

AGSM MBA Programs 2017

MBAX6272

CHANGE SKILLS

Session 3, 2017

COURSE OVERVIEW



Australia's
Global
University

AGSM @
UNSW Business School

COURSE OVERVIEW

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Course schedule

Session 3, 2017

Change Skills

Week no	Week begins	Units	Assignments (% weighting and due date)		Other activities
			Assignment 1 (30%)	Assignments 2, 3 & 4	
1	11 September	Unit 1			Introductory online dialogue (non-assessable) Video conference
2	18 September	Unit 2	Dialogue 1		
3	25 September				
4	2 October*	Units 3 & 4	Dialogue 2		
5	9 October				
6	16 October	Units 5, 6 & 7		Assignment 2 – written analysis and evaluation (15%) due on Monday 16 October by 9.30am Sydney time	Video conference
7	23 October		Dialogue 3		
8	30 October				
9	6 November	Units 8 & 9	Dialogue 4	Assignment 3 – written analysis and evaluation (30%) due on Monday 6 November by 9.30am Sydney time	
10	13 November	Units 10 & 11			
11	20 November		Dialogue 5		
12	27 November	Unit 12	Dialogue 6		Video conference
13	4 December				
14	11 December			Assignment 4 – two written after-action reviews and a skills development plan (25%) due on Monday 11 December by 9.30am Sydney time	

* Monday 2 October is a public holiday in NSW

Course information

Focus and aims of the course

Change Skills focuses on the development of your skills as a change agent.

This course aims to enable you to:

- analyse, critique and strengthen your approach to skills development
- identify a range of core skills required for leading, managing and facilitating change and deepen your understanding of these core skills
- assess your competence in each skills area – recognising your strengths and identifying skills that you need to strengthen in order to be a more effective change agent
- craft action plans for ways to handle particular change-management challenges more skilfully and implement some of these plans during the course
- craft plans to progressively develop key skills and start to implement these plans during the course.

Course structure

Becoming a more effective change agent

Unit 1 is an introductory Unit in which we examine a mindful approach to developing your skills, using the action learning cycle. This is a core learning method in the course. We discuss some possible impediments to skills development and ways of avoiding them.

Values

Unit 2 invites you to review the values that guide you in your work as a change agent, to identify your core ethical values and principles, and to examine how you apply your values in ethical decision-making. The Unit aims to help you understand the diversity of ethical perspectives that you might encounter in your work, including the ethical perspective that focuses on sustainability and corporate responsibility.

Self-management skills

Units 3 and 4 consider the contribution of self-management to a change agent's effectiveness.

Unit 3 focuses on skills for aligning your choices and actions with your values, and on skills for ensuring that you are in an enabling rather than a restrictive mindset.

Unit 4 examines skills for managing your performance, for managing stress and for building important elements of 'psychological capital' such as resilience and confidence.

Communicating to influence

Units 5, 6, 7, 8 and 9 focus on skills for building productive relationships and communicating to influence.

Unit 5 provides an overview of core communication skills, including goal-setting, relationship-building, advocacy, inquiry, listening and process facilitation.

Unit 6 focuses on the use of process facilitation skills in coaching – assisting someone in their learning and development by facilitating their processes of reflection, diagnosis, solution-finding and action-planning.

Unit 7 looks more closely at the skills involved in inquiry and active listening

Units 8 and 9 apply and extend the ideas explored in Units 5, 6 and 7 to explore the challenges of communicating persuasively. They examine some suggested recipes for successful persuasion and how we might need to adapt our communication to key characteristics of the people we intend to influence – e.g. their decision-making styles and their cultures. Unit 9 concludes with a brief examination of the challenges of strategic networking.

Dealing with differences

Unit 10 outlines some ways of analysing and understanding the roots and dynamics of conflict and some alternative approaches to managing conflict, including the process of mediation. The Unit outlines a model of a principled, collaborative, problem-solving, interests-focused approach to negotiation and examines the skills required for using the model.

