



# HRMT19016 Contemporary Organisational & Human Resource Studies

## Term 1 - 2017

Profile information current as at 14/12/2025 06:16 pm

All details in this unit profile for HRMT19016 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

The objectives of this unit are far-reaching and intended to introduce students to the emerging issues in future organisations and the management of the Human Resources of these future organisations. Emphasis will be placed on strengthening good verbal and written communication skills; locating and delineating future issues; and, the development of strategic responses to best utilise the opportunities presented by the emerging future organisational issues. Models for analysing and making predictions about future issues, social change and the role, structure and nature of future organisations will be rigorously examined in this unit. Development of a strategic mindset will be sought from this unit.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Corequisite: HRMT 11011

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 - 2017

- Brisbane
- Distance
- Melbourne
- Rockhampton
- Sydney

### 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. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Written Assessment**

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

##### Feedback

Video and group components of this course continue to trouble a minority of students. There remains some confusion about the complexity of the first assignment

##### Recommendation

Recommend that students are offered greater guidance in preparing videos (particularly technical guidance) and create easier upload options. Group work should continue, despite challenges, as this is an important part of accreditation for this course. Clearer, simpler structure for the first assignment in particular is recommended.

##### Action

Technical guidance with video presentations (pitches) and direction in the use of videos was undertaken group by group. The first assignment (quizzes) was structured to follow the content of the text. Group work for the second assessment was appropriately supported in line with the assessment criteria and AQF requirements at the undergraduate level.

## Unit Learning Outcomes

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

1. demonstrate an understanding of the role of HRM in contemporary organisations
2. understand the internal and external organisational environments to which strategic HRM should be directed
3. evaluate the magnitude of multi-directional influences on strategic HRM, and how HR professionals can use these influences to effectively manage contemporary issues within organisations
4. enhance analytical skills appropriate to support the development of strategic HRM plans and policies
5. demonstrate appropriate research skills required for HRM practices.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 20%	•	•	•	•	•
2 - Written Assessment - 50%	•	•	•	•	•
3 - Written Assessment - 30%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Online Quiz(zes) - 20%	•	•	•	•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		
3 - Written Assessment - 30%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

HRMT19016

#### Prescribed

#### **Reframing Organizations: Artistry, Choice, and Leadership**

Edition: Fifth (2013)

Authors: Lee G. Bolman, Terrence E. Deal

Jossey-Bass

Hoboken, New Jersey, USA

ISBN: 978-1-118-55738-9

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom.us (client)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**James Callan** Unit Coordinator

[j.callan@cqu.edu.au](mailto:j.callan@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The power of reframing	Chs. 1 (pp. 3-22)	Nominate and confirm placement in a team as soon as practicable (team forming and norming)

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Simple ideas, complex organisations as well as getting organised	Ch. 2 (pp. 23-40) and 3 (pp. 43-67)	Nominate and confirm placement in a team as soon as practicable (team forming, norming and storming). Week 4 exemplar teams to nominate for first peer workshop.

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Structure and restructuring	Ch. 4 (pp. 69-93)	Teams declared, peer workshop topic selection and planning. Week 4 exemplar team(s) confirmed for peer workshop. What is self and peer assessment?
<b>Week 4 - 27 Mar 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Organising groups and teams as well as people and organisations	Ch. 5 (pp. 95-112) and 6 (pp. 115-135)	Peer workshops 1 and 2 Self and peer assessment (SPA-PW 1 and 2)
<b>Week 5 - 03 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Improving human resource management	Ch. 7 (pp. 137-160)	Peer workshop 3 Self and peer assessment (SPA-PW 3)
<b>Vacation Week - 10 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 17 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Interpersonal and group dynamics	Ch. 8 (pp. 161-182)	Peer workshop 4 Self and peer assessment (SPA-PW 4)
<b>Week 7 - 24 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Power, conflict, and coalition	Ch. 9 (pp. 185-204)	Peer workshop 5 Self and peer assessment (SPA-PW 5)
<b>Week 8 - 01 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The manager as politician as well as organisations as political arenas and political agents	Chs. 10 (pp. 205-223) and 11 (pp. 225-242)	Peer workshops 6 and 7 Self and peer assessment (SPA-PW 6 and 7)
<b>Week 9 - 08 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Organizational culture and symbols as well as culture in action	Chs. 12 (pp. 245-270) and 13 (pp. 271-284)	Peer workshops 8 and 9 Self and peer assessment (SPA-PW 8 and 9)
<b>Week 10 - 15 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Integrating frames for effective practice as well as reframing in action opportunities and perils	Chs. 15 (pp. 305-321) and 16 (pp. 323-335)	Peer workshops 10 and 11 Self and peer assessment (SPA-PW 10 and 11)
<b>Week 11 - 22 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Reframing leadership, or reframing change in organisations, or reframing ethics and spirit	Ch. 17 (pp. 337-369) and 18 (pp. 371-392)	Peer workshop 12a, 12b, or 12c Self and peer assessment (SPA-PW 12a, 12b, or 12c)
<b>Week 12 - 29 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Bringing it all together change and leadership in action	Ch. 20 (pp. 407-429)	Course Review and Sign-Off  <b>Reflective Essay</b> Due: Week 12 Thursday (1 June 2017) 5:00 pm AEST

