MGMT20129 *Managing People, Organisations and Context*

Term 1 - 2019

Profile information current as at 12/10/2024 03:03 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 1 - 2019

- Melbourne
- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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: 20%
2. **Written Assessment**
Weighting: 30%
3. **Presentation**
Weighting: 20%
4. **Reflective Practice Assignment**
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 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 contexts 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 - 20%	•				•
2 - Written Assessment - 30%		•		•	
3 - Presentation - 20%			•		•

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

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 - 20%	○	○	○	○	○	○	○	
2 - Written Assessment - 30%	○	○						
3 - Presentation - 20%	○	○		○	○			
4 - Reflective Practice Assignment - 30%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

Teaching Contacts

Michael Segon Unit Coordinator
m.segon@cqu.edu.au

Schedule

The Competent Manager - 22 Mar 2019

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 Goleman et al. (2017) Emotional Self Awareness : Book 1: A primer 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 - 22 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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 Presentation 1: Organisation Context analysis

Understanding Others - 23 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Personality and Motivation: Understanding Difference	Bolman and Deal (2013) Chapters 9-11 Carlopio & Andrawartha (2012) Chapter 6 Babiak & Hare (2006) Chapter 1 deJanasz et al. (2015) Chapter 8	

Managing Others: Competencies - 23 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Competency 1: Managing Teams and Groups Competency 2: Conflict Management	Goleman et al. (2017) Teamwork: Book 11: A primer Goleman et al. (2017) Conflict Management: Book 10: A primer Quinn et al. (2015) Module 1: pp.58-69, 70-87, 88-102. pp 294-30. Bolman and Deal (2013) 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.	

Managing Others: Competencies - 24 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Competency 3: Empathy Competency 4: Developing Others/Coach and Mentor	Goleman et al. (2017) Empathy: Book 6: A primer Goleman et al. (2017) Coach and Mentor: Book 9: A primer Carlopio and Andrawartha (2012) Chapter 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 Presentations 1: Organisational Context Analysis using the Structural and one other frame. Presentation to be conducted in class, Sunday 24th March, written component due Friday 29th March, 2019.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Performance Management - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Performance Management Organisational processes for insuring natural justice- review of HR frame. Reviewing competencies and key skills for performance management Conducting performance management interviews. Basic Industrial legislation and implications for managing others.	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 (2013) 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.	Competency Review Assignment due Friday 26th April, 2019 **Individual Report: Competency Review** Due: Week 6 Friday (26 Apr 2019) 11:45 pm AEST

Change, Transition and the Psychology of Loss - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to Change: radical vs gradual and impact on others Levels or organisational change Understanding the Psychology of Loss Resistance to Change and the stages of Transition	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 (2013) 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.	

Managing Others Application - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Managing Others Application		Group Presentation Component 2. Application of critical managing others scenarios: Implications for Managing Others, due Friday 24th May, 2019. Refer to Moodle site for further details. **Group Presentation: Managing Others Application** Due: Week 10 Friday (24 May 2019) 11:45 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review Session Link to MGMT20131 Leadership and Integrity	Review session of unit and back up session for any topics requiring further elaboration.	Feedback on Presentation 2 Reflection and Action Plan due **Individual Reflection and Action Plan** Due: Week 12 Friday (7 June 2019) 11:45 pm AEST

Term Specific Information

Please note this unit is conducted in Melbourne as an intensive workshop in addition to an online delivery.

Assessment Tasks

1 Group Presentation: Organisational Context

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 across the term with accompanying powerpoint and executive summary.
This presentation is based on Henry Mintzberg's concept of "organisational fit", He proposes that organisations need to have the right structure for their external context and that the internal components, such as policies, culture and informal systems need to align with the structure. He suggests that many organisational problems can be attributed to organisations having the wrong structure and poor alignment rather than individual performance always being the primary cause.

For this presentation groups will assume the role of organisational consultants, external to the organisation, similar to consultants from companies such as KPMG, Ernst and Young etc. and focus on an organisation with which they are familiar. The group should assume that they are presenting to the organisation's CEO or Board to identifying the organisational context by using Bolman and Deal's four frames as the basis for analysis. Please note all groups must use the structural frame to classify the organisation's structure, and then may select **one** of the remaining three frames, either HR, Political or Symbolic frame.

The objective of the presentation is to establish whether the organisation has the appropriate structure for its' context and whether the other system, (HR, Political or Symbolic /Organisational culture) is aligned with the structure. The group are to identify possible issues in the organisation and how these might be explained by the structural alignment or misalignment.
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.

Assessment Due Date
Week 3 Friday (29 Mar 2019) 11:45 pm AEST

Whilst oncampus students present on Sunday 24th March, a formal submission that includes the powerpoints and a one page executive summary and reference list must be uploaded to the Moodle site

Return Date to Students
Week 4 Monday (1 Apr 2019)

Feedback will be provided at the time of presentation and via Feedback Studio

Weighting
20%

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.
3. Ability to meet professional standards in the use of audio visuals and verbal communication, and deliver the presentation within the time allocation.
4. Ability to prepare an Executive Summary that identifies key findings and recommendations using literature to support.
6. Ability to work in a collaborative and effective manner as a team.
The assessment rubric and an audio file detailing further information regarding this assessment will be available to download the Presentation Folder on the Moodle site.