Team skills

Unit 11 examines a number of key factors impacting on team effectiveness. The Unit starts by looking at the design of the team and the *taskwork processes* used to complete its tasks; however, the primary focus of the Unit is on *teamwork processes*, i.e. the communication and interpersonal processes that a team uses in working together to complete its tasks and achieve its goals.

Unit 12: Centred leadership and finding your voice

This final Unit invites you take a helicopter view of your work as a change agent – looking at five basic capabilities for centred leadership and outlining a process for finding and expressing your own voice as a manager and leader of change.

Key features of *Change Skills*

The focus in *Change Skills* is on you and your skills development as a change agent.

In order to gain maximum benefit from the course, it is important to:

- use the *Change Skills Audit* to evaluate your skills and to obtain feedback from others who have seen something of your work as a change agent
- continually apply the ideas in the course in reflecting on your skills, on ways of handling change-management challenges more skilfully, and on ways to develop your skills
- translate these reflections into action plans and create or take opportunities to implement your action plans during the course.

The online dialogues will provide opportunities to share your reflections about your skills and your plans for developing them, and to support and encourage the skills development of your colleagues in the course.

The three videoconferences will also provide forums in which you can report on your reflections on your skills, on how you have been trying out more skilful ways of handling challenges and on steps you have taken to progressively develop particular skills.

The first two written assignments focus on the skills of analysing and evaluating your skills and framing plans for skills development.

The first of these assignments asks you to review your self-management skills, drawing in part on the data from the *Change Skills Audit*.

The second asks you to conduct two coaching sessions in which you use process facilitation skills to help someone to develop their skills. You are asked to write an evaluation of your effectiveness in the coaching sessions, to outline two lessons you have learned about process facilitation from the coaching, and to say how you will apply these lessons in your work as a change agent.

In the final assignment, you will review two ways in which you have deliberately applied ideas from the course in your work as a change agent. Thus, it is essential that during the course you look for opportunities to apply course ideas to try out more effective ways of handling change-management challenges.

The final assignment also includes a 'breakthrough skills development plan', which focuses on developing a skill that will unlock many possibilities for you as a change agent.

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 to you.

Course learning goals and outcomes

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

1. analyse and critique the methods that you use to develop your skills as a change agent and identify ways of improving your skill development practices
2. analyse and critique the values and purposes that guide you in your work as a change agent
3. use a range of concepts, frameworks and models to:
 - a. understand the key ingredients in a range of core change management skills
 - b. analyse and evaluate how skilfully you, or others, have handled particular challenges
 - c. diagnose key factors and issues that need to be addressed to improve the way similar future challenges are handled
4. frame well-formulated plans for improved ways of handling these challenges
5. write a lucid and well-argued review of how you, or others, have handled a particular challenge, with an improvement plan for a more effective way of handling it
6. critically review your change agent skills, identifying your strengths, and the skills that you need to strengthen in order to be a more effective change agent
7. frame well-formulated development plans for expanding and enriching your skills repertoire
8. write a lucid and well-argued review of your change agent skills, with a skills development plan
9. write a lucid and well-argued after-action review of ways in which you have used ideas and concepts from the course to improve your practice as a change agent.

Assessment summary

Assignment 1 – Contributions to online dialogues 1–6

Description: Contributions to six online dialogues

Weighting: 30%

Maximum length per posting: 200 words

Assignment 2 – Analysis and evaluation of self-management skills

Due: Monday 16 October 2017 (Week 6)

Description: A written analysis and evaluation of your self-management skills and a plan for strengthening them

Weighting: 15%

Maximum length: 1,500 words

Assignment 3 – Analysis and evaluation of coaching and process facilitation skills

Due: Monday 6 November 2017 (Week 9)

Description: A written analysis and evaluation of your use of process facilitation skills in coaching, an analysis of what you have learned about process facilitation from the coaching, and a plan for applying the learnings in your work

Weighting: 30%

Maximum length: 3,000 words

Assignment 4 – After-action reviews and a skills development plan

Due: Monday 11 December 2017 (Week 14)

Description: Two written reviews of your application of course concepts in your work as a change agent, and a skills development plan

Weighting: 25%

Maximum length: 2,500 words

Further details of each assessment are in the document entitled *Change Skills Assessment Details*.