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 12 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Quizzes

**Assessment Type**

Online Quiz(zes)

**Task Description**

Attempt and complete an online quiz in week 3 and week 5. The aim is to confirm uptake of foundation concepts and theory.

Each online quiz is accessible through the assessment block. Both quizzes open at 9:00 am AEST on Monday of the week each is scheduled and close on Friday at 8:00 pm AEST. Each online quiz comprises 20 questions that must be undertaken in one sitting (45 minutes). No alternative quizzes are provided and no extensions are permissible.

Quiz items are randomised and cover aspects of the learning content specified below:

- Week 3 quiz => The power of reframing, simple ideas, complex organisations, as well as getting organised (Chs. 1-3)
- Week 5 quiz => Structure & restructuring, organising groups & teams as well as people & organisations (Chs. 4-6)

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Quizzes 1 & 2 open at 9:00 AM AEST Monday and close at 5:00 PM AEST Friday during weeks 3 & 5 respectively

**Return Date to Students**

Refer to the grade book entry for the week 3 and/or week 5 on-line quiz in the Moodle gradebook once the quiz module closes.

**Weighting**

20%

**Assessment Criteria**

A passing grade for each quiz comprises 50% of the available marks (i.e., 10). A fail grade for any on-line quiz does not limit your scope to pass the unit.

Marks for each quiz question are based on correct and incorrect multiple choice responses. Each correct response receives 1 mark and an incorrect answer receives zero marks.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Follow the instruction set provided in the assessment block in Moodle.

**Learning Outcomes Assessed**

- demonstrate an understanding of the role of HRM in contemporary organisations
- understand the internal and external organisational environments to which strategic HRM should be directed
- evaluate the magnitude of multi-directional influences on strategic HRM, and how HR professionals can use these influences to effectively manage contemporary issues within organisations

- enhance analytical skills appropriate to support the development of strategic HRM plans and policies
- demonstrate appropriate research skills required for HRM practices.

### Graduate Attributes

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

## 2 Peer Workshop

### Assessment Type

Written Assessment

### Task Description

#### Peer Workshop

Assessment 2 comprises peer collaboration where teams produce an in-class or on-line workshop. Each workshop comprises 3 components (i) topic pitch (ii) in-class/online activity or focus exercise, and (iii) a report write up. The topic focus for each workshop is listed, but the learning design must student-centred, peer-appropriate, and negotiated with your lecturer.

#### Peer Workshop submission pointers

Topic pitch links (YouTube) are emailed to the unit coordinator for placement in the schedule (no later than Friday before the designated week of the peer workshop).

Workshop instructions or worksheets are uploaded on Sunday before the designated week of the peer workshop. Upload into the PEER WORKSHOP block.

A workshop report is to be uploaded on or before Thursday 5:00 pm AEST of the designated week for the peer workshop. Upload into the Assignment Submission block.

Report structure: 1500 words +/- 10% excluding title page, executive summary, and references). Refer to the assessment block for further details.

Peer Workshop grades and feedback

- **Formative assessment:** The unit co-ordinator nominates peer workshop assessors who provide feedback in the form of grades and comments. The feedback and marks are peer level forms of review or evaluation and do not contribute to the final grade.
- **Summative Assessment:** Members of the teaching team grade and moderate peer workshop reports during the week each item is submitted. The feedback and marks count towards your final grade.

Peer workshop development starts with initial discussion, direction, and guidance from your lecturer. Workshops are never a solo undertaking, as each is the result of team collaboration from the outset. Each team is expected to be represented when the workshop takes place (in-class or on-line). Peer Workshops are directed by the teaching team and the rest of the class participates in the learning activity.

Refer to the assessment block in Moodle for the topic schedule, topic focus, and other details. Teams must select and nominate topics before the close of business in week 3. No duplication of topic is to occur without clearance from the unit coordinator.

