# MGMT20129 *Managing People, Organisations and Context*
## Term 2 - 2021

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 the managing others competencies including: social awareness, teamwork, conflict, empathy and change catalyst.

## Details

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

## Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

## Offerings For Term 2 - 2021

- Brisbane
- Melbourne
- Online
- Sydney

## Attendance Requirements

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

## Residential Schools

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

## Website

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

# Class and Assessment Overview

## Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

**Regional Campuses**

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

**Metropolitan Campuses**

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview
1. **Written Assessment**
Weighting: 40%
2. **Reflective Practice Assignment**
Weighting: 30%
3. **Presentation**
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 MBA Students

**Feedback**

Highlighly relevant to current practice

**Recommendation**

No change for this cohort

### Feedback from Teaching Faculty

**Feedback**

Content and assessment challenging for non-mbas with no work experience

**Recommendation**

Seek parallel assessment that aligns with LOs but focuses on conceptual knowledge acquisition as a development strategy

# 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 - Written Assessment - 40% | | ● | ● | | |
| 2 - Presentation - 30% | ● | ● | ● | ● | ● |
| 3 - 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 - Written Assessment - 40% | ○ | ○ | ○ | ○ | | ○ | ○ | |
| 2 - Presentation - 30% | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| 3 - Reflective Practice Assignment - 30% | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

## Textbooks and Resources

## Textbooks
MGMT20129

**Supplementary**

**Building Blocks of Emotional Intelligence: 12 Leadership Competency Primers**
(2017)
Authors: Goleman et al.
Keystep Media
Florence, , MA , USA
Binding: Other

**Additional Textbook Information**
An eBook version can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

## 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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Adriana Koulouris** Unit Coordinator
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**Michael Segon** Unit Coordinator
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## Schedule

**Week 1: The Competent Manager and Self Awareness - 12 Jul 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The Competent Manager Understanding the Input based Competency Models, Emotional Intelligence and Superior Performance. Self Analysis and Reflection • The three types of reflection. • How reflection increases self awareness. • Self- awareness and learning, the key to increasing competence. | Competency Readings: 1. Carlopio & Andrawartha (2012) Chapters 1, 2 2. Quinn et al. (2015) Introduction. Module 1 pp. 35-46. 3. Goleman (2013) Chapter 1 4. Goleman, Boyatzis & McKee (2013) Appendix B 5. Boyatzis (1982) Ch 1, 2 & 6 6. Goleman et al. (2017) Emotional Self Awareness: Book 1: A primer Refer to the Moodle site for full reference details and further reading. | This module examines the input based competency approach to management and leadership. It considers the competency of self-awareness, the link to reflection and how these will be used in assessment tasks for this foundation MBA unit. |

**Week 2: Managing Others: Teamwork Competency - 19 Jul 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Competency: Teamwork and Managing Group Processes.<br>• Team formation and dynamics<br>• Team and Group Roles<br>• Functional and dysfunctional teams<br>• Characteristics of managers with the teamwork/managing group processes competency | Teamwork Readings::<br>1. Goleman et al. (2017) Teamwork: Book 11: A primer<br>2. Quinn et al. (2015) Module 1: pp.70-87.<br>3. Bolman & Deal (2013) Chapter 5 & 7<br>4. Carlopio & Andrawartha (2012) Chapter 9.<br>5. deJanasz et al. (2015) Chapter 15<br>6. Valcour (2017) In HBR Guide to Emotional Intelligence<br>7. Boyatzis (1982) Ch 6<br>Refer to the Moodle site for full reference details and further reading. | In this module we examine how teams are formed, how they function and the critical role played by managers and leaders who have developed the conceptual and behavioural characteristics of teamwork and managing group processes. |