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.

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

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Goals and Outcomes outlined above are what you should be able to do by the end of the course if you participate fully in the learning activities and successfully complete the assessment items.

However, course-level learning outcomes are not sufficient to fully describe what you should be able to do at the end of the program, when you complete your qualification. 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. You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal.

The Course Learning Outcomes will help you to achieve at least some of the overall Program Learning Goals and Outcomes.

As an example of Program Learning Goals and Outcomes, for the Teamwork learning goal we specify: 'Our graduates will be effective team participants'. The related outcomes include: 'participate collaboratively and responsibly in teams'.

The MBAX Program Learning Goals (and related outcomes) used across the three 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.

These program-level learning goals and outcomes will be measured in the capstone course for your degree program.

Links between assessment and learning goals and outcomes

Program Learning Goals & Outcomes that this course will help you achieve <i>[see above for a description of these]</i>	Course Learning Outcomes contributing to each Program Learning Goal <i>[see above for a description of these]:</i>	Course Assessment Items assessing each Learning Goal
Knowledge	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4
Critical thinking and problem solving	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4
Written communication	4, 5, 8, 9	1, 2, 3, 4
Teamwork	2, 3, 4, 6, 7	1, 4
Ethical, social and environmental responsibility	2	1, 4
Social and cultural awareness	2	1, 4
Leadership	1-9	1, 2, 3, 4

Learning resources

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

- the online classroom
- course materials
- the *Change Skills Audit*, through which you will obtain feedback about your skills
- your class facilitator
- your learning partner or study group
- your mentor
- the online dialogues
- videoconferences.

The online classroom

To access Moodle and the online classroom go to:

<https://moodle.telt.unsw.edu.au/login/index.php>

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

Course materials

The *Change Skills* course materials are presented in Units, as outlined in the section on course structure above.

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 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 hyperlinked readings.

The Change Skills Audit

The *Change Skills Audit*, outlined below, will provide a systematic way for you to evaluate your skills and obtain evaluative feedback from others about your skills.

Class facilitator

Your class facilitator will:

- facilitate the introductory online dialogue and the six assessable 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 on how to access 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.

The timing and frequency of meetings is for you to decide. Weekly meetings can be helpful in providing an incentive to read a Unit each week and to discuss it with your partner/group. Meetings also provide an opportunity to discuss:

- the feedback you have received in the *Change Skills Audit* and its implications for your skills development
- your progress in implementing your skills development plans during the course.

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.

The *Change Skills Mentor's Handbook*, also in Moodle, 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 a 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 of the mentoring relationship. This is a learning opportunity for him/her too, and an opportunity to discuss the latest thinking about change management. In return for the wisdom, guidance and support provided by your mentor, make sure that he/she receives intellectual stimulation from you.

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

A suggested schedule of meetings is presented below. You may wish to adapt this schedule in the light of your learning goals and your mentor's availability.

Week No.	Week begins	Purpose of contact and topics for discussion	Unit
1 or 2	11 September or 18 September	Methods of skills development Values and values-based approaches to change management and leadership	Units 1 & 2
3 or 4	25 September or 2 October	Self-management skills and techniques Managing mindset, emotions, performance and stress Building psychological capital	Units 3 & 4
6 or 7	16 October or 23 October	Communicating to influence people, build commitment and respond to resistance The use of coaching skills in change management	Units 5, 6 & 7
8 & 9	30 October or 6 November	Persuasive communication	Units 8 & 9
10 or 11	13 November or 20 November	Conflict resolution and negotiation The use of team skills in leading and managing change	Units 10 & 11
12	27 November	Your skills development during the course Your skills development plans for the future	Unit 12

Online dialogues

There are six assessable online dialogues in *Change Skills*, counting towards 30% of the grade.

