MGMT20129 *Managing People, Organisations and Context*
Term 3 - 2017

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

Managers work with and through others in a variety of organisational structures, each with a set of internal contextual factors. In this unit you will critically examine the role of individuals, groups and managers in the performance outcomes of organisations in a dynamic environment. You will examine the context of organisations as structural frames and the different cultures, political networks and human resource processes that emerge and how these affect the management of people. The unit addresses specific aspects of the emotional intelligence model that will allow you to identify the key competencies required of managers to effectively work with and through others. Using reflective practice as the basis for personal development, you will be required to examine, develop and acquire the conceptual knowledge, behavioural skills and attitudinal components specific to managing others competencies including: social awareness, teamwork, conflict, and empathy and managing change.

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 3 - 2017

- Brisbane
- Distance
- Melbourne
- 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).

Residential Schools

This unit has a Optional Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

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. **Presentation**
Weighting: 30%
2. **Reflective Practice Assignment**
Weighting: 40%
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 Unit evaluation

Feedback

The best thing about the unit was the presentation part that helped a lot for us to understand...

Recommendation

Continue to incorporate presentation tasks that promote students to apply the learning from this unit.

Unit Learning Outcomes

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

1. Critically evaluate organisational context as evidenced by structure, culture, systems and political processes and how these affect the management of people
2. Critically analyse, reflect on and develop the key competencies , such as social awareness, conflict, teamwork and empathy and change, required to successfully manage others in an emotionally intelligent manner
3. Research and apply established theories, both as independent learners and as members of work groups, related to individual behaviour and organisational systems to effectively identify and diagnose performance management problems
4. Analyse critically and reflect on the factors that lead individuals to resist or accept change and to successfully apply established theories to address these challenges
5. Interpret and successfully transmit knowledge, skills and ideas related to organisational context and managing people to a range of internal and external stakeholders.

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 - Presentation - 30%				●	●
2 - Reflective Practice Assignment - 40%	●	●	●		
3 - Examination - 30%		●		●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	◦	◦	◦	◦	◦

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
2 - Communication	○	○	○	○	○
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 - Presentation - 30%	○	○	○	○	○	○	○	
2 - Reflective Practice Assignment - 40%	○	○	○	○	○	○		
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

Geoffrey Chapman Unit Coordinator
g.chapman@cqu.edu.au

Schedule

Introduction Session - 17 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 0A - The Competent Manager Topic 0B - Understanding Social Competence		Groups for Assessment 1 will be formed in the Introductory Session, so it is vital that all students attend. Groups for distance students will be formed via the discussion forum and consultation with the unit coordinator.

Session 1 - 01 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic

Topic 1 - Understanding Organisational Context
    1A - The Structural Frame
    1B - The Human Resources Frame
    1C - The Symbolic Frame
    1D - The Political Frame		

Session 2 - 22 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic

Topic 2 - The Individual Level
    2A - Personality, Motivation, and Difficult People
    2B - Empathy and Trust		

Session 3 - 12 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic

Topic 3 - The Group Level
    3A - Conflict and Negotiation
    3B - Managing Teams, Coaching, and Mentoring		

Session 4 - 26 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic

Topic 4 - The Organisational Level
    4A - Delegation
    4B - Managing Performance		

Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit will be running in intensive mode this term, meaning that instead of weekly classes, there will be an introductory session on Friday morning of Week 2, then 4 full day sessions on the Fridays of week 4, 6, 8 and 10. Attendance at all 5 of these sessions is mandatory for on campus students.

Assessment Tasks

1 Group Presentations

Assessment Type
Presentation

Task Description
You will be allocated into groups during the introductory session. On campus students will be required to deliver a

presentation as a group at each of the four full day sessions. Distance students will also be required to deliver four group presentations via Zoom, but the format of these will be arranged via consultation with the unit coordinator. Further details on each of the four presentation tasks will be provided in class and on Moodle, but in general, they will focus on a particular organisation or leader, and will required your group to present an analysis with appropriate reference to theories and models discussed in this unit. Each member of the group is required to contribute to the preparation and delivery of each of the four presentations. On campus students are also required to be in class for all presentations. Each presentation will be given a mark out of 10, and the total mark of the four presentations will be added together, then converted to a mark out of 30 for this assessment task.

Assessment Due Date

On campus students will deliver one presentation in each of the four full day sessions. Distance students will deliver presentations as per consultation with unit coordinator.

Return Date to Students

Feedback for presentations will be available immediately following the presentations for that session. Marks will usually be available within a week following each presentation.

Weighting
30%

Assessment Criteria
1. Ability to deliver concise, structured, and accurate analysis with introduction, main presentation and conclusion. 30%
2. Ability to use key theories, concepts, and models to analyse an organisation or leader. 30%
3. Ability to meet professional standards in the use of audio visuals and verbal communication, and deliver the presentation within the time allocation. 20%
4. Ability to work in a collaborative and effective manner as a team. 20%

Referencing Style

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

Submission
Group

Submission Instructions
On campus students will deliver their presentations in class. Distance students will deliver their presentation to the unit coordinator via Zoom.

Learning Outcomes Assessed

- Analyse critically and reflect on the factors that lead individuals to resist or accept change and to successfully apply established theories to address these challenges
- Interpret and successfully transmit knowledge, skills and ideas related to organisational context and managing people to a range of internal and external stakeholders.

Graduate Attributes

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

2 Individual Reflective Report

Assessment Type
Reflective Practice Assignment

Task Description
This individual reflection activity requires you to:
    (a) choose one of the three(3) topics provided,
    (b) carry out a review of literature on the chosen topic,
    (c) reflect on your competencies in the chosen area based on at least three(3) of the diagnostic tools provided, and
    (d) based on the results of the diagnostic tests, prepare a plan for improving your weaknesses in the chosen area.

Assessment Due Date
Week 11 Friday (2 Feb 2018) 11:45 pm AEST

Return Date to Students
Exam Week Friday (16 Feb 2018)

Weighting
40%

Assessment Criteria
1. Understanding of key terms, theories, capabilities and concepts presented. 25%
2. Inclusion and understanding of the diagnostic tools completed in class. 15%
3. Demonstration of self-analysis, including reflection on personal results directly linked to examples of own behaviour and relevant literature. 20%
4. Presentation of a development plan that identifies specific activities and appropriate timeframes for implementation. 20%
5. Breadth and quality of research, using a minimum of 12-16 academic sources. 10%
6. Correctly using the APA in text referencing system to cite academic sources. 10%

Referencing Style

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

Submission
Online

Submission Instructions
Students are to submit their reports through the assessment submission link on Moodle.

Learning Outcomes Assessed

- Critically evaluate organisational context as evidenced by structure, culture, systems and political processes and how these affect the management of people
- Critically analyse, reflect on and develop the key competencies , such as social awareness, conflict, teamwork and empathy and change, required to successfully manage others in an emotionally intelligent manner
- Research and apply established theories, both as independent learners and as members of work groups, related to individual behaviour and organisational systems to effectively identify and diagnose performance management problems

Graduate Attributes

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

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

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