

AGSM MBA Programs 2017

**MBAX6271**

**APPROACHES TO CHANGE**

**Session 2, 2017**

**COURSE OVERVIEW**



AGSM @ UNSW Business School

Never Stand Still

Business School

Last updated  
10/04/17





# COURSE OVERVIEW

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# Course schedule

## Session 2, 2017

Week no.	Week begins	Unit	Assignments (% weighting and due date)		Other activities
			Assignment 1 (30%)	Assignments 2, 3 & 4	
0	22 May				Introductory activities
1	29 May	1	Dialogue 1		Videoconference 1
2	5 June	2 & 3			
3	12 June*		Dialogue 2		
4	19 June	4 & 5			
5	26 June		Dialogue 3	<b>Assignment 2 (15%)</b> due Monday 26 June 9.30am Sydney time	
6	3 July	6 & 7			Videoconference 2
7	10 July		Dialogue 4		
8	17 July	8 & 9			
9	24 July		Dialogue 5	<b>Assignment 3 (25%)</b> due Monday 24 July 9.30am Sydney time	
10	31 July	10			
11	7 August		Dialogue 6		
12	14 August	11	Dialogue 7		Videoconference 3
13	21 August				
14	28 August			<b>Assignment 4 (30%)</b> due Monday 28 August 9.30am Sydney time	

\* 12 June is a public holiday in NSW

# Course information

## Course 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.

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.

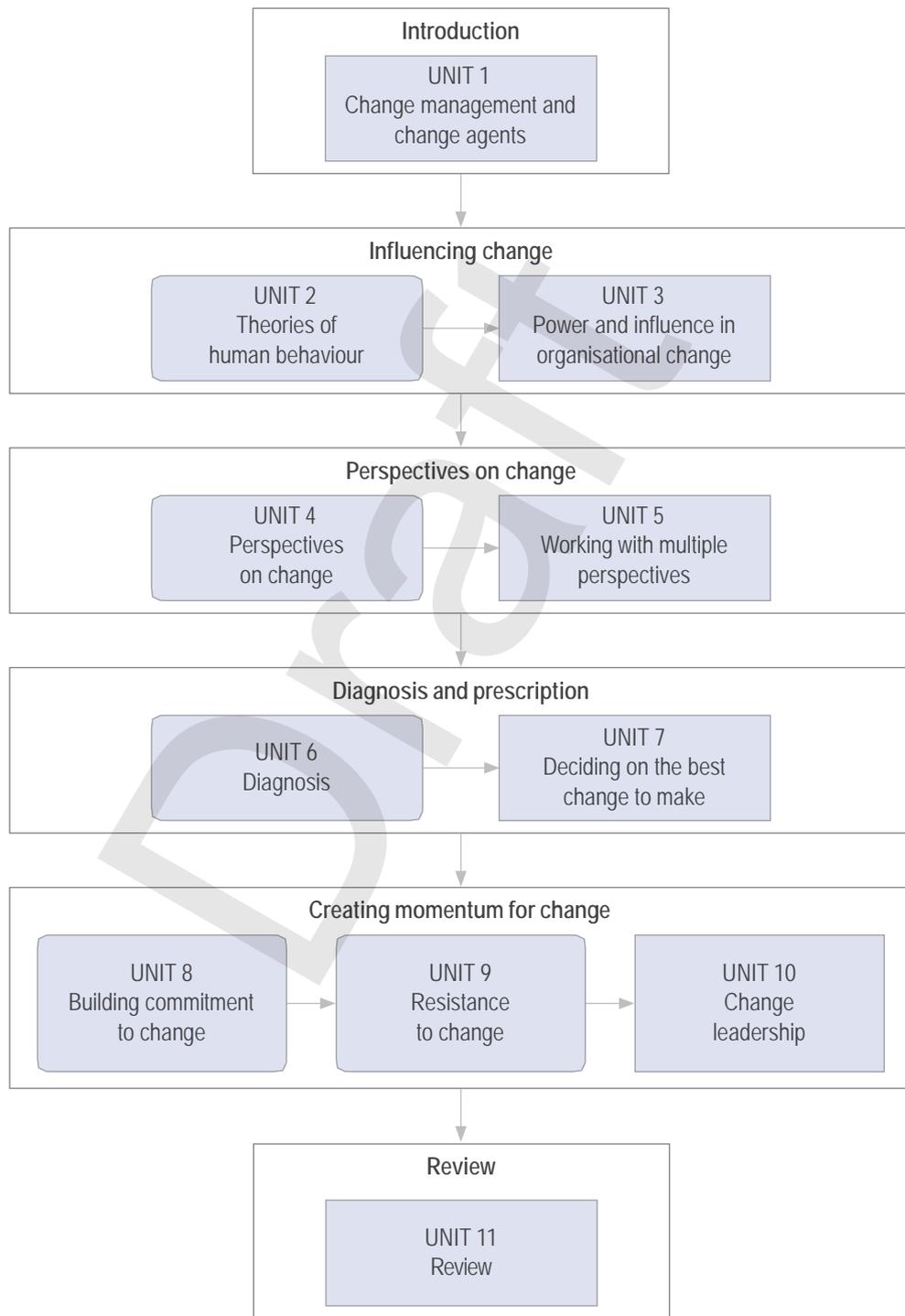
## Section 4: Creating momentum for change

