



SOWK14006 Professional Leadership in Human Services

Term 1 - 2023

Profile information current as at 25/04/2024 04:31 pm

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 21-03-23

UPDATED ASSESSMENT 1 RUBRIC (PLEASE REFER TO THE **UPDATED ASSESSMENT 1 RUBRIC** INSTEAD OF THE ASSESSMENT 1 RUBRIC WITHIN THE UNIT PROFILE)

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%
Demonstrates an understanding managerialism, marketisation and governance, by providing accurate descriptions of the concepts. (15%)	Exemplary understanding. Attention to detail is without fault and all the concepts have been described accurately. (12.68 -15)	Excellent effort attending to understanding of the concepts. All concepts demonstrate due attention to detail with some minor gaps. (11.2- 12.67)	Good effort attending to understanding of the concepts. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (9.6 -11.1)	Satisfactory effort defining concepts. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (7.4 - 9.5)	Submission is missing aspects of task or task requirements have been misunderstood. (<7.3)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Critically evaluates how managerialism impacts on human service organisations and discusses the implication of these trends on social work practice. (15%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (12.68 -15)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (11.2- 12.67)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (9.6 -11.1)	Strengths and limitations about marketisation are evaluated with sufficient evidence for impact in human services work. (7.4 - 9.5)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to demonstrate the impact in human services. (<7.3)	No limitations or strengths identified. Impacts are not described. (0)
Critically evaluates how marketization impacts on human service organisations and discusses the implication of these trends on social work practice. (15%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (12.68 -15)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (11.2- 12.67)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (9.6 -11.1)	Strengths and limitations about marketisation are evaluated with sufficient evidence for impact in human services work. (7.4 - 9.5)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to demonstrate the impact in human services. (<7.3)	No limitations or strengths identified. Impacts are not described. (0)
Critically evaluates how governance impacts on human service organisations and discusses the implication of these trends on social work practice. (15%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (12.68 -15)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (11.2- 12.67)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (9.6 -11.1)	Strengths and limitations about marketisation are evaluated with sufficient evidence for impact in human services work. (7.4 - 9.5)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to demonstrate the impact in human services. (<7.3)	No limitations or strengths identified. Impacts are not described. (0)

Critically evaluates the social work values and ethics that were challenged during the field placement. (15%)	Several major reflections or insights, grounded in social work values and ethics have been expressed. (12.68 -15)	A few reflections or insights, grounded in social work values and ethics have been expressed. (11.2- 12.67)	Some reflections or insights, grounded in social work values and ethics have been expressed. (9.6 -11.1)	At least one reflection or insight referring to social work values and ethics was expressed. (7.4 - 9.5)	The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. (<7.3)	There were no reflections or insights expressed and no reference to social work values and ethics or strengths and limitations identified (0)
Identifies opportunities to promote social work values and ethics within the constraints of managerial approaches. (15%)	Several opportunities have been identified, which are strategic and are based on social work values and ethics. (12.68 -15)	A few opportunities have been identified, which are practical and are based on social work values and ethics. (11.2- 12.67)	Opportunities have been identified that demonstrate relevance within the organisational context and are based on social work values and ethics. (9.6 -11.1)	Opportunities have been identified that have some relevance to the organisational context and are based on social work values and ethics. (7.4 - 9.5)	Opportunities have been identified that are either not relevant, or do not relate to the organisational context. (<7.3)	No opportunities are identified.
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 some 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)

Feedback
Grade

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 - 2023

- 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

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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Shirley Ledger Unit Coordinator
s.ledger@cqu.edu.au

Paloma Cesare Unit Coordinator
p.cesare@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

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 - 13 Mar 2023

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

Week 3 - 20 Mar 2023

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

Week 4 - 27 Mar 2023

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

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, Gender and Culture	See Moodle - Study Schedule Week 5.	

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical perspectives in leadership.	See Moodle - Study Schedule Week 6.	Contemporary Leadership in Human Services (2000 words) Due: Week 6 Friday (21 Apr 2023) 11:59 pm AEST
Week 7 - 24 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership, power and influence.	See Moodle - Study Schedule Week 7.	
Week 8 - 01 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice for leadership.	See Moodle - Study Schedule Week 8.	
Week 9 - 08 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and change.	See Moodle - Study Schedule Week 9.	
Week 10 - 15 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Relationships and collaboration in leadership.	See Moodle - Study Schedule Week 10.	
Week 11 - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and evidence informed practice.	See Moodle - Study Scedule Week 11.	
Week 12 - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Supervision and ongoing professional development.	See Moodle - Study Schedule Week 12.	Leadership Framework for Human Services (2000 words) Due: Week 12 Friday (2 June 2023) 11:59 pm AEST
Review/Exam Week - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Contemporary Leadership in Human Services (2000 words)

Assessment Type

Written Assessment

Task Description

Aim

You will be developing an understanding of contemporary trends of managerialism and leadership approaches in relation to your third-year placement and human service organisations.

