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The material contained in this study guide is in the nature of general comment only and is not advice on any particular matter. No one should act on the basis of anything contained in this guide without taking appropriate professional advice upon the particular circumstances. The Publisher, the Editors, and the Authors do not accept responsibility for the consequences of any action taken or omitted to be taken by any person, whether a subscriber to this guide or not, as a consequence of anything contained in or omitted from this guide.
We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au.

OVERVIEW

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Course calendar

Session 1, 2016

Approaches to Change

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<tr>
<th>Week no.</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assignments (% weighting and due date)</th>
<th>Other activities</th>
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<td>2 &amp; 3</td>
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<td>Assignment 4 (30%) due Monday 9 May</td>
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* Monday 28 March is Easter Monday (and Friday 25 March is Good Friday)
** Monday 25 April is the Anzac Day public holiday
Course-level aims and learning goals

Our broad aim in Approaches to Change is to help you strengthen your effectiveness as a change agent, defining ‘change agent’ very broadly as:

a person who attempts to positively influence organisational change through his or her own actions and through influencing the actions of others.

Our focus in Approaches to Change is on:

• the concepts, frameworks and theories that guide your thinking and practice as a change agent

• the tools and methods that you use in critically important change activities, such as diagnosing what needs to be changed, deciding how best to change it, and building the required level of commitment to support and enact the change.

The four central goals of the course are to encourage and enable you to:

• examine the concepts, frameworks and theories that have influenced your perspectives on change management and your approach to managing change

• extend and enrich your ideas and perspectives

• develop your skills in applying these concepts, frameworks and theories – to analyse and evaluate change-management practices, to diagnose what needs to be changed, to decide on the best change to make and to find effective ways to influence change

• increase your effectiveness in managing change by expanding your change-agent toolkit and developing the situational judgement to choose the best tools for particular change-management challenges.

To support these goals, successive Units will outline:

• a range of concepts, frameworks and theories for understanding change and change management

• a variety of tools that you can use in critically important activities, such as diagnosis, decision-making, assessing readiness for change and building commitment for change.
Course learning outcomes

After you have completed this course you should be able to:

1. clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change

2. analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them

3. work flexibly with a more expansive and diverse repertoire of ideas and perspectives – sometimes selecting particular perspectives for particular purposes; at other times working with multiple perspectives

4. use ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change

5. use a systematic approach to change management that you are able to explain and justify to others

6. understand others’ approaches to leading and managing change

7. use the action learning cycle to continually examine and strengthen your approaches to managing and leading change

8. identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change

9. take account of the cultural and social dimensions of organisational change in your change-management practice.

The course materials will provide you with ideas and tools to enable you to achieve these learning outcomes. The online dialogues, the videoconferences and the written assessments will also support your learning.

We will continually ask you to test your understanding of course concepts and to test the course concepts themselves, by applying them to your work and experience as a change agent. This could involve using them to analyse your own actions or the actions of others, or to analyse how change is led and managed in your organisation. The online dialogues will provide many opportunities to apply course concepts in this way.
Structure

Introduction
Unit 1 sets the scene by outlining a framework for understanding the variety of processes involved in organisational change. We look at some distinctions between different types of change and at the different roles change agents can play. The Unit concludes with a review of the rates of success and failure in change programs.

Section 1: Influencing change
Unit 2 outlines some theories about the factors that influence human behaviour and discusses the implications of these theories for the change agent. In Unit 3, we look at the sources of power, and influencing tactics that a change agent might use to bring about change.

Section 2: Perspectives on change
In this section, we examine some perspectives and theories that have significantly influenced change-management thinking and practice.

Unit 4 outlines the strategic perspective and the systems-thinking approach to understanding organisational change. In Unit 5, we explore a variety of perspectives on change and how a change agent could operate with multiple theories and perspectives rather than looking for the one best theory and approach.

Section 3: Diagnosis and prescription
Units 6 and 7 outline methods and tools for diagnosing the core change issues that need to be addressed, and for deciding on the best change to address these issues.

Section 4: Creating momentum for change
In Unit 8, we examine a variety of approaches to building commitment to change; and, in Unit 9, we examine ways of understanding resistance to change and constructively responding to it. Unit 10 reviews a variety of models of change leadership.

Review
The final Unit is a review Unit that provides an opportunity for you to take an integrative look at the ideas and approaches that we have covered in the course.
The Unit structure is summarised in the following diagram.
Key features of *Approaches to Change*

*The seven online dialogues* will offer opportunities to share your experiences as a change agent and your reflections on the challenges of organisational change, and to report about how you are applying what you are learning from the course in your work as a change agent.

Your contributions to the online dialogues comprise the first assignment in the course.

*The three videoconferences* will also provide forums in which you can share your ideas with fellow students and the class facilitator.

**Written assignments.** The first written assignment provides an opportunity to look at your own practice as a change agent, and to examine a particular incident in which, looking back, you feel that there was room to improve your approach to managing change.

In the second written assignment, you examine a problem or challenge in an organisation with which you are familiar and use ideas and tools from the course to diagnose the core change issues that need to be addressed.