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 26 June 2017 (Week 5) by 9.30am Sydney time**

**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 24 July 2017 (Week 9) by 9.30am Sydney time**

**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 28 August 2017 (Week 14) by 9.30am Sydney time**

**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*.

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

# 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

## 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. apply 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. consider cultural and social dimensions of organisational change in your change-management practice.

# Link between assessment and learning goals and outcomes

Program Learning Goals and Outcomes	Course Learning Outcomes	Course Assessment Item
This course helps you to achieve the following postgraduate learning goals [see above for a description of each]:	On successful completion of the course, you should be able to: [see above for a description of these outcomes]	This learning outcome will be assessed in the following items [see the assessment summary above for details]:
Knowledge	1, 3, 4, 5	1, 2, 3, 4
Critical thinking and problem solving	2, 3, 4, 5, 6, 7	1, 2, 3, 4
Written communication	1, 2, 3, 4, 5, 6	1, 2, 3, 4
Oral communication	Not specifically addressed in this course	
Teamwork	5, 6	1
Ethical, social and environmental responsibility	8	1
Social and cultural awareness	9	1
Leadership	7	1, 2, 4

# 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 video conferences 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

You are encouraged to seek out a learning partner or study group during the introductory week before Week 1. A learning partner or study group can add a great deal of value to your learning in the course.

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.

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>.

## eLearning

To access Moodle, go to: <https://moodle.telt.unsw.edu.au/login/index.php>

Login with your student zID (username) and zPass (password).

## 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](mailto: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](mailto: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:

- **AGSM – Digital Resources and Tutorials**  
<https://www.business.unsw.edu.au/agsm/students/supporting-study/digital-learning-support/digital-resources-and-tutorials>
- **Business School Education Development Unit (EDU)**  
<https://www.business.unsw.edu.au/students/resources/learning-support>  
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](mailto:edu@unsw.edu.au)
- **UNSW Learning Centre**  
[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library services and facilities for students**  
<https://www.library.unsw.edu.au/study/services-for-students>
- **UNSW Counselling and Psychological Services**  
<https://student.unsw.edu.au/wellbeing>  
Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.  
Office: Level 2, East Wing, Quadrangle Building;  
Phone: +61 2 9385 5418.
- **Disability Support Services**  
<https://student.unsw.edu.au/disability>  
Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies.  
Office: Ground Floor, John Goodsell Building; Phone: +61 2 9385 4734;  
Email: [disabilities@unsw.edu.au](mailto:disabilities@unsw.edu.au)

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# Continual course improvement

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

The AGSM surveys students 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.

## Student evaluations from the last presentation of the course

Students commented favourably on the quality of the course materials ('amazing course – so much information and ideas, and ways to apply the course'). However, some students thought that the provision of introductory information about the course could be improved and a number thought the workload, particularly in contributing to the online dialogues, was excessive.