Instructions

Please follow the steps below to complete your assessment task:

1. Provide an explanation of the contemporary trends of managerial approaches in human service organisations that includes marketization, managerialism and governance.

2. 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.
3. Provide examples from field placement to demonstrate an understanding.
4. Critically evaluate the field placement experience and any ethical issues that arose for social work practice according to the *AASW Code of Ethics* (2020).
5. Critically evaluate the opportunities to promote social work values and ethics within the constraints of human service organisations and your field placement organisation.

Literature and references

In this assessment use 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, the Australian Association of Social Workers.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
- 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) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide: the Nursing and Midwifery Guide; Social Work and Community Services 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. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

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

Assessment Due Date

Week 6 Friday (21 Apr 2023) 11:59 pm AEST

Moodle

Return Date to Students

Week 8 Friday (5 May 2023)

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 analyses and compare two leadership theories/approaches and evaluate the appropriateness of both to human services and different cultural contexts, with specific reference to working in Indigenous contexts. (30%)	Leadership theories have been applied correctly in analysis. Expressed succinctly and with clarity showing linkages to concepts and culturally diverse contexts. (25.35-30)	Leadership theories 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)	Leadership theories 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)	Leadership theories 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)	Leadership theories 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)	Leadership theories are not present in analysis. Inadequate linkages made with concepts or culturally diverse contexts for practice. (0)
Critically evaluate the limitations and strengths of each approach and identify leadership skills and strategies required for the successful application in human services. (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)
Demonstrates ability to engage in critical reflection for the development of a beginning leadership plan that is appropriate to human services and integrates social work values and ethics. (20%)	At least four major reflections or insights, grounded in social work values and ethics have been expressed (18.45-20)	Three reflections or insights, grounded in social work values and ethics have been expressed (17.45-18.44)	Two reflections or insights, grounded in social work values and ethics have been expressed (16.45-17.44)	At least one reflection or insight referring to social work values and ethics was expressed (14.95-16.44)	The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. (<14.95)	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 some 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)
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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

Aim

You will develop an understanding of how to utilise leadership theories and approaches in relation to human service organisations, with specific reference to your third-year field education placement.

Instructions

Please follow the steps below to complete your assessment task:

1. 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.
2. 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.

3. 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.

4. 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.

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

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

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

Literature and references

In this assessment use 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, the Australian Association of Social Workers.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online Harvard Referencing Style Guide.
- 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) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services 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. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

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

References

E-Reading List

Assessment Due Date

Week 12 Friday (2 June 2023) 11:59 pm AEST

Moodle

Return Date to Students

Exam Week Friday (16 June 2023)

Friday 16 June

Weighting

50%

Assessment Criteria

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 personalized 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 and social work values and ethics into the leadership plan. (10%)	Leadership plan clearly connects all aspects of leadership theory and social work values and ethics to a thoughtful and achievable plan. (8.45-10)	Leadership plan mostly connects leadership theory and social work values and ethics to inform a quality plan. (7.45-8.44)	Leadership plan identifies a leadership theory connected to social work values and ethics (6.45-7.44)	Although there are gaps in the leadership plan, there are sufficient connections to theory and social work values and ethics to integrate successfully. (4.95-6.44)	There is little or no connections between leadership theory or social work values and ethics. Integration is absent or poorly articulated. (<4.95)	No connection to social work values and ethics or unethical or incongruent with social work values. (0)
Critically evaluates the leadership plan with reference to human services and social work practice contexts. (30%)	The leadership plan evaluates context thoroughly and accurately and assimilates evidence from multiple diverse areas to arrive at rationale. (25.35-30)	The leadership plan logically assimilates evidence from literature to arrive at rationale. (22.35-25.34)	The leadership plan 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 plan and suitability for human services work. (14.85-19.34)	There is insufficient evidence, or the leadership plan is poorly conceived and is not suitable or justified for the practice context. (<14.85)	No evaluation or contextual analysis of plan or no plan discussed. (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 plan identifies areas in leadership requiring further development and strategies to help address these in the first two years of practice. (10%)	Leadership plan is detailed, personalised and insightful with coherent and evidence informed strategies for the first two years of practice. (8.45-10)	Leadership plan is personalised and insightful with coherent and evidence informed strategies for the first two years of practice. (7.45 -8.44)	Leadership plan is connected to personal insights and provides achievable strategies to develop in the first two years of practice. (6.45 – 7.44)	Leadership plan 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 plan does not identify learning needs or goals for future practice sufficiently. (<4.95)	There is no leadership plan in the essay. (0)

Ability to write and present effectively with appropriate citations 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)
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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

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