### Week 3: Managing Others: Empathy Competency - 26 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Competency: Empathy<br>• Defining Empathy<br>• Differentiating empathy and sympathy<br>• The three types of empathy and how it can be used to build trust.<br>• Behavioural Characteristics of Managers with empathy/positive regard for others. | Empathy Readings:<br>1. Goleman et al. (2017) Empathy: Book 6: A primer<br>2. deJanasz et al. (2015) Chapter 2<br>3. Carlopio & Andrawartha (2012) pp.94-96<br>4. Boyatzis (1982) Ch 6 & 8<br>5. Goleman (2017) In HBR Guide to Emotional Intelligence<br>6. Goleman, Boyatzis & McKee (2013) Ch 9.<br>Refer to the Moodle site for full reference details and further reading. | In this module we examine the conceptual and behavioural characteristics of managers who developed empathy and also consider the competence of positive regard and a concern for others as discussed by Boyatzis. Importantly we establish that empathy is the basic for building trusting relationships which is a critical factor in both managing others and leading people. |

### Week 4: Managing Others: Conflict Management Competency - 02 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Competency: Conflict Management<br>• Antecedents of Conflict<br>• Conflict as a Process<br>• Conflict Handling Behaviours<br>• Managing and/or resolving conflict<br>• Behavioural characteristics of Managers with Conflict Competency | Conflict Readings:<br>1. Goleman et al. (2017) Conflict Management: Book 11: A primer<br>2. Bolman & Deal (2015) Chapters 9 & 19<br>3. Carlopio & Andrawartha (2012) Chapters 7, 8, 9<br>4. Quinn et al. (2015) Module 1: 88-102.<br>Refer to the Moodle site for detailed course notes and further recommended reading | In this module we examine conflict and its positive and negative aspects in organisations.<br>We distinguish between resolving and managing conflict, as solutions cannot always be found in all situations. We then identify the conceptual and behavioural characteristics of managers and leaders who have developed the managing conflict competency. |

### Week 5: Managing Others: Change Catalyst Competency - 09 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Understanding Change & Being a Change Catalyst<br>• Approaches to Change: radical vs gradual and impact on others<br>• Levels of organisational change<br>• Understanding the Psychology of Loss<br>• Resistance to Change and the stages of Transition<br>• Behavioural Characteristics of Managers who are effective Change Catalysts | Change Readings:<br>1. Carlopio & Andrawartha (2012) Chapters 10<br>2. Quinn et al. (2015) Module 4: pp 294-30.<br>3. Goleman et al. (2017) Adaptability: Book 3: A primer<br>Refer to the Moodle site for detailed course notes and further recommended reading. | In this module we examine and seek to understand the scale of change, the strategies for managing the change process and assisting others to accept and work with change.<br>We consider that resistance is a natural phenomenon and managers can either minimise or contribute to employee resistance through their engagement or lack thereof.<br>We then identify the conceptual and behavioural characteristics of managers and leaders who effectively enable change. |

**Vacation Week - 16 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

**Week 6 Social Competence: The Four Frames 1 - 23 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Understanding Organisational Context<br>1. The Structural Frame<br>2. The Symbolic Frame | Frames Readings:<br>1. Bolman & Deal (2017) Chapters 1, 4, 7, 10, 11, 12, 13.<br>2. Mintzberg (1981)<br>Refer to the Moodle site for full reference details and further reading. | In this module we examine the first of four frames being the Structural and Symbolic or Cultural frames. We examine the importance of organisations having the right structure to enable effectiveness and what happens when the wrong structure is used and managers fail to understand their role and position within the structure. We also examine the culture of organisations and how it needs to align to its structure.<br>Please note that groups for Assessment 3 will be formed via the forums either through self selection or nominated by the unit coordinator. Each group needs to select an organisation for analysis using Bolman and Deal's structural frame plus one other frame and a performance context. Refer to the Moodle site for further details<br><br>**Competency Review** Due: Week 6 Friday (27 Aug 2021) 6:00 pm AEST |