The dialogues provide opportunities to discuss:

1. the concepts, frameworks and theories in the course and their application to your work as a change agent
2. your analysis and evaluation of your skills, referring to your *Change Skills Audit* results
3. your skills development plans and your progress in implementing them during the course.

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.

The schedule of assessable dialogues is as follows.

Week No.	Week begins	Assessable online dialogues	Dialogue topics
2	18 September	Dialogue 1	Units 1 & 2
4	2 October	Dialogue 2	Units 3 & 4
7	23 October	Dialogue 3	Units 5, 6 & 7
9	9 November	Dialogue 4	Units 8 & 9
11	20 November	Dialogue 5	Units 10 & 11
12	27 November	Dialogue 6	Unit 12

The non-assessable introductory dialogue in Week 1 will provide opportunities to explore the dialogue process before the first assessable dialogue in Week 2. Advice about how to get the most value from the online dialogues will be posted in the online classroom.

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.

The schedule below is provided as a guide only and could change depending on the needs of your class. Your class facilitator will advise of any changes.

Week No.	Week beginning	Videoconference topics
1	11 September	Your learning goals and expectations of the course. Course requirements, including assignment requirements. Learning processes in the course, including the online dialogues (Assignment 1). Guidance about Assignment 2 – the review of your self-management skills.
6	16 October	Debriefing the first three online dialogues. Your learning in the course so far. Your Change Skills Audit profile. Guidance about Assignment 3 – analysis of your coaching and process facilitation skills. Guidance about the after-action reviews that you will be writing for Assignment 4.
12	27 November	Your skills development during the course. Your plans for future skills development. Guidance about Assignment 4.

Change Skills Audit

The *Change Skills Audit* provides you with an opportunity to evaluate your skills as a change agent and to collect feedback from others who know something of how you work. The *Change Skills Audit* questionnaire has been developed by Faculty at AGSM MBA Programs and by Leaderskill Group Pty Ltd.

The survey will be accessed on the internet. We will provide Leaderskill with your name and email address. These are for use with the *Change Skills Audit* only and there is a strict privacy policy regarding all information.

Leaderskill will email you with your password and details of how to log in to your Participant Control Centre. Through this portal you can:

1. fill in your self-questionnaire
2. enter your respondents and email their passwords
3. monitor the completion of questionnaires and send reminders
4. download and print your profile when complete.

There are four steps to completing the feedback survey:

Step 1

Read the section 'Ethical considerations', which follows.

Step 2

Complete the self-questionnaire **during Week 1**.

Step 3

Invite colleagues from whom you would like to receive feedback about your skills as a change agent. These colleagues can include your 'boss', peers and staff who report to you. They need to complete the questionnaire as quickly as possible – **ideally by the end of Week 2 and certainly by the end of Week 3**.

Step 4

Download a self-only copy of your profile as soon as you complete your self-questionnaire **for use in Week 1** (note this profile doesn't include staff and/or peer data even if some of them have completed).

Later, download your full profile with staff and/or peer data **for use from Week 4 onwards**.

Step 1: Ethical considerations

We would like you to take note of a number of ethical considerations.

In order for the feedback process to be effective and for everybody involved to be treated fairly and with respect, we recommend that the following principles of appropriate disclosure, informed consent and confidentiality be observed.

Disclosure: *appropriate disclosure of information gathering and storage processes.*

The information you and your work colleagues give will not be disclosed to anybody except you and your class facilitator. The database is kept by Leaderskill and will not be accessed by anybody other than you and your class facilitator. However, an overall statistic of all students is maintained.

Informed consent: *informed consent by all the parties involved.*

Everybody who responds to this survey must give their consent for the information to be used in the way in which it will be used within this course. Make sure they are aware of the format of the profile that you will receive, and obtain their acceptance of this. This is particularly important for your 'boss(es)', as their responses will be individually identifiable.

