.45-7.44)	Although there are gaps in the leadership plan, there are sufficient connections to theory, social work values and ethics and culturally safe practice to integrate successfully. (4.95-6.44)	There is little or no connections between leadership theory or social work values and ethics. There is limited or no reference to culturally safe practice and integration is absent or poorly articulated. (<4.95)	No connection to social work values and ethics or unethical or incongruent with social work values. Practice is culturally unsafe or incorrectly applied. (0)

Critically evaluates and compares two leadership approaches (Reflective-Pluralist leadership theory or approach and a Rational-Objective leadership theory or approach) and the usefulness of the leadership approach to the field placement experience (30%)	The submission evaluates both approaches within context thoroughly and accurately and assimilates evidence from multiple diverse areas to arrive at rationale. (25.35-30)	The submission evaluates both approaches within context logically assimilates evidence from literature to arrive at rationale. (22.35-25.34)	The submission provides some evaluation and good discussion of both approaches within context and assimilates some evidence from literature to arrive at rationale. (19.35-22.34)	There is sufficient evidence from literature to provide an evaluation of the leadership approaches and suitability for human services work. (14.85-19.34)	There is insufficient evidence, or the discussion is poorly conceived and is not suitable or justified for the practice context. (<14.85)	No evaluation or contextual analysis or absence of any reference to leadership theory or approach (0)
Critically reflects on leadership qualities and skills, and articulates insights gained for future social work practice. (30%)	At least four qualities and four skills have been expressed arising from engagement with the assessment. (25.35-30)	Three qualities and three skills have been expressed arising from engagement with the assessment. (22.35-25.34)	Two qualities and two skills have been expressed arising from engagement with the assessment. (19.35-22.34)	One quality and one skill expressed arising from engagement with the assessment. (14.85-19.34)	Skills or qualities are not reflected upon adequately or insight is not identified or expressed incorrectly. (<14.85)	No skills or qualities identified as helpful for future social work practice. (0)
Leadership framework Identifies areas in leadership requiring further development and strategies to help address these for the next 6-12 months of practice (10%)	Leadership framework is detailed, personalised and insightful with coherent and evidence informed strategies for the first two years of practice. (8.45-10)	Leadership framework is personalised and insightful with coherent and evidence informed strategies for the first two years of practice. (7.45 -8.44)	Leadership framework is connected to personal insights and provides achievable strategies to develop in the first two years of practice. (6.45 - 7.44)	Leadership framework identifies goals or learning needs and provides at least one strategy to achieve this within the first two years of practice. (4.95 - 6.44)	Leadership framework does not identify learning needs or goals for future practice sufficiently. (<4.95)	There is no leadership framework and no plan in the essay. (0)
Ability to write and present effectively. (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Online through Moodle

Learning Outcomes Assessed

- Critically evaluate the limitations and potential of these proposals
- Create a personalised leadership framework appropriate to social work practice for ongoing critical reflection
- Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

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

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