



MGMT20129 Managing People, Organisations and Context

Term 1 - 2023

Profile information current as at 14/12/2025 06:15 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 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 1 - 2023

- 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).

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 Self-reflection, teaching team

Feedback

Content and assessment remain challenging for non-MBA students with no work experience

Recommendation

Further exploration of separate assessments for MBA and non-MBA cohorts should happen.

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

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	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management	○	○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership	○	○	○		
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 40%	○	○	○	○		○	○	
2 - Presentation - 30%	○	○	○	○	○	○	○	
3 - Reflective Practice Assignment - 30%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

MGMT20129

Prescribed

Reframing Organizations Artistry, Choice, and Leadership

Edition: 7th (2021)

Authors: Bolman and Deal

Wiley

Hoboken , New Jersey , United States of America

ISBN: 9781119756842

Binding: eBook

Additional Textbook Information

The key texts are:

Bolman, LG and Deal, T.E (2013) Reframing Organizations: Artistry, Choice, and Leadership, Jossey-Bass,

Students can access an online version via the CQU Library

In relation to the three competencies of Conflict Management, Teamwork and Empathy, examined in the unit, these are addressed by Daniel Goleman, the author of Emotional Intelligence. Goleman and numerous colleagues, have a series of short excerpts called "Primers" that deal with the 12 competencies from the most recent ESCI model. Students can purchase just the 3 primers or the entire collection as an e-book.

Goleman, D. et al. (2017) Building Blocks of Emotional Intelligence: 12 Leadership Competency Primers (2017) Key Step Media Florence, MA

Students can access the site here

<https://www.keystepmedia.com/how-to-coach-adaptability-leadership/adaptability-in-leadership/>

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

Geoffrey Chapman Unit Coordinator
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Schedule

The Competent Manager and Self Awareness - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the Input based Competency Models, Emotional Intelligence and Superior Performance. Self Analysis and Reflection <ul style="list-style-type: none"> • The three types of reflection. • How reflection increases self awareness. • Self- awareness and learning, the key to increasing competence. 	Competency Readings: 1. Goleman (2013) Chapter 1 2. Goleman et al. (2017) Emotional Self Awareness: Book 1: A primer Refer to the Moodle site for full reference details and further recommended readings in the eReading list.	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 unit.

Managing People - Teamwork - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Outline Teamwork and Managing Group Processes. <ul style="list-style-type: none"> • Team formation and dynamics • Team and Group Roles • Functional and dysfunctional teams • Characteristics of managers with the teamwork/managing group processes competency 	Teamwork Readings: 1. Goleman et al. (2017) Teamwork: Book 11: A primer Refer to the Moodle site for full reference details and further recommended readings in the eReading list.	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.

Managing People - Empathy - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Outline the importance of empathy for managers <ul style="list-style-type: none"> • Defining Empathy • Differentiating empathy and sympathy • The three types of empathy and how it can be used to build trust. • Behavioural Characteristics of Managers with empathy/positive regard for others. 	Empathy Readings: 1. Goleman et al. (2017) Empathy: Book 6: A primer 2. Goleman, Boyatzis & McKee (2013) Ch 9. Refer to the Moodle site for full reference details and further recommended readings in the eReading list.	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.

Managing People - Conflict Management - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Outline the principles of effective conflict management <ul style="list-style-type: none"> • Antecedents of Conflict • Conflict as a Process • Conflict Handling Behaviours • Managing and/or resolving conflict • Behavioural characteristics of Managers with Conflict Competency 	Conflict Readings: 1. Goleman et al. (2017) Conflict Management: Book 11: A primer Refer to the Moodle site for full reference details and further recommended readings in the eReading list.	In this module we examine conflict and its positive and negative aspects in organisations. 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.

Managing People - Change Catalyst Competency - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Understanding Change & Being a Change Catalyst

- 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
- Behavioural Characteristics of Managers who are effective Change Catalysts

Change Readings:

1. Goleman et al. (2017) Adaptability: Book 3: A primer
Refer to the Moodle site for full reference details and further recommended readings in the eReading list.

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.

We consider that resistance is a natural phenomenon and managers can either minimise or contribute to employee resistance through their engagement or lack thereof. We then identify the conceptual and behavioural characteristics of managers and leaders who effectively enable change.

