



MGMT20129 *Managing People, Organisations and Context*

Term 1 - 2024

Profile information current as at 29/04/2024 06:13 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 key competencies required of managers to effectively work with and through others, including teamwork, empathy and trust, and conflict management. 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 needed to be an effective manager.

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 - 2024

- 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. **Learning logs / diaries / Journal / log books**

Weighting: 30%

2. **Reflective Practice Assignment**

Weighting: 30%

3. **Group Work**

Weighting: 40%

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 Unit coordinator reflection

Feedback

Further changes to the assessment task structure will help make the assessment tasks appropriate for both the MBA and non-MBA cohorts

Recommendation

An update is recommended to change the weighting and content of the first two assessment tasks, such that the major assessment task is not the first one due in the term. This change will also allow other adjustments to the assessment task structure that will make the unit more accessible for both cohorts of students enrolling into this unit.

Feedback from Unit coordinator reflection

Feedback

Maintain group work task

Recommendation

While some students demonstrate resistance to the group work task, it is important to retain this task, as it is an important component of this unit, particularly as group dynamics are discussed in the unit, and the unit serves an important role in both the CL20 and CL21/CC74 courses as a source of genuine group work experience.

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 frames and how these affect the management of people
2. Critically analyse, reflect on, and develop key competencies required to successfully manage others in an emotionally intelligent manner, such as social awareness, conflict management, teamwork, and empathy
3. Research and apply established theories related to individual behaviour and organisational systems to effectively identify and diagnose performance management problems, both as independent learners and as members of work groups
4. Analyse critically and reflect on the factors that lead individuals to resist or accept change and apply established theories to address these challenges
5. Interpret and successfully transmit knowledge, skills, and ideas related to managing people and the organisational context to a range of internal and external stakeholders.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Learning logs / diaries / Journal / log books - 30%	•	•	•		•
2 - Reflective Practice Assignment - 30%		•		•	•
3 - Group Work - 40%	•		•	•	•

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					

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Geoffrey Chapman Unit Coordinator
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Schedule

Week 1: The Competent Manager and Self-Awareness - 04 Mar 2024

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	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.

Week 2: Managing People - Teamwork - 11 Mar 2024

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	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.

Week 3: Managing People - Empathy - 18 Mar 2024

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	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. Importantly, we establish that empathy is the basis for building trusting relationships, which is a critical factor in both managing others and leading people. Submit the week 3 learning log by Sunday night at the end of this week

Week 4: Managing People - Conflict Management - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Outline the principles of effective conflict management

- Antecedents of conflict
- Conflict as a process
- Conflict handling behaviours
- Managing and/or resolving conflict
- Behavioural characteristics of managers with conflict competency

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.

Submit the week 4 learning log by Sunday night at the end of this week

Week 5: Managing People - Change Catalyst Competency - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Understanding Change and Being a Change Catalyst</p> <ul style="list-style-type: none"> • 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 	<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 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.</p> <p>Submit the week 5 learning log by Sunday night at the end of this week</p>

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Please use this week to catch up on material you may have missed.</p>		

Week 6: Managing Context - The Four Frames (Part 1) - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Understanding Organisational Context</p> <ol style="list-style-type: none"> 1. The Structural Frame 2. The Symbolic/Cultural Frame 	<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 first two of four frames: the Structural Frame and the Symbolic or Cultural Frame. We explore 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 need to be finalised by this week. Refer to the Moodle site for further details in the Assessment 3 section.</p> <p>Submit the week 6 learning log by Sunday night at the end of this week</p>

Week 7: Managing Context - The Four Frames (Part 2) - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Understanding Organisational Context
3. The Human Resource Frame
4. The Political Frame

Refer to the Moodle site for full reference details and further recommended readings in the eReading list.

In this module we address the third and fourth frames: the Human Resource Frame and the Political Frame.

Links are also made to the next topic of motivation and also how political activity undermines organisational effectiveness.