## Coordinator's response

For the presentation of the course in Session 3, 2016, the calendar of online dialogues, videoconferences and assessment deadlines had been revised to spread the workload more evenly over the weeks of the course. Further changes will be trialled in Session 2, 2017, to reduce pressures at critical times in the course calendar (e.g. around assignment submission deadlines). The provision of introductory information will be streamlined.

# 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](mailto: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 people have contributed to course revisions:

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

AGSM MBA Programs 2017

**MBAX6271**

# APPROACHES TO CHANGE

Session 2, 2017

Assessment Details

Draft



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Last updated  
10/04/17



# ASSESSMENT DETAILS

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# Assignment preparation and submission

Unless otherwise stipulated in the specific details for each of your assignments, please prepare and submit your assignments in accordance with the following.

## Assignment length

What is **included** in the word count?

- Executive Summary (if required), all text, tables, figures, diagrams and charts, appendices and table of contents (if required)

What is **excluded** from the word count?

- Reference list or bibliography

Any text (including appendices) that goes beyond the word count will not be read in grading the assignment.

## Assignment format

For consistency across all assignments, students are required to supply assignments in a standard format, which is detailed below. Assignments should always be submitted in Word format.

Headings	Body text	Page setup
<ul style="list-style-type: none"><li>• Font: Times New Roman</li><li>• Font size: 12 points</li><li>• Line spacing: Double</li><li>• Text style: Bold</li></ul>	<ul style="list-style-type: none"><li>• Font: Times New Roman</li><li>• Font size: 12 point</li><li>• Line spacing: Double</li><li>• Text style: Normal</li></ul>	<ul style="list-style-type: none"><li>• Top: 2.54 cm</li><li>• Bottom: 2.54 cm</li><li>• Left: 3.17 cm</li><li>• Right: 3.17 cm</li><li>• Header: 1.25 cm</li><li>• Footer: 1.25 cm</li></ul>

**Note:** The left and right margins are wider than the default margins in Word.

## Paragraph breaks

First line indent: 1.27cm

## Diagrams and tables

Students are encouraged to include diagrams and tables in their assessments, but must ensure they do not take up more than 20% of the assignment.

Diagrams and tables must:

- be formatted with single line spacing
- be formatted with a minimum font size of 8 points
- be positioned vertically in between paragraphs.

## Assignment file name

Please use the following naming convention for each assignment.

z9999999\_surname\_[XXXX1111]\_17s2\_Ass1

where:

- z9999999 is your student ID – please insert your surname
- XXXX1111 is the course code
- 17s2 is the session name (2017, Session 2)
- Ass1 is the Assignment number (Ass2 for Assignment 2)

## Assignment submission

**NB:** Assignments must be received by 9.30am Sydney time on the due date.

1. You must submit your assignment through your online classroom as per the instructions in your LMS User Manual.
2. Assignment submission in your LMS is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere. You can access Turnitin under the 'Assessments' section in your Moodle course site.
3. You are able to submit a draft version of your assignment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: <https://student.unsw.edu.au/plagiarism>
4. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).
5. Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your Facilitator or AGSM Student Experience.
6. Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments **do not** constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: <https://student.unsw.edu.au/special-consideration>
7. Assessment tasks, other than the major final assessment, will normally be reviewed, and feedback provided, within 10 working days of submission.
8. Please keep a copy of your assignment.

# Assessment

## 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 26 June 2017 (Week 5) by 9.30am Sydney time

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 24 July 2017 (Week 9) by 9.30am Sydney time

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 28 August 2017 (Week 14) by 9.30am Sydney time

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 below.

## Satisfactory performance

To pass this course, you must:

- achieve a composite mark of at least 50; and
- achieve a satisfactory level of performance in **all** assessment tasks, including contributions to online dialogues.