Confidentiality: *the practice of appropriate confidentiality, and assurances of this to respondents (boss, peers and staff).*

A fundamental ethical requirement is to treat the feedback that you receive as confidential and to give your respondents this assurance. In the case of some of the feedback, e.g. from your 'boss', you will be able to identify the respondent and it is important that you do not disclose the feedback you have been given by a particular individual to anyone else. For example, complaining to others at work about the feedback from your 'boss' is not appropriate.

Step 2: Complete the self-questionnaire

Leaderskill will email you with details of how to log in to your Participant Control Centre.

It is best to complete your self-questionnaire **by the middle of Week 1**, so that you can discuss the results of your self-evaluation in the introductory dialogue.

- The questionnaire takes about 20 minutes to complete.
- If you need to leave the questionnaire before you finish, you can manually save it to log in again later.
- Your questionnaire will not be submitted until you click the 'Submit' button at the end and see the 'successful sent' message.

Should you require further assistance, please contact Student Experience by phone +61 2 9931 9400, or for technical support, contact Leaderskill via email (support@leaderskill.com.au) or phone +61 2 9449 7737.

Step 3: Identify colleagues and distribute questionnaires

The next step is to identify work colleagues who will fill in a similar questionnaire about your change-agent skills. Invite both 'fans' and 'critics'.

The four categories of self, 'boss(es)', staff and peers are shown separately on your profile.

Depending on who is available, you can include just staff or just peers, or both. Note that:

- to show the staff category in your profile, you must have **three staff** (to ensure the anonymity of their responses). Aim to include all your staff/direct reports (up to 20)
- to show the peer category, you must have **three peers** (to ensure the anonymity of their responses). Four to six is usual (and up to 20 is possible).

Four or more respondents in either category will allow you to see the raw scores in the results for that category. If you have only three people in a staff or peer category, you will see only the average scores for that category (you won't see the range of responses).

If you have fewer than three in either category, nothing will be displayed unless you request Leaderskill to combine staff and peer responses in one category.

You can include **up to two 'boss(es)'**. Note that, since a separate analysis of 'boss' feedback is presented in the profile, it is not possible to preserve 'boss' anonymity.

Respondent options

In the absence of enough direct reports, we recommend that you use:

- current indirect reports, i.e. the next level down, but no further
- 'dotted line' reports.

When selecting peers, choose people who know you well enough to be able to respond. If you can't find three peers, you can use only staff, or arrange to have staff combined with peers.

If you are not able to meet the minimum for staff or peers, and you have at least three responses in total, they can be combined into a single category.

Briefing respondents

Aim to brief your respondents face-to-face, or at least by telephone, so you can deal with any concerns and questions at once. Before sending the emails, make sure they know why you are asking them to complete the questionnaire and that they agree to do so.

Ask each colleague if they are prepared to spend some time on the questionnaire in order for you to develop your skills. When talking to them about their participation, explain the process and discuss the following:

- they have been chosen because they are familiar with you at work
- their responses will be very valuable to you, but only if they are totally honest
- their responses are completely anonymous and confidential and you will not be able to see the questionnaire they fill in, nor identify their individual responses on the final profile (except for your boss).

Since the responses from your 'boss' are the only ones that are individually identifiable, you must make sure this is clear to your 'boss' before he or she agrees to participate.

Deadline for completion of the questionnaires

In each online dialogue, you will be invited to reflect on the feedback you have received from others. So, it will be important to ensure that your respondents complete as quickly as possible – **ideally by the end of Week 2 and certainly by the end of Week 3.**

Thank your colleagues in advance for their time and support.

Entering respondents and sending passwords

Once you have selected your respondents, you need to enter their details through your 360 Facilitated® Participant Control Centre. You will need to select which category ('boss', peer or staff) they are responding in, and their names and email addresses.

By clicking on 'Send Emails', an email will be sent to each of your respondents, including details of how to log into the questionnaire, and their password.