**Week 7: Social Competence: The Four Frames 2 - 30 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The Human Resource Frame<br>The Political Frame | Frames Readings:<br>1. Bolman & Deal (2017) Chapters 1, 4, 7, 10, 11, 12, 13.<br>2. Mintzberg (1981)<br>Refer to the Moodle site for full reference details and further reading. | In this module we address the second of four frames as being the Human Resource and the Political frames. Links are also made to the next topic of motivation and also how political activity undermined organisational effectiveness. |

**Week 8:Understanding Others Motivation - 06 Sep 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Understanding Others: Motivation<br>• reinforcement, content and process theories of motivation.<br>• Using motivation theories as a way of understanding performance of others. | Motivation Readings:<br>1. Bolman & Deal (2013) Chapters 9-11<br>2. Carlopio & Andrawartha (2012) Chapter 6<br>3. deJanasz et al. (2015) Chapter 8<br>4. Quinn et al. (2015). Module 1 pp. 35-46. Module 3 pp.194-210.<br>Refer to the Moodle site for full reference details and further reading. | In this module we examine why do some people perform and others not? What motivates people in the not-for -profit sector?<br>What motivates volunteers?<br>Clarifying Assignment 2: Competency Review expectations. |

**Week 9: Performance Management - 13 Sep 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Performance Management<br>• Organisational processes for insuring natural justice- review of HR frame.<br>• Reviewing competencies and key skills for performance management<br>• Conducting performance management interviews. | Performance Management Readings:<br>1. Bolman & Deal (2015) Chapter 8<br>2. Carlopio & Andrawartha (2012) Chapters 12<br>3. deJanasz et al. (2015) Chapter 5-7<br>Refer to the Moodle site for detailed course notes and further recommended reading. | In this module we examine the process that managers must address being the discussion of poor performance of employees. Links are made to the HR Frame, Motivation and ethical practice. |

## Week 10: Industrial Issues and Ethical Management - 20 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| • Basic Industrial legislation and implications for managing others. <br> • <br> Principles of Industrial Relations and the Australian Industrial System <br> Key legislation: Anti-discrimination and Bullying and managers <br> Ethical treatment of employees | Industrial Realtins and Ethics Readings: <br> 1. Stone, R.J., Cox, A., & Lunny, M. (2016) Human Resource Management, 9th Edn, Wiley, Chpt 14 <br> 2. Bray, M., Waring, P., Cooper, R., & Macneil. J. (2017) Employment Relations: Theory and Practice, 4th edn, MacGraw Hill. <br> Refer to the Moodle site for detailed course notes and further recommended reading. | In this module we examine the industrial system and the ethical principles that underpin legislation such as anti-discrimination, anti-bullying etc. This topic highlights the importance of managers understanding the importance of acting legally and ethically when dealing with employees and stakeholders. <br><br> **Reflective Practice and Learning Plan** Due: Week 10 Friday (24 Sept 2021) 6:00 pm AEST |

## Week 11: Managing Up and Dysfunctional Managers - 27 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Identifying the 6 managerial styles and behaviours and the impact on others. <br> Types of ineffective and dangerous managers: <br> • corporate psychopaths <br> • narcissist <br> • incompetents <br> Developing "managing up strategies" | MAnaging Up Readings: <br> 1. Cooper, C. L., Makin, P. and Cox, C. (1993), 'Managing the Boss', Leadership & Organization Development Journal, Vol. 14, No. 5, 1993, pp. 28-32. <br> 2. De Janasz, S. C. and Forret, M. L., (2008), 'Learning The Art of Networking: A Critical Skill for Enhancing Social Capital and Career Success, Journal of Management Education, Vol. 32, No. 5, pp. 629-650. <br> 3. Friar, J. H. and Eddleston, K. A. (2007), 'Making Connections For Success: A Networking Exercise', Journal Of Management Education, Vol. 31, No. 1, pp.104-127. <br> 4. Gabarro, J. J. and John P. Kotter, J. P. (2005), 'Managing Your Boss', Harvard Business Review, Vol. 83, No. 1, pp. 92 - 99. <br> 5. Herman, B. K. (2008), 'Managing Up: Dynamic Following in an Organizational Setting', The Physician Executive, pp. 46 -49. <br> 6. Matejka, J. K. (2007), 'Managing the Difficult Boss', Journal of Managerial Psychology, Vol. 3, No. 1, pp. 3 – 7. <br> 7. Owen, J. (2007) 'Manage your boss', Industrial and Commercial Training, Vol. 39, Iss. 2, pp.79 - 84, <br> 8. Turk, W. (2007), 'The Art of Managing Up', Defense AT&L, pp. 21 -23. | |