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Managing Context - The Four Frames (Part 1) - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Understanding Organisational Context
1. The Structural Frame
2. The Symbolic Frame

Frames Readings:

1. Bolman & Deal (2017) Chapters 1, 3 and 12
Refer to the Moodle site for full reference details and further recommended readings in the eReading list.

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. 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 will be provided with a Case Study 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 Under Assessment 3.

Learning Contract Part A:

Exploring Competencies Due: Week 6 Monday (17 Apr 2023) 11:59 pm AEST

Managing Context - The Four Frames (Part 2) - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Understanding Organisational Context
3. The Human Resource Frame
4. The Political Frame

Frames Readings:

1. Bolman & Deal (2017) Chapters 6 and 9
Refer to the Moodle site for full reference details and further recommended readings in the eReading list.

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.

Managing Organisations - Motivation - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Outline the importance of motivation in the workplace

- Understanding Others' Motivation
- Reinforcement, content and process theories of motivation.
- Using motivation theories as a way of understanding performance of others.

Motivation Readings:

1. Carlopio & Andrawartha (2012) Chapter 6
- Refer to the Moodle site for full reference details and further recommended readings in the eReading list.

In this module we examine why do some people perform and others not? What motivates people in the not-for-profit sector? What motivates volunteers? Clarifying Assignment 2: Competency Review expectations.

Managing Organisations - Performance Management - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Outline the important role of performance management in organisations</p> <ul style="list-style-type: none"> • Performance Management • Organisational processes for insuring natural justice- review of HR frame. • Reviewing competencies and key skills for performance management • Conducting performance management interviews. 	<p>Performance Management Readings:</p> <ol style="list-style-type: none"> 1. Carlopio & Andrawartha (2012) Chapter 12 <p>Refer to the Moodle site for full reference details and further recommended readings in the eReading list.</p>	<p>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.</p> <p>Learning Contract Part B: Reflection and Action Due: Week 9 Friday (12 May 2023) 11:59 pm AEST</p>

Managing Organisations - Industrial Issues and Ethics - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Outline various industrial issues and the critical nature of ethical practices in managing organisations.</p> <ul style="list-style-type: none"> • Basic Industrial legislation and implications for managing others. • Principles of Industrial Relations and the Australian Industrial System <p>Key legislation: Anti-discrimination and Bullying and managers</p> <p>Ethical treatment of employees</p>	<p>Industrial Relations and Ethics Readings:</p> <ol style="list-style-type: none"> 1. Stone, R.J., Cox, A., & Lunny, M. (2016) Human Resource Management, 9th Edn, Wiley, Chapter 14 <p>Refer to the Moodle site for full reference details and further recommended readings in the eReading list.</p>	<p>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.</p>

Managing Organisations - Managing Up and Dysfunctional Managers - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Identifying the 6 managerial styles and behaviours and the impact on others.</p> <p>Types of ineffective and dangerous managers:</p> <ul style="list-style-type: none"> • corporate psychopaths • narcissist • incompetents <p>Developing "managing up strategies"</p>	<p>Managing Up Readings:</p> <ol style="list-style-type: none"> 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. 2. Matejka, J. K. (2007), 'Managing the Difficult Boss', Journal of Managerial Psychology, Vol. 3, No. 1, pp. 3 - 7. 	<p>In this module we address the difficult topics of managing our managers and understanding the different managerial styles, as described by Cooper, Makin and Cox (1982), that are adopted when people are placed in management positions. We also consider ineffective managers and the damage that they can cause.</p>

Presentations - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>Group Presentations of organisational analysis and performance issues.</p> <p>Summary of the unit and key learnings.</p>		<p>Group Presentations scheduled to be presented during student's regular Workshop time.</p> <p>All members of the group are expected to participate and contribute equally to the presentation.</p>

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Learning Contract Part A: Exploring Competencies

Assessment Type

Written Assessment

Task Description

This assessment task should be presented in a Report format, 1800 words (+/- 10%) in length and cite a minimum of 12 quality academic sources.