Submit the week 7 learning log by Sunday night at the end of this week

Reflective Practice Assignment

Due: Week 7 Friday (26 Apr 2024)

11:59 pm AEST

Week 8: Managing Organisations - Motivation - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Outline the importance of motivation in the workplace</p> <ul style="list-style-type: none"> • Understanding others' motivation • Reinforcement, content and process theories of motivation • Using motivation theories as a way of understanding performance of others 	<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 why some people perform and others not, what motivates people in the not-for-profit sector, what motivates volunteers.</p> <p>Submit the week 8 learning log by Sunday night at the end of this week</p>

Week 9: Managing Organisations - Performance Management - 06 May 2024

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>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 regarding the discussion of poor performance of employees. Links are made to the HR Frame, motivation and ethical practice.</p> <p>Submit the week 9 learning log by Sunday night at the end of this week</p>

Week 10: Managing Organisations - Industrial Issues and Ethics - 13 May 2024

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 • Key legislation: Anti-discrimination and bullying and managers • Ethical treatment of employees 	<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> <p>Submit the week 10 learning log by Sunday night at the end of this week</p>

Week 11: Managing Organisations - Managing Up and Dysfunctional Managers - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Identifying the 6 managerial styles and behaviours and the impact on others

- Types of ineffective and dangerous managers: corporate psychopaths; narcissists; incompetents
- Developing "managing up strategies"

Refer to the Moodle site for full reference details and further recommended readings in the eReading list.

In this module we address the difficult topics of managing our managers and understanding different managerial styles that are adopted when people are placed in management positions. We also consider ineffective managers and the damage that they can cause.

Week 12: Presentations - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Group Presentations of organisational analysis and performance issues. Summary of the unit and key learnings.		Group Presentations scheduled to be presented during students' regular Workshop time. All members of the group are expected to participate and contribute equally to the presentation. Group Case Analysis - Presentation and Executive Report Due: Week 12 Friday (31 May 2024) 11:59 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Learning Logs

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Due: Sunday at the end of each week from weeks 3-10. Length: 300 words per entry.

For this task, you will complete a brief learning log entry on the Moodle site by the Sunday at the end of each week from weeks 3-10. This results in 8 learning log entries across the term, and you will receive the highest 6 marks from the entries you submit. Accordingly, you only have to submit 6 entries if you want, but you are encouraged to submit all 8. You are also encouraged to submit practice entries for weeks 1-2 (which can be discussed in class with your facilitator), and you may also wish to complete a learning log for the week 11 class (but this week has been intentionally not included so that groups can focus on Assessment 3). In each learning log, students will answer the following three questions:

1. Describe the activity that took place in the workshop this week (100 words)
2. Reflect on how the activity relates to your personal experience (100 words)
3. Analyse how the activity illustrates a relevant academic concept, with an appropriate reference (100 words)

You need to attend the relevant workshop in order to submit learning log for that week. Learning logs submitted for weeks that you did not attend class will not receive any marks (unless you are studying the unit online).

More information about this activity and what you should focus on for each of the questions will be available on the Moodle site and discussed in the workshops in the first few weeks of term.

Assessment Due Date

Learning logs must be posted on the Moodle site by the SUNDAY at the END of each week from weeks 3-10.

Return Date to Students

Marks and brief feedback on the learning logs will be provided on a rolling basis throughout the term.

Weighting

30%

Assessment Criteria

Each learning log will be marked out of 5. The six highest marks received will be added together to give an overall mark out of 30.

Each learning log will be assessed using the following criteria:

1. Attended and participated in the workshop that the entry is reflecting on - 1 mark
2. Accurately describes the activity that took place in the workshop (question 1) - 1 mark
3. Reflects on the activity, using specific examples from personal experience (question 2) - 1 mark
4. Demonstrates critical analysis by showing how the activity illustrated at least one academic concept (question 3) - 1 mark
5. Provides a relevant academic journal article that discusses the above academic concept (question 3) - 1 mark

Referencing Style

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

Submission

Online

Submission Instructions

All learning logs should be submitted on the Moodle site using the submission link for assessment 1. Learning log entries should just be entered straight into Moodle, rather than being attached as a separate document.

