MGMT20129 *People and Organisations*
Term 2 - 2017

Profile information current as at 20/05/2024 10:38 am

All details in this unit profile for MGMT20129 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

This unit will prompt you to critically examine the role of individuals, groups and managers in promoting organisational effectiveness in a dynamic environment. The roles of individual and group performance is related to organisational effectiveness via multiple perspectives. Theoretical underpinnings of management processes are also addressed. Topics include emotions, values, attitudes, motivation, leadership, communication, group dynamics, management roles, strategic decision-making and organisational structures. If you have successfully completed the unit MGMT20124 you should not enrol in this unit.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
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 2 - 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 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. **Group Work**
Weighting: 40%
2. **Written Assessment**
Weighting: 30%
3. **Examination**
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 End-of-term anonymous feedback, and course co-ordinator self-evalutaion.

Feedback
Comments from students on assessments

Recommendation
Student feedback on the course was positive. There were some concerns about confusion on the main written assignment, which will be addressed in the next semester (T3 2015).

Unit Learning Outcomes

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

1. critically evaluate the changing nature of organisational effectiveness, particularly in the context of globalisation
2. critically analyse the main issues in organisational leadership and relate these issues to behaviour at multiple levels in organisations
3. critically analyse and prioritise current literature and key research in the field of management and organisations in multiple contexts and settings
4. evaluate and discuss managerial functions and organisational processes using a behavioural science framework
5. prepare and present written papers and reports that demonstrates capacity to critically evaluate research concepts and theories and apply these in managerial contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ● Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Group Work - 40%	●		●	●	●
2 - Written Assessment - 30%	●		●	●	●
3 - Examination - 30%	●	●		●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
3 - Cognitive, technical and creative skills		○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management			○		○
6 - Ethical and Professional Responsibility		○	○		
7 - Leadership		○			
8 - 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
1 - Group Work - 40%	○	○	○	○	○	○	○	
2 - Written Assessment - 30%	○	○	○	○	○			
3 - Examination - 30%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks
MGMT20129

Supplementary

Developing management skills
Edition: 5th edn (2012)
Authors: Carlopio, G & Andrawartha, JR
Pearson Australia
Sydney , NSW , Australia
Binding: Paperback
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Supplementary

Reframing organizations
Edition: 5th edn (2013)
Authors: Bolman, LG & Deal
Jossey Bass
San Fransisco , CA , USA
Binding: Paperback

Additional Textbook Information
This unit does not have a prescribed text however two are highly recommended:
Bolman, L.G. and Deal, T.E. (2013) *Reframing Organizations: Artistry, Choice, and Leadership*, 5e, Jossey-Bass, San Fransisco, or later edition
(This is available as an ebook through the CQU library, or if a paper version is preferred, see the CQUni Bookshop here.)
Carlopio, G. and Andrawartha, J.R. (2012). *Developing Management Skills*, 5e, Pearson, Australia or later edition.
(This book can be purchased as an ebook through Pearson direct, or if a paper version is preferred, see the CQUni Bookshop here.)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Upamali Amarakoon Unit Coordinator
u.amarakoon@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Please note that a "Week" in this schedule refers to a "Module or Topic".
For details of actual workshop schedules please refer to the timetable and Moodle site
Review of Competency Concepts, Emotional Intelligence and Self-awareness.

Unit 0 unit notes.
Whetten & Cameron (2011)/Carlopio & Andrawartha (2012) Ch 1
Quinn et al. (2015) Ch 1 & 2
deJanasz et al. (2015) Ch 1
Albrecht (2006) Ch 1 & 2

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction. Understanding Social Competence.	Unit 0 unit notes. Bolman and Deal (2013) Chapter 1 Daft (2013) Chapter 1 deJanasz et al. (2015) Ch 8 Albrecht (2006) Ch 1 & 2	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Organisational Context: The Structural Frame	Bolman and Deal (2013) Ch 1, 2 3 & 4 Daft (2013) Chapter 1 & 3	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Organisational Context: The Human Resources Frame	Bolman and Deal (2013) Ch 6 & 7 Daft (2013) Chapter 10 See Moodle site for addition texts and Journal readings	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Organisational Context: The Symbolic/Cultural Frame	Bolman and Deal (2013) Ch 12-14 Daft (2013) Ch 10 See Moodle site for addition texts and Journal readings	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Organisational Context: The Political Frame	Bolman and Deal (2013) Ch 9-11 Daft (2013) Ch 13 deJanasz et al. (2015) Ch 10	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Individuals: Personality, Motivation and Difficult People.	Bolman and Deal (2013) Ch 9-11 Quinn et al. (2015) Whetten & Cameron (2011)/Carlopio & Andrawartha (2012) Ch 6 Babiak & Hare (2006) Ch 1 deJanasz et al. (2015) Ch 8	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Individuals: Empathy and Trust	Albrecht (2006) Ch 6 See Moodle site for addition texts and Journal readings	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Working with Others: Conflict and Negotiation | Bolman and Deal (2013) Ch 9
Daft (2013) Ch 13
Quinn et al. (2015) Ch 3
Whetten & Cameron (2011)?/Carlopio &
Andrawartha (2012) Ch 7
deJanasz et al. (2015) Ch 12
Albrecht (2006) Ch 10 | |

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Others: Managing Teams and Groups	Bolman and Deal (2013) Ch 7 Quinn et al. (2015) Ch 3 Whetten & Cameron (2011)?Carlopio & Andrawartha (2012) Ch 9 deJanasz et al. (2007) Ch 15	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Organisations: Delegation	Quinn et al. (2015) Ch 2 deJanasz et al. (2015) Ch 13 & 14 See Moodle site for addition texts and Journal readings	**Developing Management Capability - Individual Reflection** Due: Week 11 Monday (25 Sept 2017) 3:00 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Organisations: Managing Performance	Whetten & Cameron (2011)/Carlopio & Andrawartha (2012) Ch 4 & Supplement B deJanasz et al. (2015) Ch 13 & 14 See Moodle site for addition texts and Journal readings	

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Group Work: Understanding Organisational Context.