## Week 12: Presentations - 04 Oct 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Group presentations of organisational analysis and performance issues. <br> Summary of the unit and key learnings. <br> Link to MGMT20131 Leadership and Integrity that uses the same input based approach to examine the competencies that results in superior performing leaders. | | Group presentations. <br> Each group will be afforded 10-15 per presentation with 5 minutes for Q&A. All members of the group are expected to participate and contribute equally to the presentation. <br><br> **Group Analysis and Presentation** Due: Week 12 Friday (8 Oct 2021) 6:00 pm AEST |

Please note that whilst this class is scheduled to be delivered on campus in Melbourne, Sydney and Brisbane, in addition to the online mode, the ongoing Covid pandemic may require alternative delivery modes for some or all of the term.

# Assessment Tasks

## 1 Competency Review

**Assessment Type**
Written Assessment

**Task Description**
This 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. Teamwork/Managing Group Processes
3. Managing Conflict
4. Change Catalyst

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 and **MUST BE** used as the basis for this section. ( All of these concepts are explored and noted in powerpoints and course notes)
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 at least 2 recent studies, as reported in recognised Academic Journals, that evidence that their chosen competency leads to superior performance.
Students who do not address these behavioural characteristics using these authors are unlikely to pass this assessment
This information then becomes the analytical frame that is the basis for the reflective assignment and action plan.
This report should be between 1500-1800 words in length and cite a minimum of 12-16 quality academic sources.

**Assessment Due Date**
Week 6 Friday (27 Aug 2021) 6:00 pm AEST
Late penalties of 5% per day after the due date and time apply.

**Return Date to Students**
Week 8 Friday (10 Sept 2021)
Feedback will be provided via feedback studio.

**Weighting**
40%

**Assessment Criteria**

- Clear definition(s) and overview of the chosen competency, using the key authors such as Goleman, Boyatizis, 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, as identified by the competency authors referred to above
- 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 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, 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 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Students are submit the assignment via the submission folder in Moodle.

