



# DSMG29002 Leadership in Emergency and Disaster Management

## Term 1 - 2024

Profile information current as at 19/05/2024 11:25 pm

All details in this unit profile for DSMG29002 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

Drawing on your own experience, you will explore the concept of leadership, particularly how leadership styles impact an emergency and disaster management environment. You will differentiate between leadership and management in the strategic and crisis contexts unique to emergency and disaster management. Using examples specific to your experience, you will consider the challenges faced by leaders in this sector. In addition, you will consider the important role effective leadership plays in developing and maintaining relationships within the community, and across the constellation of disciplines which play a role in emergency and disaster management.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Co-requisite: DSMG28001 Foundations of Emergency and Disaster Management.

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 - 2024

- 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 SUTE

**Feedback**

The lecture did not provide proper information about the assignment and did not help with the assignment.

**Recommendation**

The unit coordinators will make every effort in the future to offer additional support beyond the resources that have been provided, which include guidance notes, forum discussions, and Zoom sessions.

## Unit Learning Outcomes

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

1. Assess the role of leadership in complex emergency and disaster management contexts and situations
2. Distinguish between leadership styles and management approaches
3. Evaluate and apply leadership styles that are relevant to the emergency and disaster management context
4. Critically analyse different leadership theories, with a focus on understanding appropriate circumstances for different styles in the emergency and disaster management context

NIL

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Written Assessment - 40%</b>	•	•	•	
<b>2 - Written Assessment - 60%</b>	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Shannon Delport** Unit Coordinator  
[s.delport@cqu.edu.au](mailto:s.delport@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme One - Conceptualising Leadership		Online Classroom Session - Introduction and Unit Overview (Tuesday 1:00 pm -1:50 pm AEST - QLD time).

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme One - Conceptualising Leadership		What is 'leadership'? Connecting with Leadership Theory

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two - Contemporary Leadership Theories		Contemporary Leadership Theories Online Classroom Assessment Drop-in Session (Tuesday 1:00 pm -1:50 pm AEST - QLD time).

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two - Contemporary Leadership Theories		Importance of Leadership for Emergency and Disaster Management Transactional and Transformational Leadership Additional Leadership Theories

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two - Contemporary Leadership Theories		Online Classroom Assessment Drop-in Session (Tuesday 1:00 pm -1:50 pm AEST - QLD time). Importance of Leadership for Emergency and Disaster Management Transactional and Transformational Leadership Additional Leadership Theories  <b>Exploring Leadership in Emergency and Disaster Management</b> Due: Week 5 Friday (5 Apr 2024) 5:00 pm AEST

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two - Contemporary Leadership Theories		Online Classroom Assessment Drop-in Session (Tuesday 1:00 pm -1:50 pm AEST - QLD time). Importance of Leadership for Emergency and Disaster Management Transactional and Transformational Leadership Additional Leadership Theories

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two - Contemporary Leadership Theories		Online Classroom Assessment Drop-in Session (Tuesday 1:00 pm -1:50 pm AEST - QLD time). Importance of Leadership for Emergency and Disaster Management Transactional and Transformational Leadership Additional Leadership Theories

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three - Industry, Environment and Leadership		The industry environment and leadership The unique Emergency and Disaster Management environment

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three - Industry, Environment and Leadership		The industry environment and leadership The unique Emergency and Disaster Management environment

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four - Me as a Leader		Online Classroom Assessment Drop-in Session (Tuesday 1:00 pm -1:50 pm AEST - QLD time). Me (you) as a Leader Responsibilities of those involved in leadership during crisis

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five - Bringing it all together		The concept of leadership and what you now understand about the complexity of the concept

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five - Bringing it all together		<b>Application of Leadership Theories in Emergency and Disaster Management</b> Due: Week 12 Friday (31 May 2024) 5:00 pm AEST

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Exploring Leadership in Emergency and Disaster Management

**Assessment Type**

Written Assessment

**Task Description**

In assessment task one, you will explore the literature on a topic (see scenario below) related to leadership and emergency and disaster management. In particular, you will identify and consolidate literature sources (part 1) and analyse these sources (part 2) to further your understanding of leadership in the emergency and disaster management context. You must use the scenario below to undertake Part 1) and Part 2).

**Part 1: Searching the Literature****Scenario:**

You have recently joined the State Emergency Services (SES) as a volunteer and have been entrusted with a leadership role for your team involved in emergency and disaster management. With this new responsibility, you recognise the need to deepen your understanding of effective leadership strategies in this field, particularly in the Australian context. Your task is to conduct a literature search focusing on the latest trends and developments in leadership within emergency and disaster management. This research is critical to enhance your leadership skills and to develop strategies that are effective in various emergency and disaster situations.

Literature Area: The focus of your literature search will be: "What peer-reviewed literature has been published in the last 10 years on trends and developments in leadership strategies in emergency and disaster management?"

Your analysis should identify and understand the prevailing trends, developments, and advancements in leadership strategies within emergency and disaster management, particularly distinguishing between different leadership styles and management approaches.