In the final written assignment, you interview an experienced change agent about a change in which they played a significant managerial or leadership role, and write an analysis and evaluation of their effectiveness.

*The online dialogues and the written assignments* will give you the opportunity to practically apply the ideas presented in the course in a way that is meaningful for you.
Assessment summary

Assignment 1 – Contributions to online dialogues 1 to 7
Description: contributions to seven online dialogues.
Weighting: 30%
Maximum length per posting: 200 words*

Assignment 2 – Action learning review**
Due: Monday 7 March 2016 (Week 5) by 9.30am
Description: a written analysis and evaluation of an episode or incident in your work as a change agent, with a plan for an improved way of handling the challenges in the episode or incident.
Weighting: 15%
Maximum length: 1,500 words*

Assignment 3 – Diagnostic analysis of an organisational problem or challenge**
Due: Monday 11 April 2016 (Week 10) by 9.30am
Description: a written diagnostic analysis of a problem or challenge faced by an organisation, identifying the factors and issues that would need to be addressed in solution-finding.
Weighting: 25%
Maximum length: 2,500 words*

Assignment 4 – Analysis and evaluation of a change agent’s effectiveness**
Due: Monday 9 May 2016 (Week 14) by 9.30am
Description: a written analysis and evaluation of a change agent’s effectiveness in managing and leading an organisational change.
Weighting: 30%
Maximum length: 3,000 words*

Further details of each assignment are in the document entitled Approaches to Change Assessment Details.

* Assignments will be marked on the content that is within the word-count limit. Anything beyond that limit will not be assessed.

** Assignments 2, 3 and 4 must be received on the due date by 9.30am Sydney time.
Program quality assurance

The program is aligned to a number of international standards, to ensure the courses you study are high quality. At present, this includes designing courses to:

- meet AACSB accreditation standards, through the measurement of students’ program-level learning outcomes (see below)
- align with the United Nations Principles for Responsible Management Education (UNPRME).

EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in the learning activities and successfully complete the assignments.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three MBAX streams of Change, Social Impact and Technology are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

   Learning outcome: Students should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.
2. **Critical thinking and problem-solving:**
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.

   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication:**
   Our graduates will be effective communicators in professional contexts.

   Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

   Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:**
   Our graduates will be effective team participants.

   Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team's processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:**
   Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.

   Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.

   Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. **Leadership:**
   Our graduates will have an understanding of effective leadership.

   Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of teams.
Associated standards committees and accreditation agencies

AACSB:  http://www.aacsb.edu
Association to Advance Collegiate Schools of Business

EQUIS:  https://www.efmd.org/accreditation-main/equis
European Quality Improvement System

UNPRME:  http://www.unprme.org
UN Principles of Responsible Management Education

Learning resources

In *Approaches to Change*, the following resources are available to you:

- the online classroom
- course materials
- your class facilitator
- your learning partner or study group
- your mentor
- the online dialogues
- videoconferences
- technical and administrative support.

The online classroom

To access Moodle, go to:  https://moodle.telt.unsw.edu.au
Login with your student zID (username) and zPass (password).

Course materials

The course materials comprise this Course Overview, the Assessment Details and 11 Units, each of which has one or more associated readings.

Units

Each Unit comprises outlines of a variety of topics, with exercises and readings. The outlines and readings provide concepts, frameworks and theories to help you reflect on your skills and devise plans to improve your effectiveness as a change agent. The exercises in the Units encourage
you to continually apply the course ideas to yourself and to your work as a change agent, and to explore their practical implications for your development.

All course materials are posted in Moodle, in your online classroom. In Moodle you will also find other important resources such as:

- the AGSM Learning Guide, which will help you learn more about effective study practices and techniques
- Moodle guidelines
- guidance about assignments, including marking rubrics, sample assignments and referencing guidelines.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.

Class facilitator

Your class facilitator will:

- facilitate the seven online dialogues
- facilitate three videoconferences with small groups of students
- mark your assignments and provide feedback on them
- respond to your academic enquiries, and offer assistance where appropriate.

Your class facilitator can be contacted by email or via Moodle, and can assist you with any matters to do with course content or the learning processes in the course. The facilitator does not provide technical advice about the online learning system; details for assistance in these matters are set out below.
Learning partner or study group

Your learning partner/study group can add a great deal of value to your learning in the course.

You are encouraged to seek out a learning partner or study group during the introductory week before Week 1. In forming your learning partnership/study group, it will be helpful to read the introductions that members of the class have posted in the online classroom.

It is best to find a learning partner/study group in your geographic area so that you have an opportunity for face-to-face contact with fellow students during the course.

The timing and frequency of meetings is for you to decide.

Once you have selected a learning partner/study group, spend some time discussing your learning goals for the partnership/group and the ways you will be working together, as well as the timing and location of your meetings.

Remember that you are a learning resource for your learning partner/study group – a source of support, insight and challenge. It would be good to reflect on the contributions you can make as an effective learning partner.