Assessment Type
Group Work

Task Description
Students will be allocated to a group on the first (introductory) session. Each group will then make four (4) 15 minute presentations, one at each of the four full-day workshops. This size and constitution of the group to be determined with the unit facilitator. Each presentations is worth 10 marks.
The unit facilitator will nominate a specific task or analysis that each group needs to address.
Each student must participate in all four presentations as a part of the assigned group and be present for all presentations (including those of other groups).
A copy of the slides and a list of references used (correctly listed according to APA requirements) must be provided to the lecturer at the time of presentation.
Flex students will be allocated to groups with other flex students and deliver their presentations virtually to the unit coordinator.
Please refer to the Moodle site for specific due dates and further information.

Assessment Due Date

The Presentations are due during each of the four full day sessions, or by arrangement for Flex students.

Return Date to Students

Feedback will be provided following each presentation.

Weighting
40%

Assessment Criteria

Presentation structure (20%) - Concise and structured presentation with introduction, main presentation and conclusion.

Quality of research and analysis (20%) – Demonstrate a thorough knowledge of relevant concepts/materials through use of appropriate body of quality sources (including a minimal of five relevant peer reviewed academic journal articles).

Findings and recommendations (20%) - Ability to present key findings and recommendations in a business presentation to expected professional standards.

Delivery (20%) – Ability to effectively use audio visuals and verbal communication delivered within the 15-minute time allocation.

Team work (20%) - Ability to work in a collaborative and effective manner as a team.

THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline Online Group

Submission Instructions
For on campus students - offline submission of a copy of the presentation and references to the lecturer. For flex students - online submission of a copy of the presentation and references via Moodle.

Learning Outcomes Assessed

- critically evaluate the changing nature of organisational effectiveness, particularly in the context of globalisation
- critically analyse and prioritise current literature and key research in the field of management and organisations in multiple contexts and settings
- evaluate and discuss managerial functions and organisational processes using a behavioural science framework
- prepare and present written papers and reports that demonstrates capacity to critically evaluate research concepts and theories and apply these in managerial contexts.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Developing Management Capability - Individual Reflection

Assessment Type
Written Assessment

Task Description
Length: 2000 words
Format: Report Format
Task Required:
The aim of this assignment is to allow students to explore, reflect, and develop key capabilities in one of the two topics addressed in this unit.
Students should choose either:

1. Conflict and Negotiation, or
2. Empathy and Trust, or
3. Teams and Groups.

In class, diagnostic tools and mini-simulation activities will be undertaken for each topic. These tools and activities will be the foundation for this individual reflection and are compulsory activities for students enrolled in the on campus delivery mode. Students who do not attend and participate in these activities will be deemed not to have completed this component of the assessment task and will receive a penalty.

Flex students are provided with alternative experiential activities.

Students are then to prepare a **literature review** about the chosen topic. This literature review should include, (a) definition of key terms/concepts, and (b) outline of key theories/models and their application (1000 words Approx).

Students must utilise **at least three (3) of the diagnostic tools** undertaken during the workshops (such as the Johari Window, Thomas Khilman Conflict Questionnaire, The Big 5, Belbin Team Inventory etc.) that provide insights into his/her current capabilities and/or preferences. Students are to **contrast the results of the diagnostics tests and compare these to the literature** so as to identify key strengths and weakness in their managing others capabilities (500 words Approx).

Students should then to identify **two areas for improvement**. Using what you have learned from the literature review and diagnostic tools, develop a realistic plan of activities designed to improve your knowledge and skills over a 6 month period (500 words Approx).

Research requirements: A minimum of 12 relevant scholarly references including at least 5 peer reviewed journal articles should be used in this report.

NOTE: Full details will be available on Moodle.

Assessment Due Date
Week 11 Monday (25 Sept 2017) 3:00 pm AEST

Return Date to Students

The report task will be marked and returned approximately 2 weeks after the submission date.

Weighting
30%

Assessment Criteria
Literature review (25%) - Understanding of key terms, theories, capabilities and concepts presented.

Diagnostic tools (15%) - Inclusion and understanding of the diagnostic tools completed in class.

Reflection (20%) - Demonstration of self-analysis, including reflection on personal results directly linked to examples of own behaviour and relevant literature.

Development plan (20%) - Presentation of a development plan that identifies specific activities and appropriate timeframes for implementation.

Research (10%) - Breadth and quality of research, using a minimum of 12 academic sources.

Presentation (10%) – Present in business report format (5% for this) with a clear introduction, literature review, diagnostic tools, analysis of results/reflection, developmental plan, and conclusion, followed by the list of references. Correct use of APA referencing system (remaining 5% for this) to correctly citing academic sources.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- critically evaluate the changing nature of organisational effectiveness, particularly in the context of globalisation
- critically analyse and prioritise current literature and key research in the field of management and organisations in multiple contexts and settings
- evaluate and discuss managerial functions and organisational processes using a behavioural science framework
- prepare and present written papers and reports that demonstrates capacity to critically evaluate research concepts and theories and apply these in managerial contexts.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
30%

Length
120 minutes

Exam Conditions
Closed Book.

Materials
No calculators permitted
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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