



# MGMT20129 Managing People, Organisations and Context

## Term 2 - 2018

Profile information current as at 29/04/2024 06:30 pm

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

Students enrolled in CL 20 MBA, CC58 MBA, CC51 Graduate Certificate in Business Administration, CC52 Graduate Diploma in Business Administration and CL15 Graduate Certificate in Authentic Leadership can enrol in this unit. Any Masters or Postgraduate student not enrolled in CL20, CC58, CC51, CC52 or CL15, may also enrol in this unit, provided that they have a minimum of three years of relevant work experience.

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 - 2018

- Distance
- Melbourne

### 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: 70%

### 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 Student feedback

**Feedback**

Value of presentations

**Recommendation**

The two presentation components help assist student's understanding of contextual and managing others applications and are recommended to continue.

#### Feedback from Student feedback

**Feedback**

Value of competency development

**Recommendation**

The use of reflective practice is a major benefit for students due to its direct application to the workplace and managerial practice. Given the entry requirements of the MBA and Graduate Certificate, only students with relevant work experience can undertake 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
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 30%	•		•	•	•
2 - Reflective Practice Assignment - 70%		•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
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 - 70%	○	○	○	○	○	○	○	

## Textbooks and Resources

### Textbooks

MGMT20129

#### Prescribed

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

Edition: 6 (2017)

Authors: Bolman, L.G. and Deal, T.E.

Jossey-Bass, ,

San Francisco , USA

ISBN: 978-1-119-28182-8

Binding: Paperback

#### **Additional Textbook Information**

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

**Michael Segon** Unit Coordinator

[m.segon@cqu.edu.au](mailto:m.segon@cqu.edu.au)

## Schedule

### **The Competent Manager - 09 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Competency Models and Superior Performance and EI The Competent Manager Understanding Social Competence	Carlopio and Andrawartha (2012) Chapters 1, 2 Quinn et al. (2015) Introduction. Module 1 pp. 35-46. Goleman (2013) Chapter 1 Goleman, Boyatzis and McKee (2013) Appendix B Boyatzis (1982) Ch 1, 2 & 6 Refer to the Moodle site for further reading	For face to face students, 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. Each group needs to select an organisation for analysis using Bolman and Deal's four frame model. Refer to the Moodle site for further details.

### **Understanding Organisational Context - 16 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 1 - Understanding Organisational Context The Structural Frame The Human Resources Frame The Symbolic Frame The Political Frame	Bolman and Deal (2017) Chapters 1, 4, 7, 10, 11, 12, 13. Mintzberg (1981) Refer to the Moodle site for detailed course notes and further recommended reading.	Group preparation for organisational review.
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#### Understanding Others - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Personality, Motivation and Difficult People Understanding the Psychology of Resistance to Change and Transition	Bolman and Deal (2015) Chapter 15 Carlopio and Andrawartha (2012) Chapters 6, 10 Quinn et al. (2015) Module 3: pp191-210, Module 4: pp 294-307. Refer to the Moodle site for detailed course notes and further recommended reading.	Group Presentation Component 1. Analysing Organisations using the Four Frames: Implications for Managing Others. Online Students will prepare Group Presentation 1- Please refer to the Moodle site for details of the submission date.  <b>Group Presentations</b> Due: Week 3 Friday (27 July 2018) 11:59 pm AEST

#### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Key Managing Others Competencies 1 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Performance Management Conducting performance management interviews. Basic Industrial legislation and implications for managing others. Organisational processes for insuring natural justice- review of HR frame. Competency 1: Managing Teams and Groups Competency 2: Conflict Management	Bolman and Deal (2015) Chapter 5, 9 Carlopio and Andrawartha (2012) Chapters 7, 8, 9 Quinn et al. (2015) Module 1: pp.58-69, 70-87, 88-102. pp 294-30. Bolman and Deal (2017) Chapter 5, 9 & 19. Carlopio and Andrawartha (2012) Chapters 7 & 9. Quinn et al. (2015) Module 1 pt 4 & 5 Valcour (2017) In HBR Guide to Emotional Intelligence Boyatzis (1982) Ch 6 Refer to the Moodle site for detailed course notes and further recommended reading.	

#### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Managing Others Competencies 2 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Competency 3: Empathy and Trust  
Competency 4: Developing Others/Mentoring

Carlopio and Andrawartha (2012)  
Chapters 8.  
Boyatzis (1982) Ch 7 & 8  
Goleman (2017) In HBR Guide to Emotional Intelligence  
Goleman, Boyatzis and McKee (2013) Ch 9  
Refer to the Moodle site for detailed course notes and further recommended reading.

Group Presentation Component 2.  
Application of critical managing others scenarios: Implications for Managing Others.  
Refer to Moodle site for further details.

#### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review Session	Review session of unit and back up session for any topics requiring further elaboration.	Major individual paper due <b>Reflective Practice Assignment: Learning Contract</b> Due: Week 12 Friday (5 Oct 2018) 12:00 pm AEST

#### Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

This units is delivered in both face to face and online mode. The face to face delivery is in Melbourne only and begins with a three day workshop from Friday 20th July to Sunday 23rd July followed by two additional one day workshops. Attendance at these sessions is regarded as compulsory for student enrolled in on-campus mode. Online students cover the materials via independent learning and online video discussions approximately every two weeks.

## Assessment Tasks

### 1 Group Presentations

#### Assessment Type

Presentation

#### Task Description

All students will be allocated to a group by the Unit coordinator and this will normally not be negotiable. All students will be required to deliver two presentations with an accompanying executive report.  
On-campus students are to attend the three-day commencement intensive and will undertake presentation component 1 on Sunday 22nd July, 2018 and the second on the final full day workshop on Saturday 22nd September, 2018.  
Online students are similarly required to deliver two group presentation components, using powerpoints, typically with voice /audio commentary and the executive report, via the Moodle site.  
Please note that there is a difference between when on-campus students deliver their presentations and when all students submit the presentations and executive reports.  
The two presentation tasks will focus on a particular organisation, managing others issues and how individuals accept or

resist change. Each group will be required to present an analysis with appropriate reference to theories and models discussed in this unit along with an executive summary. The group will assume the role of organisational consultants, either external to the organisation, similar to consultants from companies such as KPMG, Ernst and Young etc, or internal consultants from departments such as Legal, Governance or HR. The group should assume that they are presenting to the organisation's CEO or Board to identify causes of problems, inappropriate structures or process and or behaviours. Supported recommendations are expected to be made. Each member of the group is required to contribute to the preparation and delivery of each of the presentations. On campus students are also required to be in class for all presentations.

Each group will be allocated 15-20 minutes to deliver the presentation.

The Executive Report, of approximately 1000 words, summarises key concepts, defines key terms and provides literature in support of the analysis and recommendations made.

**PLEASE NOTE THERE ARE TWO SUBMISSION DATES FOR THE PRESENTATION COMPONENTS**

Presentation and executive summary component 1 must be uploaded by Friday 27th July (end of week 3) and;

Presentation and executive summary component 2 Friday 21st September (end of week 10).

Each presentation will be graded as either fail, pass, credit, distinction or high distinction. Both presentations will be added together, then converted to a mark out of 30 for this assessment task.

To assist students an indicative rubric and an audio file describing the presentation requirements are available on the Moodle site.

### **Research Requirements:**

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered.

1. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and
2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each Masters unit has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications. As Masters students you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent research.

Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE using the APA in-text referencing system (a full list of references must be submitted as part of the assessment).

### **Assessment Due Date**

Week 3 Friday (27 July 2018) 11:59 pm AEST

On campus students will deliver one presentation in the commencement workshop on Sunday 23rd and a second on the final workshop. All students are to upload the presentation and an executive summary by Friday. Distance students will deliver the same presentation content as per consultation with unit coordinator.

### **Return Date to Students**

Week 5 Friday (10 Aug 2018)

Feedback for presentations will be available immediately following the presentations for that session. Grades 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.
2. Ability to use key theories, concepts, and models to analyse an organisation and or managing others issue.
3. Ability to source industry relevance standards, cases or legislation to support analysis and recommendations.
4. Ability to meet professional standards in the use of audio visuals and verbal communication, and deliver the presentation within the time allocation.
5. Ability to prepare and Executive Report that summarises key findings and recommendations using literature to support.
6. Ability to work in a collaborative and effective manner as a team.

### **Research Requirements**

These are the minimum requirements. Students should note that satisfactorily meeting the minimum requirements will typically result in the minimum pass grade being awarded.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered.

1. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and
2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or



learning”.

Each Masters unit has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications. As Masters students you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent research.