**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

**Graduate Attributes**

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

# 2 Reflective Practice and Learning Plan

**Assessment Type**
Reflective Practice Assignment

**Task Description**
The purpose of the assignment is to increase the student's self-awareness by analysing and reflecting on their level of managing others capability. There are several analytical components to this assignment that include self analysis reflection and the development of a personal developmental plan.
Students must describe a recent work related incident that involved the specific managing others competency identified in assignment one. Students should endeavour to describe specific behaviours actions statements and attitudes they displayed in the incident.
Using the conceptual and behavioural framework of the selected competency described in assignment one, students are to identify the extent to which they demonstrated knowledge of the managing others competency via their actions, and the extent to which they demonstrated the behavioural characteristics of leaders who have developed this competency. Students are then to undertake a minimum of three (3) diagnostic tools, one (1) of which may be general personality type tools including the MBTI, Big 5 or Quinn Managerial Types,, and a minimum of two (2) tools directly assessing the chosen competency. Students are to identify the actual results of the tests and discuss what they mean regarding their preferences. Fore example studenst who select Empathy should undertake the BEES questionnaire or Toronto Empathy Diagnostic etc. Undertaking teh Belbin Team questionnaire or Thomas Khilmann Conflict questionnaire are not appropriate for Empathy, despite being related competencies. Similarly tools completed in other units such as the Johari Window, Leadership Styles Questionnaire or Learning styles tool, etc., are not specifically aligned to the competencies examined in this unit and are therefore deemed inappropriate. This information is to be used as a reflection to ascertain the key knowledge or behavioural gaps from the incident described. Students must identify a minimum of two learning needs from this behavioural and conceptual analysis.
The last requirement of this assignment is the mapping of a personal development plan. This must include a minimum of four specific activities designed to address the conceptual and behavioural knowledge required to enhance the selected competency. These activities may include identified readings from recognised texts or academic journals, attendance at specific workshops or training sessions organised by third parties including institutes such as the Australian Institute of Management, the Institute of Managers and Leaders or local TAFE or VET colleges, electives at CQU relevant to the competency, mentoring activities and or journaling. These activities must include a brief outline of timelines and how the activity will address either conceptual or behavioural development.
This report should be between 1500-2000 words in length and cite a minimum of 12 quality academic sources. critical

leadership competency that they believe will enhance their ability to effectively manage others.

This section can be presented in either descriptive or in table form.

Please note these are the minimum requirements. Students who meet the minimum standards should not expect a

grade higher than a pass.

To assist students, rubrics and an audio file outlining expectations are available on the Moodle site.

**Assessment Due Date**
Week 10 Friday (24 Sept 2021) 6:00 pm AEST
Late submission incur a penalty of 5% per day.

**Return Date to Students**
Week 12 Friday (8 Oct 2021)
Feedback will be provided via Feedback Studio.

**Weighting**
30%

**Assessment Criteria**

1. Clear description of an incident involving the student and the selected competency
2. An analysis of the action and behaviours exhibited in the incident against the conceptual and behavioural frame from Assignment 1
3. Inclusion and understanding of a minimum of three relevant diagnostic tools distributed or completed in class. (Results sheet attached as appendicies)
4. Demonstration of self-analysis, including reflection on diagnostic results directly linked to examples of own behaviour and relevant conceptual and behavioural competency literature
5. Presentation of a development plan that identifies specific activities and appropriate time-frames for implementation.
6. Breadth and quality of research, using a minimum of 12-16 academic sources.
7. Correctly using the APA in text referencing system to cite academic sources.

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Students are submit the assignment via the submission folder in Moodle.

**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

# 3 Group Analysis and Presentation

**Assessment Type**
Presentation

**Task Description**
All students will be allocated to a group by the Unit coordinator in week 6 of term and this will normally not be negotiable. All students will be required to deliver a presentation with accompanying PowerPoints and an 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 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.

Groups will be offered the opportunity to examine an organisation with which they are familiar (Typically this means one students needs to be working in that organisation) or will be provided with a case study by the facilitator.

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. The specific frame or frames to be used will be linked to the nature of the case or organisation. The second part of the presentation is to examine ta specific aspect of the organisation or case that is linked to either a performance management, industrial or change management issue.

Students are expected to provide up to three supported recommendations to address the issues identified. Each member of the group is required to contribute to the preparation and delivery of each of the presentations.

Each group should develop a presentation of approximately 15 minutes and develop a 1000-word Executive report.

## Assessment Due Date
Week 12 Friday (8 Oct 2021) 6:00 pm AEST
Students will normally present in class, however a pre-recorded ppt with audio may also be an option depending on Covid developments, or if studying in online mode.

## Return Date to Students
Review/Exam Week Monday (11 Oct 2021)
Verbal feedback will be provided at the time of the presentation and also via feedback studio

## 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.
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 Report of 1000 words 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 7th Edition (APA 7th edition)

## Submission
Online

## Submission Instructions
In class and via Moodle

## Learning Outcomes Assessed

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

## 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