Monitoring progress and sending reminders

Through your Participant Control Centre, you can check on the progress of your respondents. The 'Follow up Respondents' page will show you which of your respondents have completed their questionnaires. You can send reminders if appropriate.

Step 4: Download your Profile

Use your Self-only Profile from Week 1

The online dialogues that begin in Week 1 will invite you to reflect on your evaluation of your skills. So, you will get most benefit from the process by completing your self-questionnaire right away.

You will be able to download your self-only profile directly from your Participant Control Centre as soon as you complete the self-questionnaire. Your self-only profile can also include responses from up to two 'bosses' (optional), but will not show any staff or peer data, even if some of their questionnaires have been completed.

Use your Full Profile from Week 4

From Week 4 onwards, the online dialogues will ask you to reflect on the feedback you have received from others. So, it will be important to ensure that your 'boss', peers and staff complete the questionnaires as quickly as possible – ideally by the end of Week 2 and certainly by the end of Week 3. When they have completed, you will be able to download a final profile that includes 'boss', staff and/or peer data.

Support

Email: support@leaderskill.com.au at any time
Phone: 02 9449 7737 – 9am to 5pm AEST/AEDT

Key policies, student responsibilities and support

Academic integrity and plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see:

<https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students:
<http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz:
<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see:
<https://student.unsw.edu.au/referencing>

For the UNSW Business School Harvard Referencing Guide, see the Referencing and Plagiarism webpage (UNSW Business School > Students > How can we help? > Learning support > Resources > Referencing & plagiarism)

Student responsibilities and conduct

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

AGSM MBA Programs and UNSW policies

In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:

<https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities>

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.

Information and policies on these topics can be found in the 'A–Z Student Guide':
<https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading course materials, completing the exercises in the units, participating in the online dialogues and videoconferences, meeting with your learning partner or study group, meeting with your mentor, and completing written assignments. In periods where you need to complete assignments, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Attendance

For information on UNSW policy, see:
<https://student.unsw.edu.au/attendance>

General conduct and behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at:

<https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

Occupational health and safety

UNSW policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>

Keeping informed

You should take note of all announcements made on the course website. From time to time, the University will send important announcements to your university email address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

Special consideration and supplementary examinations

Any student dealing with exceptional circumstances due to illness, misadventure or business critical work/travel that affects submission of assessments or exams (performance or attendance), should complete an application for Special Consideration via the UNSW online system – see:

<https://student.unsw.edu.au/special-consideration>

A Professional Authority Form also needs to be completed prior to the online submission – see:

<https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf>

These applications are assessed by the AGSM Student Experience team.

Applications for Special Consideration must be received no later than three working days after an assessment task due date, or exam date.

Note that work, family, sporting and social commitments are not generally seen as being beyond a student's control, and so would not normally be accepted as grounds for special consideration.

If your course has an exam, please note that students who are unwell are advised to not attend the exam, and instead obtain documentation from their doctor supporting their need to be absent from the exam. UNSW advises use of the Professional Authority Form –

<https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf> – in this instance. They can then apply for Special Consideration to sit the Supplementary Exam (usually held seven days later). Once students see an exam, they cannot re-sit the exam for that course in the same session.

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

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 and eLearning support

Student Experience

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:

- **AGSM – Digital Resources and Tutorials**
<https://www.business.unsw.edu.au/agsm/digital-tools>
- **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
- **UNSW Learning Centre**
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: 9385 4734;
Email: disabilities@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 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 'depth and breadth' of the course, the quality of the learning materials, and on the opportunities for applying learnings from the course in their work.

Several students commented that workload in the course was 'heavy' and one student asked for more 'pre-assessment guidance'.

Coordinator's response

We have made the Week 1 dialogue non-assessable and reduced the length of the first assessable dialogue in Week 2 to alleviate pressure in the early weeks of the course. Some of the tasks in later dialogues will be modified to reduce the dialogue workload.