Referencing Style

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

Submission
Online

Submission Instructions
Online students are to submit a presentation with audio voice over.

assessmentOutcome

- Critically evaluate organisational contexts as evidenced by structure, culture, systems and political processes and how these affect the management of people
- Interpret and successfully transmit knowledge, skills and ideas related to organisational context and managing people to a range of internal and external stakeholders.

assessmentGradAttribute

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

2 Individual Report: Competency Review

Assessment Type
Written Assessment

Task Description
The written assignment is an exploration of **one (1)** competency that students can self-select from the four "Managing Others" competencies examined in this unit. Students should select the competency that they wish to develop based on self analysis and reflection, which they believe will enhance their ability to manage others.

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

It is important to note that the exploration is not just a review of the topic. Rather students need to identify the conceptual, behavioural and attitudinal aspects that typify managers who have developed these competencies. The key authors associated with the input based competency movement such as Goleman, Mckee, Hielregal, Salovey and Mayer, Boyatzis etc. describe the behaviours that managers who have developed this competency exhibit. This is an important aspect of the report. Students need to not only summarise the conceptual knowledge associated with the competency, but identify the specific behaviours that managers with this competency exhibit. Furthermore students need to identify evidence that their chosen competency leads to superior performance. This information then becomes the analytcial frame that is the basis for the reflective assignment and action plan.
This section should be between 1200-1500 words in length and cite a minimum of 12 quality academic sources.

Assessment Due Date
Week 6 Friday (26 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 8 Friday (10 May 2019)

Feedback will be provided via Feedback Studio

Weighting
30%

Assessment Criteria
1. Clear definition and overview of the chosen competency, using the key authors such as Goleman, Boyatizis, Pedler etc
2. A concise summary of the conceptual knowledge of the chosen competency
3. A discussion of the behaviours exhibited by managers who have developed this competency.
4. Identification of at least two (2) sources of evidence that managers with this competency are more effective or demonstrate superior performance.
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.

Referencing Style

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

Submission
Online

assessmentOutcome

- 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
- 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

assessmentGradAttribute

- Knowledge
- Communication

3 Group Presentation: Managing Others Application

Assessment Type
Presentation

Task Description
The second presentation task will focus on a particular "managing others" issue that can include performance management, how individuals accept or resist change or whether managers have demonstrated good practice and followed appropriate procedures. Each group will be given a case study that details a particular scenario that the team is to analyse with appropriate reference to theories and models discussed in this unit. Students are expected to research similar cases available through employer sites, union sites and Fair Work (Australia) so that precedents can be used to support conclusions and or recommendations. The group will assume the role of organisational consultants, similar to consultants from companies such as KPMG, Ernst and Young etc., or as 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 identifying any problems, processes, good or poor management practices and the implications for the organisation. 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.
A one page executive summary of key issues, reference list and copy of the powerpoint slides must be provided to the Unit facilitator before the presentation.

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 indicative rubrics and audio files for the assignment are available on the Moodle site

Assessment Due Date
Week 10 Friday (24 May 2019) 11:45 pm AEST

Return Date to Students
Week 12 Friday (7 June 2019)

Feedback will be provided via Feedback Studio

Weighting
20%

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 the 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 a one page Executive Summary that details key findings and recommendations, with a reference list.
6. Ability to work in a collaborative and effective manner as a team.

Referencing Style

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

Submission
Online

assessmentOutcome

- 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
- Interpret and successfully transmit knowledge, skills and ideas related to organisational context and managing people to a range of internal and external stakeholders.

assessmentGradAttribute

- Knowledge
- Communication
- Research
- Self-management

4 Individual Reflection and Action Plan

Assessment Type
Reflective Practice Assignment

Task Description
The purpose of the assignment is to increase the student's self-awareness by reflecting on their level of capability in the competency explored in assignment 2. Students are to complete at least three diagnostic tools specifically related to the chosen competency. Students must reflect on their level of competence by analysing at least one specific work related event from within the past 12 months, using the conceptual knowledge and behaviours identified in assignment 2, being those exhibited by managers who have developed this competency, as the basis of the analysis, contrasting these with the results of the diagnostic tools.
Based on the results of the self-analysis, students are to identify one learning or developmental need that will enhance their competence, and devise an action-learning contract that will address the issue. This means identifying a range of tasks, activities or learnings, that must be actionable and related to conceptual, behavioural or attitudinal competent of the chosen competency. Examples can include identifying further units at CQUniversity, short courses offered by other providers and professional bodies, reflective journals and or industry training. This section can be presented in either descriptive or in table form.

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 indicative rubrics and audio files for the assignment are available on the Moodle site

Assessment Due Date
Week 12 Friday (7 June 2019) 11:45 pm AEST

Return Date to Students
Exam Week Friday (21 June 2019)

Feedback will be provided via Feedback Studio

Weighting
30%

Assessment Criteria
Inclusion and understanding of a minimum of three relevant diagnostic tools distributed or completed in class. (Results sheet attached as appendicies)
Demonstration of self-analysis, including reflection on diagnostic results directly linked to examples of own behaviour and relevant conceptual and behavioural competency literature
Presentation of a development plan that identifies specific activities and appropriate time-frames for implementation.
Breadth and quality of research, using a minimum of 12-16 academic sources.
Correctly using the APA in text referencing system to cite academic sources

Referencing Style

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

Submission
Online

assessmentOutcome

- 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
- 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

assessmentGradAttribute

- 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