This task requires students to focus on one of three selected managerial competencies discussed in this unit. Students should select the competency that they wish to develop in order to enhance their ability to manage others through self-analysis and reflective practice. *It is important to note that the competency selected for Assessment 1 will become the basis for Assessment 2.*

The assessment should be presented in a **Report** format. Students can choose one of the following competencies:

1. Empathy
2. Conflict Management
3. Change Catalyst

The exploration of your competency 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.

Some of the key authors associated with the input-based competency movement include Goleman, McKee, Hielregal, Salovey and Mayer, Boyatzis etc. These authors describe the behaviours that managers who have developed this competency exhibit and **MUST BE** used as the basis for Assessment 1 (All of these concepts are explored in the Learning Resources and Materials). Students who do not explore and address their chosen competency by referring to the authors associated with the input-based competency movement are unlikely to pass this assessment.

Students need to summarise the **conceptual knowledge** associated with the competency and identify the **specific behaviours** and **attitudinal aspects** that managers with this competency demonstrate.

Furthermore, students need to identify **at least 2 recent studies (with a publication date of 2020 to 2023)**, as reported in recognised Academic Journals, that evidence their chosen competency leads to **superior performance**.

More information about the task is available on the Moodle site.

Assessment Due Date

Week 6 Monday (17 Apr 2023) 11:59 pm AEST

Return Date to Students

Week 8 Monday (1 May 2023)

Feedback will be provided via feedback studio.

Weighting

40%

Assessment Criteria

- A clear definition(s) and justification of the chosen competency, using the key authors such as Goleman, Boyatzis, Pedler etc (20% weighting of marks)
- A concise exploration of the conceptual knowledge relating to the chosen competency (20% weighting of marks)
- A discussion and reflection of the behaviours and attitudinal aspects exhibited by managers who have developed this competency (20% weighting of marks)
- Identification of at least two (2) sources of evidence that managers with this competency are more effective or demonstrate superior performance (20% weighting of marks)
- Breadth and quality of research, using a minimum of 12-16 academic sources (10% weighting of marks)
- Correctly using the APA in text referencing system to cite academic sources and presentation of the report contents (10% weighting of marks)

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 to submit the assignment via the submission link 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 Learning Contract Part B: Reflection and Action

Assessment Type

Reflective Practice Assignment

Task Description

The Assessment task should be presented in a Report format, 1600 words (+/- 10%) in length and cite a minimum of 12 quality academic sources.

The purpose of this task is to increase the students' self-awareness by analysing and reflecting on their own capability in managing others through their chosen competency.

There are two main analytical components to this assessment:

- Self-evaluation and analysis through reflective practice
- Completion of a personal development Action Plan that addresses an identified learning need

In addressing the above analytical components, students must describe a recent work related critical incident that involved the specific managing others competency identified in Assessment 1. Students should endeavour to describe and reflect upon their thinking, specific behaviours or actions and emotions that they displayed in the incident. Using the conceptual and behavioural framework of the selected competency described in Assignment 1, students are to compare and identify the extent to which they demonstrated the conceptual knowledge of the managing others competency via their actions, and the extent to which they demonstrated the behavioural characteristics and attitudinal aspects of leaders who have developed this competency.

Students are then to undertake a minimum of three diagnostic tools, one of which may be a general personality type tool (such as the MBTI, Big 5 or Quinn Managerial Types) and a minimum of two tools directly assessing the chosen competency. Students are to identify the actual results of the tests and discuss what they mean regarding their preferences. For example, students who select Empathy could undertake the BEES questionnaire or Toronto Empathy Diagnostic. Similarly, undertaking the Belbin Team questionnaire or Thomas Kilmann Conflict questionnaire would not be appropriate for Empathy, as they are only assessing related competencies.

Similar tools completed in other units (such as the Johari Window, Leadership Styles Questionnaire or Learning styles tool, etc.), may not be specifically aligned to the competencies examined in this unit and are therefore likely going to be deemed inappropriate. This results of your Diagnostic Tools are to be used in your reflection so as to ascertain the key knowledge or behavioural gaps from the previously described critical incident.

Students must identify one significant learning need from this behavioural and conceptual analysis.