Your attention is drawn to the University’s stated position on plagiarism. 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

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

- Critically evaluate organisational context as evidenced by structure, culture, systems and political processes and how these affect the management of people
- 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
- 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 Reflective Practice Assignment: Learning Contract

### Assessment Type

Reflective Practice Assignment

### Task Description

**This assignment has two components.**

#### Section 1: Conceptual Knowledge and Implications for Managing Others.

**The first part of the assignment is an exploration of two (2) competencies that students self-select from the four "Managing Others" competencies examined in this unit.**

- 1. Empathy and Trust**
- 2. Managing Teams and Groups**
- 3. Managing Conflict**
- 4. Developing others/Mentoring.**

Students are to explore these concepts using a variety of sources identifying the conceptual, behavioural and attitudinal aspects that typify managers who have developed these competencies as outlined by authors noted for their examination of competencies including Goleman (1999); Goleman, Boyatzis and McKee (2013); Pedler et al. (2013); Hielregal et al. (2005); Salovey and Mayer (1999); Boyatzis (1982); Quinn et al. (2015) etc.

Students must also refer to recent studies and research that demonstrate the link between these competencies and superior performance.

This section should be between 2500-3000 words in length and cite a minimum of 12 quality academic sources. This section accounts for 35 marks of the total 70 marks available for this assignment.

## **Section 2: Self-Analysis and Learning Contract**

In this section, students must use a minimum of five diagnostic tools related to the specific competencies chosen in section 1. This means that the tools used must directly measure behaviours or preferences related to the chosen competencies. Students may use up to two (2) general personality diagnostics such as the Myers-Briggs or Big 5 to establish general preferences, but then must use tools such as the Thomas Kilhman for conflict, Belbin Team inventory for teams, Trust and Empathy questionnaires for Empathy etc. Diagnostic tools used in other units such as the Johari window, or general Leadership questionnaires will not be accepted as relevant for this unit.

(Students are encouraged to check on the relevance of the tool with the unit coordinator).

Students must discuss the results in terms of their own behaviour and reflect on their level of competence referring to at least two specific work related events from within the past 12 months. This means specifically referring to the results of the tools, contrasting the different tools to identify consistencies or inconsistencies of the results against your own practice. The results pages of the tools are to be included in the appendices of the assignment. Of critical importance is to contrast your behaviours against those that managers with these competencies are able to demonstrate, that you should have identified in section 1 of the assignment.

The reflective component should be approximately 1000-1200 words and needs to conclude with identification at least one specific learning need related to each of the two competencies selected. Based on the results of the diagnostic tools, reflection and conceptual analysis, students are to devise an action-learning contract that will address the learning identified above. This involves a range of tasks, activities or learnings that must be actionable, examples can include identifying further units at CQUniversity, short courses offered by other providers, reflective journals and or industry training. This section can be presented in either descriptive or in table form.

This section accounts for 35 marks of the total 70 marks available for this assignment.

Please note these are the minimum requirements for this assignment. Students who only submit the minimum should not expect more than a minimum grade.

To assist students two separate indicative rubrics and audio files for each part of the assignment are available on the Moodle

site. However, an integrated rubric is used for grading purposes.

#### **Research Requirements:**

As Masters students, you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. 1. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and 2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning". Each Masters unit has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts, journals, and publications. As Masters students, you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent research.

Your attention is drawn to the University's stated position on plagiarism. 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).

Late submission are penalised at 5% per day after the due date.

#### **Assessment Due Date**

Week 12 Friday (5 Oct 2018) 12:00 pm AEST

Both components are to be submitted as a comprehensive single document. Results of the diagnostic tools are to be attached as appendices.

#### **Return Date to Students**

Exam Week Friday (19 Oct 2018)

Feedback will be provided via Feedback studio or a similar alternative

#### **Weighting**

70%

#### **Assessment Criteria**

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

#### **Research Requirements:**

These are the minimum requirements. Students should note that satisfactorily meeting the minimum requirements will typically result in the minimum pass grade being awarded.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered.

1. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and
2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".

Each Masters unit has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications. As Masters students you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent research.

Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE, using the APA in-text referencing system (a full list of

references must be submitted as part of the assessment).

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Both components are to be submitted as a comprehensive single document. Results of the diagnostic tools are to be attached as appendices.

### **Learning Outcomes Assessed**

- 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
- 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

### **Graduate Attributes**

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

## 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