Learning Outcomes Assessed

- Critically evaluate organisational contexts as evidenced by structure, culture, systems and political frames and how these affect the management of people
- Critically analyse, reflect on, and develop key competencies required to successfully manage others in an emotionally intelligent manner, such as social awareness, conflict management, teamwork, and empathy
- Research and apply established theories related to individual behaviour and organisational systems to effectively identify and diagnose performance management problems, both as independent learners and as members of work groups
- Interpret and successfully transmit knowledge, skills, and ideas related to managing people and the organisational context to a range of internal and external stakeholders.

2 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

Due: End of Week 7. Length: 1600 words (+/- 10%), and an action plan (not incl. in word count)

The Assessment task should be presented in a Report format and cite a minimum of 12 quality academic sources. The purpose of this task is to increase your self-awareness by analysing and reflecting on your own capabilities when managing others with your chosen competency.

There are three components to this assessment:

1. Selection and justification of a competency (800 words) (10%)
2. Self-evaluation and analysis through reflective practice (800 words) (10%)
3. Completion of a personal development Action Plan that addresses identified learning needs (not incl. in word count) (10%)

1. Selection and Justification of a competency (800 words) (10%)

You will select one of the following competencies discussed in weeks 3, 4, and 5 respectively, to be the focus for your assignment:

- Empathy
- Conflict Management
- Change Catalyst

The first section of the report should focus on analysing the conceptual, behavioural, and attitudinal aspects of your chosen competency. It should also provide clear justification of why this competency makes a manager more effective, and leads to superior performance in the workplace.

2. Self-evaluation and analysis through reflective practice (800 words) (10%)

You are also required to complete at least 3 diagnostic tools (at least 2 of which must be specifically relevant to your

chosen competency). Additional tools are encouraged, and good assignments will synthesise the results of multiple tools to provide a more rounded profile. The second section of the report will require you to present a short profile of your own personality as it relates to your chosen competency. In addition, this section requires you to identify a key incident (either at work, university, or elsewhere in your experience) where you were required to demonstrate conceptual, behavioural, and attitudinal aspects of your chosen competency. Ideally, the incident you choose will highlight areas that you could improve (i.e. you shouldn't pick an example where you do everything perfectly). The analysis and reflection on this incident should help to identify specific learning needs, which will be addressed in the action plan below.

3. Completion of a personal development Action Plan that addresses identified learning needs (not incl. in word count) (10%)

The personal development Action Plan should be presented in a table format that lists a range of activities that will help to address the learning needs that were identified in the previous section. Important components that the Action Plan should address for each suggested activity include:

- What is the activity, and what does it specifically involve?
- Why is the activity important for developing the chosen competency?
- Which aspects are specifically targeted in this activity - conceptual, behavioural or attitudinal?
- When will these activities be completed (time frames, deadlines, milestones)?
- Where will the activity take place, and what resources will be needed to complete the activity
- How will the success/effectiveness of the activity be measured?

Assessment Due Date

Week 7 Friday (26 Apr 2024) 11:59 pm AEST

Return Date to Students

Week 9 Friday (10 May 2024)

Weighting

30%

Assessment Criteria

1. Describes and defines the selected competency accurately, including a justification of how the competency helps to improve performance (15%)
2. Presents an analysis of the conceptual, behavioural and attitudinal aspects of the selected competency (15%)
3. Inclusion and understanding of a minimum of three relevant diagnostic tools with results sheets attached as appendices (15%)
4. Describes and reflects on a critical incident involving the student and their selected competency, showing application of key concepts (15%)
5. Development plan is clearly presented and includes a range of appropriate actions focused on a specific learning need (15%)
6. Development plan clearly justifies the actions in terms of relevance, and provides consideration of feasibility and how success will be measured (15%)
7. Demonstrates breadth and quality of research, using a minimum of 12 academic sources and correct APA style referencing (5%)
8. Demonstrates professional presentation and clear communication throughout the report (5%)

Referencing Style

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

Submission

Online

Submission Instructions

Students submit the assignment via the submission link on the Moodle site.

