



SOWK14006 Professional Leadership in Human Services

Term 1 - 2024

Profile information current as at 26/06/2024 12:32 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 31-05-24

CURRENT MARKING CRITERIA

Please refer to the Marking Criteria below. The Rubric version of the criteria can be located in the Assessment Block on Moodle.

Demonstrates an understanding about dominant leadership theories and approaches, their strengths and challenges. 5 marks

Excellent critical evaluation of the range of leadership theories and approaches, their strengths, and their challenges. 5 marks

Very good evaluation of the range of leadership theories and approaches, their strengths, and their challenges. 3.75 marks

Good evaluation of the range of leadership theories and approaches, their strengths, and their challenges. 3.25 marks

Satisfactory evaluation of the range of leadership theories and approaches., their strengths, and their challenges. 2.5 marks

Inadequate evaluation of the range of leadership theories and approaches, their strengths and their challenges. <2.5 marks

Demonstrates an understanding of alternative leadership theories and approaches to dominant leadership, their strengths and challenges. 5 marks

Excellent critical evaluation of alternative leadership theories and approaches, their strengths and their challenges. 5 marks

Very good critical evaluation of the range of alternative leadership theories and approaches, their strengths and their challenges. 3.75 marks

Good critical evaluation of the range of alternative leadership theories and approaches, their strengths and their challenges. 3.25 marks

Satisfactory critical evaluation of the range of alternative leadership theories and approaches, their strengths and their challenges. 2.5 marks

Inadequate critical evaluation of the range of alternative leadership theories and approaches, their strengths and challenges and or/has misunderstood the task. <2.5 marks

Provides examples of how leadership theories and approaches (dominant and alternative) these could be used in practice and aligns with the AASW Code of Ethics (AASW, 2020) 5 marks

Excellent critical evaluation of theories and their relevance to social work practice and excellent use of examples. 10 marks

Very good critical evaluation of theories and their relevance to social work practice and very good use of examples. 8.5 marks

Good critical evaluation of theories and their relevance to social work practice and good use of examples. 7.5 marks

Satisfactory critical evaluation of theories and their relevance to social work practice and satisfactory use of examples. 5 marks

Inadequate critical evaluation of theories and their relevance to social work practice and inadequate or no use of examples and/or has misunderstood tasks. <5 marks

The blog post is engaging, interesting and clearly written, with the inclusion of reputable research that is written in an understandable way. 5 marks

The blog is original, engaging, creative and well written without errors. 5 marks

The blog is engaging and shows very good creativity, is well written and structured clearly. 3.75 marks

The blog is engaging and shows some creativity and is for the most part presented cohesively. 3.25 marks

The blog is satisfactory and conveys the content. 2.5 marks

The blog post does not engage the audience in an engaging way, and/or the task has been misunderstood. <.25 marks

Demonstrates insights into the use of critical reflection to think beyond dominant knowledge and reflects on the usefulness of a reflective tool, examining its strengths and challenges and its relevance to social work practice. 15 marks

Advanced critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 15 marks

Very good critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 11.25 marks

Good critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 9.75 marks

Satisfactory Advanced critical analysis of group work using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 7.25 marks

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. <7.25marks

CORRECTION

- Demonstrates an understanding about dominant leadership theories and approaches, their strengths and challenges. 3.75 marks
- Demonstrates an understanding of alternative leadership theories and approaches to dominant leadership, their strengths and challenges. 3.75 marks
- Provides examples of how leadership theories and approaches (dominant and alternative) these could be used in practice and aligns with the AASW Code of Ethics (AASW, 2020). 3.75 marks
- The blog post is engaging, interesting and clearly written, with the inclusion of reputable research that is written in an understandable way. 3.75 marks
- Demonstrates insights into the use of critical reflection to think beyond dominant knowledge and reflects on the usefulness of a reflective tool, examining its strengths and challenges and its relevance to social work practice. 15 marks

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 - 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 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. **Group Discussion**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Group Work**

Weighting: 30%

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 a management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, including leadership approaches suitable for Indigenous and cross cultural contexts.
3. 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
1 - Written Assessment - 40%	•	•	
2 - Group Discussion - 30%	•	•	•
3 - Group Work - 30%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