Written guidance will be provided about contributions to the assessable online dialogues (comprising Assignment 1), and in advance of each of the written Assignments 2, 3 and 4, and this will be followed up by additional guidance in the videoconferences.

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, BPhil (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*, *Leadership* and *The Executive Blueprint* 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 *Change Skills*, the following have contributed to course revisions:

- Geoff Mortimore MA, BPhil, BSc
- Peter Heslin PhD, MPsych, MA, BA(Hons)
- Gary Peacock MBA, MSc, BEng, GCCM

AGSM MBA Programs 2017

MBAX6272

CHANGE SKILLS

Session 3, 2017

Assessment Details

DRAFT



AGSM @
UNSW Business School

ASSESSMENT DETAILS

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Assignment preparation and submission

Please prepare and submit Assignments 2, 3 and 4 in accordance with the following.

Assignment length

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

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

Assignments should always be submitted in Word format.

For consistency across all assignments, students are required to supply assignments in the standard format detailed below.

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

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

Paragraph breaks

- First line indent: 1.27cm

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

Diagrams and tables:

- must be formatted with single line spacing
- must be positioned vertically between paragraphs and within the prescribed margins.

The minimum font size for text in tables is 10 pt.

Assignment file name

Please use the following naming convention for each assignment.

z9999999_surname_[XXXX1111]_17s3_Ass1

where:

- z9999999 is your student ID – please insert your surname
- XXXX1111 is the course code
- 17s3 is the session name (2017, Session 3)
- Ass1 is the Assignment number (Ass2 for Assignment 2)

Please include the file name in the header of your assignment.

Assignment submission

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 will be graded, 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 6

Description: Contributions to six online dialogues

Weighting: 30%

Maximum length per posting: 200 words*

Assignment 2 – Analysis and evaluation of self-management skills

Due: Monday 16 October 2017 (Week 6)

Description: A written analysis and evaluation of your self-management skills and a plan for strengthening them

Weighting: 15%

Maximum length: 1,500 words*

Assignment 3 – Analysis and evaluation of coaching and process facilitation skills

Due: Monday 6 November 2017 (Week 9)

Description: A written analysis and evaluation of your use of process facilitation skills in coaching, an analysis of what you have learned about process facilitation from the coaching, and a plan for applying the learnings in your work

Weighting: 30%

Maximum length: 3,000 words*

Assignment 4 – After-action reviews and a skills development plan

Due: Monday 11 December 2017 (Week 14)

Description: Two written reviews of your application of course concepts in your work as a change agent and a skills development plan

Weighting: 25%

Maximum length: 2,500 words*

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

Satisfactory performance

To pass this course, you must:

- achieve a composite mark of at least 50
- achieve a satisfactory level of performance in **all** the above assignments.

Assignment 1 – Contributions to online dialogues 1 to 6

Timing:

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

Weighting:

Each dialogue	5%
Total weighting	30%

Length: maximum length of each 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.

Participation in five of the six dialogues is required to pass this assignment.

Assessment criteria

<p>Range and relevance of course concepts used</p> <p>The use of an appropriate range of course concepts that are relevant to the situations and challenges, goals and values, mindsets and perspectives, methods and skills being discussed.</p>	20%
<p>Use of course concepts</p> <p>Concepts are used to (a) analyse situations and challenges, goals and values, mindsets and perspectives, methods and skills, and (b) frame improvement and development plans.</p> <p>Each concept used is supported by specific descriptive detail that shows that the concept is applied accurately.</p> <p>Concepts are connected and integrated.</p>	20%
<p>Critique of course concepts</p> <p>The relevance and usefulness of particular course concepts for understanding particular skills and challenges are examined.</p>	10%
<p>Contribution to group learning</p> <p>Postings add value with ideas, perspectives, examples, summaries, etc.</p> <p>Poses thought-provoking questions and opens new avenues for exploration of course concepts and theories.</p> <p>Explains thinking/reasoning/assumptions and offers them for group examination, rather than simply asserting views/opinions etc.</p> <p>Facilitates the surfacing and critiquing of underlying assumptions and models.</p> <p>Encourages people to go deeper in their exploration of concepts and issues.</p> <p>Helps integrate different perspectives and ideas.</p> <p>Shares own learnings/insights from the dialogue; distils and articulates group learnings.</p>	25%
<p>Contribution to fostering an effective group conversation</p> <p>Reader-friendly postings that are clear, succinct and engaging.</p> <p>Consistent active involvement in the dialogues.</p> <p>Responds in a way that indicates careful attention to understanding others' contributions.</p> <p>Acknowledges and appreciates others' contributions.</p> <p>Helps clarify others' ideas.</p> <p>Actively responds to other participants, exploring their contributions and building on them.</p> <p>Encourages, stimulates and energises others to contribute.</p>	25%