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

# Assignment 1

## Contributions to online dialogues 1 to 7

### Timing:

Dialogue 1	Week 1	Wednesday to Sunday inclusive
Dialogue 2	Week 3	Monday to Sunday inclusive
Dialogue 3	Week 5	Monday to Sunday inclusive
Dialogue 4	Week 7	Monday to Sunday inclusive
Dialogue 5	Week 9	Monday to Sunday inclusive
Dialogue 6	Week 11	Monday to Sunday inclusive
Dialogue 7	Week 12	Wednesday to Sunday inclusive

### Weighting:

Dialogue 1	3%
Dialogue 2	5%
Dialogue 3	5%
Dialogue 4	5%
Dialogue 5	5%
Dialogue 6	5%
Dialogue 7	2%
<b>Total weighting</b>	<b>30%</b>

**Length:** maximum length of a post – 200 words

Active participation and interaction with peers is a vital ingredient in learning and is assessed on your contributions to the online dialogues. It is important to focus on exploring and applying course concepts, as you express your ideas, discuss your experiences, challenges and practice as a change agent, and respond to others' contributions.

In keeping with the university's 80% attendance guidelines, participation in six of the seven dialogues is required to pass this assignment.

You will receive feedback on your participation after the second dialogue and a final mark at the end of the course

## Assessment criteria

<p><b>Range and relevance of course concepts used</b> Is an appropriate range of course concepts deployed – relevant to the issues, situations and challenges being discussed?</p>	20%
<p><b>Use of course concepts to analyse skills and challenges, and frame improvement and development plans</b> Is each concept supported by specific descriptive detail that shows that the concept is applied accurately? How effectively course concepts are used to analyse issues, problems &amp; challenges and change management practices, and to support ideas about effective ways to handle challenges and improve practices? Are concepts connected and integrated?</p>	20%
<p><b>Critique of course concepts</b> Is consideration given to the clarity, coherence, relevance and usefulness of particular course concepts for understanding organisational change and the management of change?</p>	10%
<p><b>Contribution to group learning</b> Do the online contributions to the dialogues:</p> <ul style="list-style-type: none"> <li>• add value with ideas, perspectives, examples, summaries, etc.?</li> <li>• pose thought-provoking questions and open new avenues for the exploration of course concepts and theories?</li> <li>• explain the thinking/reasoning/assumptions behind the views and ideas being expressed, and offer them for group examination?</li> <li>• facilitate the surfacing and critiquing of underlying assumptions and models?</li> <li>• encourage people to go deeper in their exploration of concepts and issues?</li> <li>• help integrate different perspectives and ideas?</li> <li>• share learnings/insights from the dialogue and distil group learnings?</li> </ul>	25%
<p><b>Contribution to fostering an effective group conversation</b> Are contributions easy to understand (e.g. clear and succinct) and engaging? Is there active involvement in each dialogue throughout the length of the dialogue? Do the contributions connect with what others have said and indicate careful attention to understanding what others have contributed? Are others' contributions acknowledged and appreciated? Do contributions help clarify others' ideas? Does the contributor actively respond to other participants, exploring their contributions and building on them? Does he/she encourage, stimulate and energise others to contribute?</p>	25%

# Assignment 2

## Action learning review

**Submission:** Monday 26 June 2017 (Week 5) by 9.30am Sydney time

**Weighting:** 15%

**Maximum length:** 1,500 words

## The tasks

Draw on concepts in Units 1, 2 and 3 to analyse a recent event or incident in which you were acting in a change-agent role. Analyse and evaluate your effectiveness and outline a plan for a more effective approach.

Structure the review in three sections: Incident description, Analysis and Improvement plan.

### Incident description

Briefly describe the circumstances, your goal, what you did, and the consequences.

Provide only as much detail as is necessary to provide a platform for the analysis in the next section of the review.

*Recommended maximum length: 10% of the review*

### Analysis

Analyse and evaluate what you did in the incident and the effects of what you did, explaining how and why you were not as effective as you intended.

*Recommended length: 45% of the review*

### Improvement plan

Based on your analysis, outline what you would do in a similar situation in future to achieve a better outcome.

Your plan should include:

- descriptions of specific actions, interventions or approaches that would be more effective in similar situations in the future, and the improved outcomes that you would expect
- possible obstacles to implementing your plan and how they could be overcome
- criteria and processes that you would use to evaluate your effectiveness in implementing your plan.