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

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

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Leadership	Please refer to Moodle and e reading list.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice for Leadership	Please refer to Moodle and e reading list.	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, Power and Influence	Please refer to Moodle and e reading list.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, Gender and Culture	Please refer to Moodle and e reading list.	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Management & Leadership in the Human Services	Please refer to Moodle and e reading list.	PART A) LEADERSHIP PODCAST (20MINS) PART B) WRITTEN REFLECTIVE ASSESSMENT (750 WORDS) Due: Week 5 Monday (1 Apr 2024) 9:00 am AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Social Work Leadership and Ethical Leadership	Please refer to Moodle and e reading list.	
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Social Work Leadership Theories & Approaches	Please refer to Moodle and e reading list.	
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership, Social Justice & Advocacy	Please refer to Moodle and e reading list.	
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Theoretical Perspectives in Leadership (Dominant Theories)	Please refer to Moodle and e reading list.	Contemporary Leadership in Human Services (2000 words) Due: Week 9 Monday (6 May 2024) 9:00 am AEST
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Evidence Informed Leadership	Please refer to Moodle and e reading list.	
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership & Change	Please refer to Moodle and e reading list.	
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Supervision & Ongoing Professional Development	Please refer to Moodle and e reading list.	PART A) SOCIAL WORK LEADERSHIP BLOG (1500 words) PART B) WRITTEN REFLECTIVE ASSESSMENT (750 WORDS) Due: Week 12 Friday (31 May 2024) 11:59 pm AEST
Review/Exam Week - 03 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 10 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 PART A) LEADERSHIP PODCAST (20MINS) PART B) WRITTEN REFLECTIVE ASSESSMENT (750 WORDS)

Assessment Type

Group Discussion

Task Description

Aim

The aim of the assessment is to provide the opportunity to develop an engaging podcast and reflect on your personal beliefs about leadership. You will use a critical reflective framework to strengthen your reflective skills about the type of leader you are and want to be.

Instructions

PART A: Podcast 20 mins

What type of leader are you?

Please follow the instructions to complete the group work podcast and reflective discussion.

You will record a podcast which will be a minimum of 15 minutes and a maximum of 20 minutes. This will be completed in pairs. You will be randomly assigned to a group at the beginning of term which can be located in the Assessment Block on Moodle. Instructions on how to record a podcast and make an engaging podcast will be located in the Assessment Block on Moodle.

The podcast will be a question-and-answer discussion between two students. You are encouraged to complete the survey in week 1 and the results of the leadership survey can inform some of your discussion in the podcast. You can also create your own questions to critically reflect and explore the topic of leadership. Please refer to the question prompts for the podcast on Moodle and information about how to create an engaging and interesting podcast.

PART B: Written Reflective Assessment 750 words

The second aim of the assessment is to strengthen your reflective practice skills. Please refer to the content in week 2.

You are required to use one of the 3 reflective practice tools to guide your reflection.

You are required to identify one of the critical reflection tools below:

- Reflexivity
- Postmodernism
- Critical social theory

You are to write an 750 word reflective written assessment about how you used the critical reflective framework to reflect on leadership, how it was helpful, challenging, and how this critical reflection framework can be helpful for future social work practice.

Literature and references

In this assessment use contemporary references to support your podcast 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 for reflective written assessment

- 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 seventh edition American Psychological Association (APA) 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 ; Social Work and Community Services Guide.
- 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.

Generative AI

Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content. For this assessment you may use Gen-AI to help you to understand the question, explain research concepts and check references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI.

You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your

assessment.

Assessment Due Date

Week 5 Monday (1 Apr 2024) 9:00 am AEST

Return Date to Students

Week 7 Monday (22 Apr 2024)

Weighting

30%

Assessment Criteria

Please refer to the Marking Criteria below. The Rubric version of the criteria can be located in the Assessment Block on Moodle.