#### Team Roles:

Individuals within the team are required to fulfil key roles aligned to their respective expertise, skills & interest. The determination and allocation of team roles is negotiated by a team convenor (self-determined by each team). The team convenor co-ordinates collaboration and ensures the team stays on task to achieve the required outcomes. Only convenors need submit the team's product. Each team members is accountable to the team and must participate in self and peer assessment - failure to do so results in zero marks for the relevant criteria (see below).

### Assessment Due Date

Your team convenor submits the peer workshop content on or before 5:00 pm Friday preceding the week your team is scheduled.

### Return Date to Students

Workshops are graded and feedback is registered within the week of submission.

### Weighting

50%



## Assessment Criteria

The peer workshop report is assessed on its merits. As an exercise in collaboration, the following criteria apply:

- **Research (9 marks)** The report involves research that successfully integrates the use of secondary data to advance understanding.
- **Application (9 marks)** The report demonstrates application (not description) of relevant theories, concepts, frameworks, or models with respect to the topic focus, issue or problem.  
The degree to which the reframing template is used in response to organisational complexity and ambiguity.
- **Analysis (9 marks)** The report applies critical analysis, explicates the relevant organisational context, and clearly supports a set of conclusions or informed judgement.
- **Evaluation (9 marks)** The report uses evaluation to drive decisions and actionable outcomes.
- **Mechanics (9 marks)** The report is competently formatted and written (clean copy).
- **SPA (5 marks)** The rated coefficient regarding peer collaboration (partnership), managed expectations, and contribution to outcomes. SPA ratings vary according to an individual's performance rating. Failure to complete SPA, for example, means that the individual team member concerned receives zero marks.

Penalties for late submissions are applied according to policy.

The grade form (criteria sheet) for the submission is replicated in Feedback Studio.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online Group

## Submission Instructions

Follow the instruction set provided in the assessment block in Moodle

## Learning Outcomes Assessed

- demonstrate an understanding of the role of HRM in contemporary organisations
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- evaluate the magnitude of multi-directional influences on strategic HRM, and how HR professionals can use these influences to effectively manage contemporary issues within organisations
- enhance analytical skills appropriate to support the development of strategic HRM plans and policies
- demonstrate appropriate research skills required for HRM practices.

## Graduate Attributes

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

## 3 Reflective Essay

### Assessment Type

Written Assessment

### Task Description

Review the learning you found most relevant to your ability to reframe organisational experience(s) during the term. You may elect to use an experience you had at work.

Apply these steps:

- Provide a brief of your experience(s) and relate the details to no fewer than 3 scholarly references. The brief must be no more than 200 words
- Critically comment on how the theory/literature matched or did not match your personal experience.
- Detail how the findings or perspectives from the scholarly literature has or has not altered your thinking.
- Indicate what learning you have gained from the experience(s), and how you expect you will respond in future, given your reframed perspective(s) or otherwise going forward.

Essay length: 1250 (+/- 10%) words (excluding title page and references)

### Assessment Due Date

Week 12 Thursday (1 June 2017) 5:00 pm AEST

Follow the instruction set provided in the assessment block in Moodle

### **Return Date to Students**

As per university's policy for equivalent exam assessments feedback and grades are released as grades are certified on July 7, 2017.

### **Weighting**

30%

### **Assessment Criteria**

Each essay is assessed according to the extent the submission conforms to the following criteria:

- **Research (4 marks)** The essay demonstrates advanced understanding of the topic and issues.
- **Application of theory/literature (4 marks)** The essay applies relevant theory, concepts and frameworks and refers to at least five (5) refereed sources as well as content from the prescribed text.
- **Analysis (6 marks)** The essay applies critical analysis and a clearly advances an argument coherently and logically.
- **Evaluation (6 marks)** The essay uses evaluation or judgement to drive a decision that advocates action.
- **Mechanics (5 marks)** The essay is competently formatted and written (clean copy) business report.

Penalties for late submissions are applied according to policy.

The grade form (criteria sheet) for the submission is replicated in Feedback Studio

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

The Reflective Essay is to be individually submitted in Moodle as assessment 3

### **Learning Outcomes Assessed**

- demonstrate an understanding of the role of HRM in contemporary organisations
- understand the internal and external organisational environments to which strategic HRM should be directed
- evaluate the magnitude of multi-directional influences on strategic HRM, and how HR professionals can use these influences to effectively manage contemporary issues within organisations
- enhance analytical skills appropriate to support the development of strategic HRM plans and policies
- demonstrate appropriate research skills required for HRM practices.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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