*Recommended length: 45% of the review*

## Assessment criteria

<p><b>Range and relevance of course concepts used</b> Is an appropriate range of course concepts deployed – relevant to the skills, situations and challenges covered in the assignment?</p>	15%
<p><b>Concreteness and accuracy in applying course concepts</b> Is each concept supported by specific descriptive detail that shows that the concept is applied accurately?</p>	15%
<p><b>Integration of course concepts</b> To what extent are concepts insightfully connected and integrated?</p>	5%
<p><b>Description of event or incident</b> How succinct and clear is the description of the incident – the context, your goal(s), what you did and the outcomes or effects?</p>	5%
<p><b>Analysis and evaluation of how you handled the challenge(s) in the event or the incident</b> How well did you analyse the key elements in (a) the challenges that you faced in this incident/event and (b) what you did and how you did it? Did you provide a detailed and logically sequenced causal analysis of the effectiveness of what you did and the effects of contextual factors on the outcomes? Was your evaluation of what you did clearly related to your goals and to course ideas about effective change management? Did you clearly identify some core improvement issues and was this well supported by the analysis and evaluation? Did you consider any limitations of the course concepts in providing an understanding of the event/incident?</p>	30%
<p><b>Goals and steps in your improvement plan</b> Are the goals and steps in the plan SMART+? Are the steps logically sequenced and clearly related to the goal? Does the plan clearly connect back to and address the improvement issues identified in the Analysis? Are the steps well justified in terms of the goal(s) of the plan and the expected improved outcomes? How creative and insightful is the plan for addressing the improvement issues?</p>	15%
<p><b>Possible obstacles to successfully implementing your plan</b> Are possible obstacles identified? Are ways of dealing with the obstacles outlined?</p>	5%
<p><b>Ways to monitor and evaluate implementation success</b> Does the plan indicate:</p> <ul style="list-style-type: none"> <li>• how implementation success will be monitored and evaluated?</li> <li>• the evaluation criteria that will be used?</li> <li>• how the plan will be reviewed and revised in the light of the evaluation?</li> </ul>	5%
<p><b>Presentation</b> Are points expressed clearly and succinctly? Are there errors in spelling, grammar, formatting or typography? Is effective use made of paragraphs and other structural devices to highlight and sequence key ideas? Are points referenced in accordance with AGSM Harvard referencing requirements? Does the assignment comply with the word limit?</p>	5%

# Assignment 3

## Diagnostic analysis of an organisational problem or challenge

**Submission:** Monday 24 July 2017 (Week 9) by 9.30am Sydney time

**Weighting:** 25%

**Maximum length:** 2,500 words

**Format:** Report

### The tasks

Drawing on concepts from Units 1 to 6, provide a diagnostic analysis of an organisational problem or challenge.

Examples of problems or challenges are high staff turnover, communication difficulties or breakdown, client dissatisfaction with products or services, low staff engagement and morale, performance problems, endemic conflict, management deficiencies, the challenges posed by a new technology, etc. Note that these are only examples and you are free to focus on other problems or challenges.

The organisation could be one in which you currently work, or one in which you have worked in the past, or another organisation with which you are familiar. You could focus on a problem or challenge relating to the whole organisation or you could focus on a problem or challenge relating to a particular unit (e.g. branch, division).

1. Briefly describe the problem or challenge.
2. Present a diagnostic analysis of the problem or challenge, identifying the root factors that would need to be addressed if the organisation were to successfully solve the problem or deal with the challenge. Your diagnostic report should provide a clear focus for a subsequent solution-finding process and identify the issues that would need to be addressed in solution-finding. However, be careful to limit your assignment to diagnosis and do not suggest solutions.

In your analysis, draw on data to which you already have access or which you could easily obtain. Analyse the data and draw diagnostic conclusions about what explains the problem and/or about the critical factors helping or hindering the organisation in successfully meeting the challenge.

If available data is limited, pose some hypotheses about what might explain the problem or what might be critical factors helping or hindering the organisation in successfully meeting the challenge. Then describe how, if you were given considerable freedom to collect data to test your hypotheses, you would gather the data and analyse it.