Critically evaluates leadership and how leadership is shaped by the socio-political historical context. 5 marks

Excellent critical evaluation about leadership. 5 marks

Very good critical evaluation about leadership. 3.75 marks

Good critical evaluation about leadership. 3.25 marks

Satisfactory critical evaluation about leadership. 2.5 marks

Does not demonstrate insights or misunderstands key insights about leadership. <2.5 marks

Critically evaluates how personal beliefs and experiences shape and influence an understanding of leadership and provides personal examples of this. 5 marks

Advanced critical analysis of how personal experiences and beliefs inform an understanding of leadership. Cites excellent examples that demonstrate an excellent understanding. 5 marks

Very good critical analysis of how personal experiences and beliefs inform an understanding of leadership. Cites excellent examples that demonstrate an excellent understanding. 3.75 marks

Good critical analysis of how personal experiences and beliefs inform an understanding of leadership. Cites excellent examples that demonstrate an excellent understanding. 3.25 marks

Satisfactory critical analysis of how personal experiences and beliefs inform an understanding of leadership. Cites excellent examples that demonstrate an excellent understanding. 2.5 marks

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered. <2.5 marks

Demonstrates insights into the use of critical reflection to think beyond dominant knowledge and reflects on the usefulness of a reflective tool, examining its strengths and challenges and its relevance to social work practice. 15 marks

Advanced critical analysis of how personal experiences and beliefs inform an understanding of leadership using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 15 marks

Very good critical analysis of how personal experiences and beliefs inform an understanding of leadership using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 11.25 marks

Good critical analysis of how personal experiences and beliefs inform an understanding of leadership using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 9.75 marks

Satisfactory Advanced critical analysis of how personal experiences and beliefs inform an understanding of leadership using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 7.25 marks

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. <7.25marks

Materials are original and creative in design to engage the audience. The podcast and critical reflection discussion is clearly presented and engaging and adheres to time limit. 5 marks

Excellent originality and creativity to deliver presentation and engage audience. The presentation is clear, audible, interesting and all the content is engaging.

Very good originality and creativity to deliver presentation and engage audience. The presentation is clear, audible, interesting and all the content is engaging.

Good originality and creativity to deliver presentation and engage audience. The presentation is clear, audible, interesting and all the content is engaging.

Satisfactory originality and creativity to deliver presentation and engage audience. The presentation is clear, audible, interesting and all the content is engaging.

Fail to deliver a clear presentation that was logical or understandable or Did not understand the task requirements.

Referencing Style

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

Submission

Online Group

Submission Instructions

You are to submit two assessments in the Moodle submission portal in the Assessment Block. You will submit an audio file (the podcast) and a written Microsoft word file. Please find instructions in the Assessment Block on how to record and upload an audio file.

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 a management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, including leadership approaches suitable for Indigenous and cross cultural contexts.
- Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

2 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.

Assessment Due Date

Week 9 Monday (6 May 2024) 9:00 am AEST

Return Date to Students

Week 11 Monday (20 May 2024)

Weighting

40%

Assessment Criteria

Please refer to the Marking Criteria below. The Rubric version of the criteria can be located in the Assessment Block on Moodle.

Demonstrates an understanding of managerialism, marketisation and governance, by providing accurate descriptions of the concepts. 7.5 marks.

Exemplary understanding. Attention to detail is without fault and all the concepts have been described accurately. 7.5 marks

Very good effort attending to understanding of the concepts. All concepts demonstrate due attention to detail with some minor gaps. 5.75 marks

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. 5 marks.

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. 3.75 marks

Submission is missing aspects of task or task requirements have been misunderstood. <3.75 marks

Critically evaluates how managerialism impacts on human service organisations and discusses the implications of these trends on social work practice. 5 marks

Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed

explanations of impact in human services work. 5 marks

Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. 3.75 marks

Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. 3.25 marks.

Strengths and limitations about marketisation are evaluated with sufficient evidence for impact in human services work 2.5 marks

Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to demonstrate the impact in human services. <2.5 marks

Critically evaluates how marketization impacts on human service organisations and discusses the implications of these trends on social work practice. 7.5 marks

Several major reflections or insights, grounded in social work values and ethics have been expressed. 7.5 marks

A few reflections or insights, grounded in social work values and ethics have been expressed. 5.75 marks

Some reflections or insights, grounded in social work values and ethics have been expressed. 5 marks

At least one reflection or insight referring to social work values and ethics was expressed. 3.75 marks

The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. <3.75 marks

Critically evaluates the social work values and ethics that were challenged and influenced by these contemporary managerial trends during field placement.