Mentor

Your mentor’s role is to assist you in linking your learning to the workplace. You could have the same mentor through all the change-management courses or find a different mentor for each course.

After the initial contact with your mentor, six mentoring sessions are recommended over the duration of the course, with specific activities suggested for each session.

The Mentor’s Handbook (which will be available in the Moodle online classroom) outlines the mentor’s role. It will give you an idea of what might be expected from your mentor and may influence your decision about whom to approach. When you approach someone to be your mentor, please provide him or her with the PDF of the Handbook.

In your initial contact with your mentor, you will need to discuss your arrangements for further meetings and what you expect from him/her. You should also discuss your mentor’s expectations for the mentoring relationship. This is a learning opportunity for him/her too and an opportunity to discuss the latest thinking about change management with you. In return for the wisdom, guidance and support provided by your mentor, make sure that he or she receives intellectual stimulation from you.
Online dialogues

There are seven assessable online dialogues in *Approaches to Change*, counting towards 30% of your grade. Each dialogue counts equally.

The dialogues provide opportunities to discuss:

- the concepts, frameworks and theories in the course and their application to your work as a change agent
- how you are applying your learning from the course to increase your effectiveness in managing and leading change.

Each online dialogue is an important forum for sharing your ideas, experiences and learning with fellow students and with your facilitator.

Your facilitator will post some topics in each dialogue. However, feel free to make contributions on other topics in the Units covered in the dialogue.

Videoconferences

There will be three videoconferences with your class facilitator during the course, with about six participants in each videoconference. The first videoconference in Week 1 will provide an opportunity to clarify course requirements, learning processes and resources.

Other resources

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to [http://www.businessthink.unsw.edu.au](http://www.businessthink.unsw.edu.au).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

**For login issues:**

UNSW IT Service Centre

Hours:  Monday to Friday: 8am – 8pm
Saturday and Sunday: 11am – 2pm

Email:  [ITServiceCentre@unsw.edu.au](mailto:ITServiceCentre@unsw.edu.au)

Phone:  Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333
For help with technical issues and problems:

External TELT Support

Hours:  Monday to Friday: 7.30am – 9.30pm
Saturdays and Sundays: 8.30am – 4.30pm

Email:  externalteltsupport@unsw.edu.au
Phone:  Internal:  x53331
        External:  02 9385 3331
        International:  +61 2 9385 3331

Administrative support

If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052

Phone:  +61 2 9931 9400

Email:  studentexperience@agsm.edu.au

Additional student resources and support

The University and the UNSW Business School provide a wide range of support services for students, including:

•  Business School Education Development Unit (EDU)
   https://www.business.unsw.edu.au/students/resources/learning-support

  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.

  EDU Office:  Level 1, Room 1033, Quadrangle Building.

  Phone:  +61 2 9385 5584; Email:  edu@unsw.edu.au

•  UNSW Learning Centre
  http://www.lc.unsw.edu.au

  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
• Library training and search support services
http://info.library.unsw.edu.au/web/services/services.html

• UNSW Counselling and Psychological Services
https://student.unsw.edu.au/wellbeing
Provides support and services, including free, confidential counselling, if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe.
Office: Level 2, East Wing, Quadrangle Building;
Phone: +61 2 9385 5418.

• Student Equity & Disabilities Unit
http://www.studentequity.unsw.edu.au
Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
Office: Ground Floor, John Goodsell Building;
Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au

Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Geoff Mortimore
MA, B.Phil (Oxford), BSc (ANU)
Email: geoff.mortimore@agsm.edu.au

Geoff Mortimore has 35 years' experience in tertiary education and management consultancy. His academic career has involved curriculum design and program delivery at Lancaster University in the UK, the Australian National University (ANU), and AGSM.

He has taught at the AGSM for more than 15 years. Courses taught include Foundations of Managerial Skills, Managing People and Organisations, Managing Change and Leadership in the MBA (Executive) and Approaches to Change and Change Skills in the Graduate Certificate of Change Management and the MBA (Change).

He has won two AGSM awards for excellence in teaching and, in 2012, the School of Management’s Teaching Mentor of the Year award. In 2012, he and an AGSM colleague won the Academy of Management award for best paper in management education.

Geoff also has an adjunct position at ANU where he presents programs on leadership to academic and professional staff.

As well, Geoff contributes to programs on leadership and management for organisations including, in recent years, BHP Billiton, KPMG, Westpac and the Australian Public Service Commission.
Class facilitator

The role of your Class Facilitator is to support and enhance your learning by:

• encouraging interaction between members of the class
• providing advice and guidance about the content of the course and about course learning processes e.g. the online dialogues
• providing advice about assignment requirements
• giving constructive feedback about assignments.

Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by AGSM Student Experience.

Your Facilitator will send you an introductory email shortly before you are given access to the online classroom.

Course authors

Since the initial offering of Approaches to Change, the following have contributed to course revisions:

• Paul Atkins BA MCognSc PhD
• Julie Cogin BBus GradDipEd MCom PhD
• Geoff Mortimore MA, BPhil, BSc
• Rose Trevelyan BA PhD