The last requirement of this assignment is the design of a personal development Action Plan. This must include a

minimum of six specific activities designed to address the *conceptual, behavioural and attitudinal* 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 peak body associations such as the Australian HR Institute (AHRI) and the Institute of Managers and Leaders (IML) or local TAFE or VET colleges, or electives at CQU relevant to the competency. Activities involving mentoring or coaching, role plays, feedback from others or journaling can also be valuable sources in developing learning needs.

The personal development Action Plan should be presented in a table format that specifically addresses the learning/development need that you have identified through your self-analysis and reflection.

Important components that your Action Plan should address include the following:

- **Why** is each of the activities stated important to your development of the chosen competency
- **What** does each activity address in terms of targeting either conceptual, behavioural or attitudinal development
- **When** will these activities be completed (timeframes, deadlines, milestones)
- **Where** will the activity take place, and what resources will be needed to complete the activity
- **What** are the desired or expected outcomes of the activity
- **How** will you measure the success/effectiveness of the activity

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

More information about the assessment task is available on the Moodle site.

Assessment Due Date

Week 9 Friday (12 May 2023) 11:59 pm AEST

Return Date to Students

Week 11 Friday (26 May 2023)

Feedback will be provided via Feedback Studio.

Weighting

30%

Assessment Criteria

1. Clear description of a critical incident involving the student and the selected competency (15% weighting of marks)
2. An analysis of the thinking, behaviours and emotions exhibited in the critical incident against the conceptual and behavioural frame from Assessment 1 (15% weighting of marks)
3. Inclusion and understanding of a minimum of three relevant diagnostic tools with results sheets attached as appendices (15% weighting of marks)
4. Demonstration of self-analysis, including reflection on diagnostic results directly linked to examples of own behaviour and relevant conceptual, behavioural and attitudinal competency literature (15% weighting of marks)
5. Presentation of a development plan that identifies specific activities and appropriate time-frames for implementation (20% weighting of marks)
6. Breadth and quality of research, using a minimum of 12-16 academic sources (10% weighting of marks)
7. Correctly using the APA in text referencing system to cite academic sources and presentation of the report contents (10% weighting of marks)

Referencing Style

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

Submission

Online

Submission Instructions

Students submit the assignment via the submission link 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 Presentation and Executive Report

Assessment Type

Presentation

Task Description

All students will be allocated to a group by the Unit coordinator by week 6 at the latest. All student groups will be required to deliver a presentation with accompanying PowerPoint slides and an Executive Report.

Each group will prepare a presentation of approximately 15 minutes and develop a 1000 word executive report.

This presentation is based on Henry Mintzberg's concept of "organisational fit". Mintzberg 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. Mintzberg further 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 assigned a case study organisation 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 or Boston Consulting Group as examples.

The Group should assume that they are presenting to the organisation's CEO or Board, in other words the strategic apex of the organisation.

The Group is required to identify 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 the specific aspect of the organisation or case that is linked to either a performance management, industrial or change management issue. Each case study will identify the frame/s and nature of the management issue that the student group must respond to in their presentation and executive report.

Students are expected to provide up to three supported recommendations to address the issues identified.

Each group member is required to contribute equally to both the development and delivery of the presentation and executive report. The submission of a 'Statement of Contribution' recording the input of each individual member to the development of the presentation and executive summary will be attached to the executive summary submission.

More information about the task is available on the Moodle site.

Assessment Due Date

The presentation and report are due in the final workshop of the term

Return Date to Students

Verbal feedback will be provided at the time of the presentation; written feedback will be available via feedback studio on certification date.

Weighting

30%

Assessment Criteria

1. Ability to deliver concise, structured, and accurate analysis with introduction, main presentation and conclusion (10% weighting of marks)
2. Ability to use key theories, concepts, and models to analyse an organisation (20% weighting of marks)
3. Ability to meet professional standards in the use of audio visuals and verbal communication, and deliver the presentation within the time allocation (20% weighting of marks)
4. Ability to prepare an **Executive Report of 1000 words** that identifies key findings and recommendations using literature to support (20% weighting of marks)
5. Breadth and quality of research, using a **minimum of 12 academic sources** (10% weighting of marks)
6. Ability to work in a collaborative and effective manner as a Group (10% weighting of marks)
7. Ability to work as an effective and contributing individual member of the Group (10% weighting of marks)

Referencing Style

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

Submission

Online Group

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