Several major reflections or insights, grounded in social work values and ethics have been expressed. 7.5 marks

A few reflections or insights, grounded in social work values and ethics have been expressed. 5.75 marks

Some reflections or insights, grounded in social work values and ethics have been expressed. 5 marks

At least one reflection or insight referring to social work values and ethics was expressed. 3.75 marks

The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. <3.75 marks

Identifies opportunities to promote social work values and ethics within the constraint of managerial approaches. 5 marks

Several opportunities have been identified, which are strategic and are based on social work values and ethics. 5 marks

A few opportunities have been identified, which are practical and are based on social work values and ethics. 3.75 marks

Opportunities have been identified that demonstrate relevance within the organisational context and are based on social work values and ethics. 3.25 marks

Opportunities have been identified that have some relevance to the organisational context and are based on social work values and ethics. 2.5 marks

Opportunities have been identified that are either not relevant, or do not relate to the organisational context. <2.5 marks

Demonstrates synthesis and integration of literature, strength of argument, correct spelling (McQuarrie) and punctuation with appropriate citation and referencing (Harvard). 5 marks

Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles.

No or very minor mistakes evident. 5 marks

Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. 3.75 marks

Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. 3.25 marks

Quality of writing and presentation is of a satisfactory standard with quite some grammar, punctuation, spelling and referencing mistakes evident. 2.5 marks

Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. <2.5

Referencing Style

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

Submission

Online

Submission Instructions

Upload assessment submission in the Assessment Block on 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 a management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, including leadership approaches suitable for Indigenous and cross cultural contexts.

3 PART A) SOCIAL WORK LEADERSHIP BLOG (1500 words) PART B) WRITTEN REFLECTIVE ASSESSMENT (750 WORDS)

Assessment Type

Group Work

Task Description

Aim

To develop an understanding of dominant leadership theories alternative theories of leadership, examining their strengths and challenges in relation to social work practice.

To identify leadership approaches and theories that are relevant to social work practice with the use of examples of how these approaches would be helpful in social work that are aligned with the Social Work Code of Ethics.

To identify how your understanding of leadership approaches will influence your social work practice.

To reflect on the group work process.

Instructions

PART A: Blog Post 1500 words

- You will complete this assessment with the same group member that you completed the podcast with. You will be randomly assigned to groups at the beginning of term.
- You and your social work colleague have a social work blog about resistance and change to dominant managerial practices. You decide to write a blog post on leadership approaches in social work practice which examines dominant models of leadership styles and theories and alternative models of leadership approaches and practical strategies for implementing approaches that align with social work values.
- You are required to refer to the literature and content learnt during the unit.
- Please refer to Moodle which has information on what a blog entails and how to write a blog that is of high quality, engaging and interesting.

PART B: Written Reflective Assessment 750 words

You will critically reflect and analyse your participation in a group work learning environment to identify your strengths and areas that need further development and consider what you might do in future to improve your group work engagement and skills.

Use a critical reflection model to critically reflect on an experience of significance/importance that occurred in your pair/group over the course of completing the two assessments. The experience should be one you hope to understand or learn more about. Writing in the first person, use the model and questions adapted from Fook and Gardner (2007) as a guide to provide a brief narrative about what happened, your reactions, and its meaning, examine dissonance and articulate the learning and insights you gained for future practice.