Learning Outcomes Assessed

- Critically analyse, reflect on, and develop key competencies required to successfully manage others in an emotionally intelligent manner, such as social awareness, conflict management, teamwork, and empathy
- Analyse critically and reflect on the factors that lead individuals to resist or accept change and apply established theories to address these challenges
- Interpret and successfully transmit knowledge, skills, and ideas related to managing people and the organisational context to a range of internal and external stakeholders.

3 Group Case Analysis - Presentation and Executive Report

Assessment Type

Group Work

Task Description

Due: Presentation in week 12 workshop. Report due at end of week 12. Length: Presentation no more than 15 minutes. Report 1000 words (+/- 10%).

You will be allocated to a group by your facilitator or the unit coordinator by week 6 at the latest. Your group will be required to deliver a presentation with accompanying visual aids (e.g. PowerPoint slides, or equivalent) and an Executive Report. These two components will be worth 20% of your overall grade each, so combine together to make the assignment worth 40% in total.

Groups will be assigned a case study organisation by the class 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. Your group should assume that you are presenting to the organisation's CEO or Board, in other words the strategic apex of the organisation. There are two main parts to the presentation/report:

1. Analysing the organisational context using one of Bolman and Deal's four frames

For the first part of the presentation/report, each group will be required to select ONE of Bolman and Deal's four frames as the basis of analysis for the organisational context of the company in their assigned case study. The selection of their frame will determine which elements of the company are the most relevant, so your group will be assessed on how well they show the application of the selected frame when discussing the key aspects of the company.

2. Identifying and analysing a specific issue, and providing recommendations

For the second part of the presentation/report, each group will need highlight and analyse a specific issue the organisation is facing, and align it with one of the following areas:

- Motivation
- Performance Management
- Industrial Issues and Ethics

Each group should then provide up to three appropriately justified recommendations to address the issue they have selected.

Each group member is required to contribute equally to both the development and delivery of the presentation and executive report. The submission of a 'Group Charter' recording the input of each individual member to the development of the presentation and executive report will be attached to the executive report submission on Moodle. While the group will receive a mark for the assignment, individual marks may vary up or down from the group mark if it is clear to the facilitator that not all group members contributed equally.

Assessment Due Date

Week 12 Friday (31 May 2024) 11:59 pm AEST

Presentations will be delivered in class in Week 12. The executive report is due at the end of week 12, by the due time/date shown above.

Return Date to Students

As per university policy, the marks and feedback for this task will not be available until the official release of grades date for this term.

Weighting

40%

Assessment Criteria

1. Presentation: Ability to deliver concise, structured, and accurate analysis (10%)
2. Presentation: Ability to use key theories, concepts, and models to analyse an organisation (20%)
3. Presentation: Ability to meet professional standards in the use of audio visuals and verbal communication, and deliver the presentation within the time allocation (10%)
4. Report: Ability to prepare an Executive Report of 1000 words that identifies key findings and recommendations using literature to support (30%)
5. Report: Professional presentation of the report, and clearly demonstrated breadth and quality of research, using a minimum of 12 academic sources (10%)
6. Group: Ability to work in a collaborative and effective manner as a Group (10%)
7. Individual: Ability to work as an effective and contributing individual member of the Group (10%)

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

Groups will present live in the final workshop of the term. Each group will also submit their executive report via the submission link on Moodle.

Learning Outcomes Assessed

- Critically evaluate organisational contexts as evidenced by structure, culture, systems and political frames and how these affect the management of people
- Research and apply established theories related to individual behaviour and organisational systems to effectively identify and diagnose performance management problems, both as independent learners and as members of work groups
- Analyse critically and reflect on the factors that lead individuals to resist or accept change and apply established theories to address these challenges
- Interpret and successfully transmit knowledge, skills, and ideas related to managing people and the organisational context to a range of internal and external stakeholders.

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