3. Outline how you attempted to minimise biases in your diagnostic approach and conclusions and discuss possible biases and limitations that might still remain.

## Assessment criteria

<p><b>Range and relevance of course concepts used</b> Is an appropriate range of course concepts deployed – relevant to the skills, situations and challenges covered in the assignment?</p>	20%
<p><b>Concreteness and accuracy in applying course concepts</b> Is each concept supported by specific descriptive detail that shows that the concept is applied accurately?</p>	20%
<p><b>Integration of course concepts</b> To what extent are concepts connected and integrated?</p>	5%
<p><b>Description of problem or challenge</b> How clearly and succinctly is the problem/challenge and the organisational context described?</p>	5%
<p><b>Identification of root causes/factors and the use of diagnostic methods and tools</b> Is use made of an appropriate range of relevant diagnostic methods and tools? Are multiple perspectives used in the diagnosis? Does the diagnostic analysis identify root causal factors?</p>	25%
<p><b>Support from data</b> How well is the analysis supported by data? Is there a clear indication of the kind of data that would be needed to test diagnostic hypotheses? Are data collection methods clearly described?</p>	10%
<p><b>Possible limitations and biases</b> Have possible diagnostic limitations and biases been clearly identified? Have ways of avoiding these limitations and biases been clearly described?</p>	10%
<p><b>Presentation</b> Are points expressed clearly and succinctly? Are there errors in spelling, grammar, formatting or typography? Is effective use made of paragraphs and other structural devices to highlight and sequence key ideas? Are points referenced in accordance with AGSM Harvard referencing requirements? Does the assignment comply with the word limit?</p>	5%

# Assignment 4

## Analysis and evaluation of a change agent's effectiveness

**Submission:** Monday 28 August 2017 (Week 14) by 9.30am Sydney time

**Weighting:** 30%

**Maximum length:** 3,000 words

**Format:** Report

### The tasks

1. Interview an experienced change agent about a change project or program in which he/she played a significant role.
2. Drawing on concepts from Units 1 to 10:
  - a) analyse the type of change, the reasons for the change, and the role(s) played by the change agent  
*Recommended length: 15% of the report*
  - b) analyse and evaluate the change agent's effectiveness in the change process.  
*Recommended length: 45% of the report*
  - c) discuss the two most important lessons from the interview that you could put into practice in your own work as a change agent. State why these lessons are important for you and your effectiveness as a change agent. Outline a plan for implementing them in your work.  
*Recommended length: 40% of the report*

## Assessment criteria

<p><b>Range and relevance of course concepts used</b> Is an appropriate range of course concepts deployed – relevant to the skills, situations and challenges covered in the assignment?</p>	20%
<p><b>Concreteness and accuracy in applying course concepts</b> Is each concept supported by specific descriptive detail that shows that the concept is applied accurately?</p>	20%
<p><b>Integration of course concepts</b> To what extent are concepts connected and integrated?</p>	10%
<p><b>Type of change, reasons for the change, roles of the change agent</b> How clear and comprehensive is the analysis of the type of change, the reasons for the change and the change agent's roles?</p>	5%
<p><b>Change agent's actions, methods, approach and effectiveness</b> How clear, comprehensive and well-argued is the analysis and evaluation of the change agent's actions, skills, methods and approach, and their effects?</p>	20%
<p><b>Account of two lessons learnt and their significance</b> How clearly outlined are the two lessons, their significance, and their connections to the preceding analysis?</p>	5%
<p><b>Plans for applying lessons in your work as change agent</b> How SMART+ are the goals and steps in the plans? How well are the steps in each plan justified in terms of the goals, the nature of the challenge and the significance of the lessons? Are possible obstacles and ways of dealing with them identified? Does the plan indicate how implementation success will be monitored and evaluated?</p>	15%
<p><b>Presentation</b> Are points expressed clearly and succinctly? Are there errors in spelling, grammar, formatting or typography? Is effective use made of paragraphs and other structural devices to highlight and sequence key ideas? Are points referenced in accordance with AGSM Harvard referencing requirements? Does the assignment comply with the word limit?</p>	5%