- Experience - Describe the experience. What happened?
- Reactions - How did you react? How did you feel? What were you thinking? What did you do?
- Reflecting on Meaning - Why was the experience important/significant to you? What did it mean to you? What does your account and language tell you about your underlying values, beliefs, theories, and assumptions? Where do you think these ideas originated, and how was your experience influenced by your historical, cultural and social context?
- Theory and Knowledge - What other perspectives have you considered? Identify relevant theories or literature that could make sense of the situation or provide another view.
- Examining dissonance - Did this situation highlight any gap between how you say you will practice (espoused values, theories and skills) and your actions and interpretations? Is this ok? If so, why? If not, why not? What does this tell you about the values, theories, and practices critical to your emerging social work identity and practice framework?
- Articulating learning - What specific learnings can you take from this experience? What did you learn about yourself, others, and the society in which you live? What knowledge or insights did you gain? What skills did you learn?
- Developing a plan - Based on these learnings, what would you do next time in a similar situation? What would you continue to do, and what would you change? Explain why, including the anticipated consequences and hopes

of this new response. What values, knowledge, theory, and skills will you need to develop to proceed with this new approach?

Assessment Due Date

Week 12 Friday (31 May 2024) 11:59 pm AEST

Return Date to Students

Exam Week Friday (14 June 2024)

Weighting

30%

Assessment Criteria

Please refer to the Marking Criteria below. The Rubric version of the criteria can be located in the Assessment Block on Moodle.

Demonstrates an understanding about dominant leadership theories and approaches, their strengths and challenges. 5 marks

Excellent critical evaluation of the range of leadership theories and approaches, their strengths, and their challenges. 5 marks

Very good evaluation of the range of leadership theories and approaches, their strengths, and their challenges. 3.75 marks

Good evaluation of the range of leadership theories and approaches, their strengths, and their challenges. 3.25 marks

Satisfactory evaluation of the range of leadership theories and approaches., their strengths, and their challenges. 2.5 marks

Inadequate evaluation of the range of leadership theories and approaches, their strengths and their challenges. <2.5 marks

Demonstrates an understanding of alternative leadership theories and approaches to dominant leadership, their strengths and challenges. 5 marks

Excellent critical evaluation of alternative leadership theories and approaches, their strengths and their challenges. 5 marks

Very good critical evaluation of the range of alternative leadership theories and approaches, their strengths and their challenges. 3.75 marks

Good critical evaluation of the range of alternative leadership theories and approaches, their strengths and their challenges. 3.25 marks

Satisfactory critical evaluation of the range of alternative leadership theories and approaches, their strengths and their challenges. 2.5 marks

Inadequate critical evaluation of the range of alternative leadership theories and approaches, their strengths and challenges and or/has misunderstood the task. <2.5 marks

Provides examples of how leadership theories and approaches (dominant and alternative) these could be used in practice and aligns with the AASW Code of Ethics (AASW, 2020) 5 marks

Excellent critical evaluation of theories and their relevance to social work practice and excellent use of examples. 10 marks

Very good critical evaluation of theories and their relevance to social work practice and very good use of examples. 8.5 marks

Good critical evaluation of theories and their relevance to social work practice and good use of examples. 7.5 marks

Satisfactory critical evaluation of theories and their relevance to social work practice and satisfactory use of examples. 5 marks

Inadequate critical evaluation of theories and their relevance to social work practice and inadequate or no use of examples and/or has misunderstood tasks. <5 marks

The blog post is engaging, interesting and clearly written, with the inclusion of reputable research that is written in an understandable way. 5 marks

The blog is original, engaging, creative and well written without errors. 5 marks

The blog is engaging and shows very good creativity, is well written and structured clearly. 3.75 marks

The blog is engaging and shows some creativity and is for the most part presented cohesively. 3.25 marks

The blog is satisfactory and conveys the content. 2.5 marks

The blog post does not engage the audience in an engaging way, and/or the task has been misunderstood. <.25 marks

Demonstrates insights into the use of critical reflection to think beyond dominant knowledge and reflects on the usefulness of a reflective tool, examining its strengths and challenges and its relevance to social work practice. 15 marks

Advanced critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 15 marks

Very good critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 11.25 marks

Good critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 9.75 marks

Satisfactory Advanced critical analysis of group work using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 7.25 marks

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. <7.25marks

Referencing Style

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

Submission

Online Group

Submission Instructions

Upload assessment submission in the Assessment Block on Moodle.

Learning Outcomes Assessed

- Critically reflect on leadership qualities and skills and articulate insights gained for future social work 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