



MGMT20129 *Managing People, Organisations and Context*

Term 2 - 2019

Profile information current as at 27/04/2024 07:26 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

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 - 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).

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: 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- Have your Say

Feedback

Contradictory feedback from students about the clarity of the assessment information. Some students provided feedback that they found the assessment difficult to follow others indicated that the assignments were explained clearly and the unit was very well resourced.

Recommendation

Better clarification of assessment objectives for each of the assessment tasks will be prepared both in the profile and on the Moodle site for term 1, delivery. In addition, clearer directions to the location assignment folder where videos, audios and rubrics are to be found explaining expectations, will also be prepared on on the Moodle site to assist students, as several were unaware that these resources existed.

Feedback from Student Feedback- Have your Say

Feedback

Contradictory feedback from students about the frequency quality of the zoom sessions. One or two indicated that the advice for zoom session was only through the forums- which is automatically sends emails messages to the students. Others indicated that the zoom sessions were regular (every 2 weeks) and very informative. One student indicated annoyance that additional information about assignments was only available at the zoom sessions-despite the sessions being recorded and posted in a Zoom folder on Moodle

Recommendation

A clear statement outlining the purpose of zoom sessions and the expectation that students review course notes and video topics in preparation for each session, will be put on the Moodle site. As noted elsewhere - open zoom consultation sessions were also organised as a means of increasing engagement, but no online student took advantage of these sessions. These will continue and be promoted via the online forum as a means of increasing engagement.

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



Alignment of Assessment Tasks to Learning Outcomes

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 - 02 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Competency Models and Superior Performance and Emotional Intelligence The Competent Manager Understanding Social Competence	Carlopio & Andrawartha (2012) Chapters 1, 2 Quinn et al. (2015) Introduction. Module 1 pp. 35-46. Goleman (2013) Chapter 1 Goleman, Boyatzis & 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 - 02 Aug 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 & 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.	

Understanding Others - 02 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Personality and Motivation:
Understanding Difference

Bolman & Deal (2013) Chapters 9-11
Carlopio & Andrawartha (2012)
Chapter 6
deJanasz et al. (2015) Chapter 8
Quinn et al. (2015). Module 1 pp.
35-46. Module 3 pp.194-210

Managing Others: Competencies - 02 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Competency 1: Managing Teams and Groups	Goleman et al. (2017) Teamwork: Book 11: A primer Quinn et al. (2015) Module 1: pp.70-87. Bolman & Deal (2013) Chapter 5 & 7 Carlopio & Andrawartha (2012) Chapter 9. deJanasz et al. (2015) Chapter 15 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.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Competency 2: Conflict Management - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Competency 2: Conflict Management	Goleman et al. (2017) Conflict Management: Book 11: A primer Bolman & Deal (2015) Chapters 9 & 19 Carlopio & Andrawartha (2012) Chapters 7, 8, 9 Quinn et al. (2015) Module 1: 88-102. Refer to the Moodle site for detailed course notes and further recommended reading.	

Competency 3: Empathy - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Competency 3: Empathy	Goleman et al. (2017) Empathy: Book 6: A primer deJanasz et al. (2015) Chapter 2 Carlopio & Andrawartha (2012) pp.94-96 Boyatzis (1982) Ch 6 & 8 Goleman (2017) In HBR Guide to Emotional Intelligence Goleman, Boyatzis & McKee (2013) Ch 9	

Change Management, Transition and the Psychology of Loss. - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to Change: radical vs gradual and impact on others Levels of organisational change Understanding the Psychology of Loss Resistance to Change and the stages of Transition	Carlopio & Andrawartha (2012) Chapters 10 Quinn et al. (2015) Module 4: pp 294-30. Goleman et al. (2017) Adaptability: Book 3: A primer Refer to the Moodle site for detailed course notes and further recommended reading.	Individual Report: Competency Review Due: Week 8 Friday (13 Sept 2019) 12:00 pm AEST

Managing Others: Performance Management - 16 Sep 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 & Deal (2015) Chapter 8 Carlopio & Andrawartha (2012) Chapters 12 deJanasz et al. (2015) Chapter 5-7 Refer to the Moodle site for detailed course notes and further recommended reading.	

Week 12 - 07 Oct 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.	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Feedback on Presentation 2 Reflection and Action Plan due. Individual Reflection and Action Plan Due: Review/Exam Week Friday (18 Oct 2019) 12:00 pm AEST

Exam Week - 21 Oct 2019

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

This unit is offered in face to face mode at the Melbourne campus. Furthermore it is offered as an intensive across 3 days in August at the end of week 3 of term. All students are encouraged to attend this intensive. Synchronous sessions are conducted for online students approximately every two weeks and are recorded and uploaded for review on the Moodle site.

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 powerpoints and executive summaries.

This first 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 correct 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, 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 any **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 frame (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 and frame 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 4 Friday (9 Aug 2019) 12:00 pm AEST

Whilst oncampus students present on Sunday 11th August, 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 6 Monday (26 Aug 2019)

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

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.
5. Breadth and quality of research, using a minimum of 12-16 academic sources.
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 is 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.

Learning Outcomes Assessed

- 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.

Graduate Attributes

- 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 "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

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 summarise the conceptual knowledge associated with the competency, **and identify the specific behaviours that managers with this competency exhibit**. Furthermore students need to identify some evidence that their chosen competency leads to superior performance. This information then becomes the analytical 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 12-16 quality academic sources.

Assessment Due Date

Week 8 Friday (13 Sept 2019) 12:00 pm AEST

Students are to upload the conceptual analysis via the moodle site

Return Date to Students

Week 10 Monday (23 Sept 2019)

Feedback will be provided via Feedback Studio

Weighting

30%

Assessment Criteria

Clear definition and overview of the chosen competency, using the key authors such as Goleman, Boyatzis, Pedler etc
A concise summary of the conceptual knowledge of the chosen competency

A discussion of the behaviours exhibited by managers who have developed this competency.

Identification of at least two (2) sources of evidence that managers with this competency are more effective or demonstrate superior performance.

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.

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. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning". Each topic in your course 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, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. A detailed rubric and audio file is available in the Assessment Folder of the Unit Moodle Site provides further information regarding this assessment.

Referencing Style

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

Submission

Online

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
- 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

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 11 Friday (4 Oct 2019) 12:00 pm AEST

Return Date to Students

Week 12 Monday (7 Oct 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

Learning Outcomes Assessed

- 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.

Graduate Attributes

- 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 specific competency explored in assignment 2. Students are to complete a minimum of three diagnostic tools, one of which can be a general management or personality test such as the MBTI, the Big Five, DISC tool etc, and a minimum of 2 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. (Please note tools completed in other units such as the Johari Window, Leadership Styles Questionnaire or Learning styles tool, etc., are not specifically aligned to the three competencies examined in this unit and are therefore deemed inappropriate for this unit).

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 component 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

Review/Exam Week Friday (18 Oct 2019) 12:00 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

Feedback will be provided via Feedback Studio

Weighting

30%

Assessment Criteria

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

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. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in the discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning". Each topic in your course 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, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research. A detailed rubric and audio file is available in the Assessment Folder of the Unit Moodle Site provides further information regarding this assessment.

Referencing Style

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

Submission

Online

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
- 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