**Activity Instructions:**

Based on the above scenario, you need to conduct and document a literature search (for the literature area in the above scenario). For this activity, you are required to use the CQUniversity seven (7) step literature search process, including the search techniques available within each step, to search the academic databases in the CQUniversity library catalogue. You must use the CQUniversity library catalogue and document your search using the table provided in the Assessment Task One Template (see Assessment Tile in Moodle). Ensure that your documentation is detailed enough for your searches to be replicated by your SES colleagues.

**Part 2: Using the Literature**

1. Choose five peer-reviewed articles or papers that are most relevant to your leadership role in the SES, with a focus on differentiating between leadership styles and management approaches.
2. Write a short, **annotated bibliography** for each of the five selected pieces of literature. Follow the guidelines in the CQUniversity Annotated Bibliography Info Sheet provided by the Academic Learning Centre and accessible in the eReading List.
3. Write a concise overview (500 words) discussing the implications of these five pieces of literature on your leadership role in the SES.
4. Explain (500 words) how leadership and management are interconnected in emergency and disaster management situations. Describe how the roles of leading and managing complement each other and are crucial in effectively handling emergencies and disasters.

**Presentation requirements**

You must use the Assessment Task One Template located in the Assessment Tile in Moodle.

You must submit the document as a Word file or PDF.

**Assessment Due Date**

Week 5 Friday (5 Apr 2024) 5:00 pm AEST

Submitted via Moodle

**Return Date to Students**

Week 7 Friday (26 Apr 2024)

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

The detailed assessment criteria for this unit is in the form of a rubric, which is available from the Moodle site, however you will be assessed on:-

- Knowledge of leadership theories and styles
- Knowledge of management approaches
- Application of knowledge and skills in contemporary leadership
- Communication and presentation.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Assess the role of leadership in complex emergency and disaster management contexts and situations
- Distinguish between leadership styles and management approaches
- Evaluate and apply leadership styles that are relevant to the emergency and disaster management context

## 2 Application of Leadership Theories in Emergency and Disaster Management

**Assessment Type**

Written Assessment

**Task Description**

Assessment task two entails a comprehensive exploration of leadership within emergency and disaster management. Specifically, you'll need to delve deeply into various leadership theories and styles and critically assess their relevance and application in the context of emergency and disaster management scenarios. This exploration should encompass a detailed examination of how these leadership concepts are practically implemented and their effectiveness in addressing the unique challenges of emergencies and disasters.

**The following are points you should address in your assessment:**

1. Examine three (3) leadership theories and styles that are important for emergency and disaster management, highlighting their advantages and disadvantages. Elucidate why these particular approaches are uniquely suitable for emergency and disaster contexts.
2. Discuss how leadership strategies in emergency and disaster management differ from those in more routine, non-crisis environments.
3. Analyse the role of effective leadership in shaping the overall management and outcome of disaster situations.
4. Critically evaluate various leadership strategies and their effectiveness in emergency and disaster management, drawing on real-life examples or case studies to demonstrate their application and impact.

Your response must be supported by appropriate literature and referenced accordingly. Please see the marking rubric for further guidance.

You are free to present the response in a written format that best suits you; however, you must respond to each requirement (2000 words in total).

***Presentation guidelines:***

**Referencing:** All sources must be cited and referenced appropriately throughout this task in the correct APA 7th Edition style; ensure that you use the CQU Library guide for APA style.

**Word count:** 2000 words +/-10%, excluding the cover page, in-text citations, the reference list and appendices. Calculate your word count minus exclusions prior to submission and include this on the cover page.

**File format:** Submit your document in Microsoft Word (.doc or .docx).

**Grading rubric:** Please refer to the Moodle site for additional assessment information, such as the assignment marking



rubric and template.

**Turnitin:** All submissions are subject to Turnitin scans, and all Turnitin reports are scrutinised. All instances of plagiarism are reported to the Academic Misconduct Board for review.

**Late submissions:** Late submissions will be accepted, but penalties will accrue at 5% for every part or full calendar day past the due date.

**Assessment Due Date**

Week 12 Friday (31 May 2024) 5:00 pm AEST

Submitted via Moodle

**Return Date to Students**

Exam Week Friday (14 June 2024)

**Weighting**

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

The assessment criteria for this unit are in the form of a rubric, which is available from the Moodle unit site. Broadly, you will be assessed on:

- Ability to critically evaluate leadership styles in the context of emergency and disaster management;
- Effective use of a case study or real-world example to illustrate the practical application of leadership theories;
- Application of knowledge and skills related to accessing research and literature sources;
- Analysis and interpretation of literature and understanding in relation to emergency and disaster management issues;
- Communication and presentation.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Assess the role of leadership in complex emergency and disaster management contexts and situations
- Evaluate and apply leadership styles that are relevant to the emergency and disaster management context
- Critically analyse different leadership theories, with a focus on understanding appropriate circumstances for different styles in the emergency and disaster management context

## 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