Assignment 2 – Analysis of self-management skills

Submission: Monday 16 October 2017 (Week 6) by 9.30am Sydney time

Weighting: 15%

Length: 1,500 words, maximum

The tasks

- 1. Analyse and evaluate your current skills in self-management, drawing on concepts from Units 1, 2, 3 and 4 (50%)**
 - a. Identify two self-management strengths and how they contribute to your effectiveness as a change agent.
 - b. Identify two areas for improvement in your self-management.
 - c. Support your analysis and evaluation with specific examples and with evidence, including data from the *Change Skills Audit* about your self-management skills.
 - d. Relate your analysis and evaluation to the challenges you face and expect to face as a change agent.
- 2. Outline a plan for managing yourself more skilfully, drawing on concepts from Units 1, 2, 3 and 4 (50%)**
 - a. Focusing on one area for improvement in your self-management, outline a plan for managing yourself more effectively, focusing on specific situations in which improved self-management would improve your effectiveness as a change agent.
 - b. Identify possible obstacles that you might face in implementing your plan and describe how you will deal with them.
 - c. Outline how you will monitor and evaluate your progress in implementing your plan.

Assessment criteria

<p>Range and relevance of course concepts used</p> <p>The use of an appropriate range of course concepts that are relevant to the situations and challenges, goals and values, mindsets and perspectives, methods and skills covered in the assignment.</p>	10%
<p>Concreteness and accuracy in application of course concepts</p> <p>Each concept used is supported by specific descriptive detail that shows that the concept is applied accurately.</p>	15%
<p>Integration of course concepts</p> <p>Whether and how concepts are connected and integrated.</p>	5%
<p>Use of data</p> <p>The analysis and evaluation of skills is supported by data and/or specific and compelling examples.</p>	5%
<p>Analysis and evaluation of skills</p> <p>The analysis covers key topics, e.g. what is being managed, for what purposes, in what situations, at what points of choice, by what means, and with what outcomes.</p> <p>Self-management practices are evaluated in terms of the impact on effectiveness in dealing with challenges faced.</p> <p>Possible biases and limitations of analysis are discussed.</p>	20%
<p>Goals and steps in the plan</p> <p>The goals and steps in the plan are SMART+ and the steps are logically sequenced and clearly related to the goal.</p> <p>The plan clearly connects back to and addresses development issues previously identified.</p> <p>The steps are supported by arguments for their effectiveness in achieving goals.</p>	20%
<p>Possible obstacles</p> <p>Possible obstacles are identified and ways of dealing with them are outlined.</p>	10%
<p>Monitoring and evaluation</p> <p>Outlines how implementation success will be monitored and evaluated.</p> <p>Describes the evaluation criteria that will be used, and how the plan will be reviewed and revised in the light of the evaluation.</p>	5%
<p>Presentation</p> <p>Clear and succinct expression of points.</p> <p>An absence of errors in spelling, grammar, formatting or typography.</p> <p>Effective use of paragraphs and other structural devices to highlight and sequence key ideas.</p> <p>Correct use of Harvard referencing.</p> <p>Complies with the word limits.</p>	10%

Assignment 3 – Analysis and evaluation of coaching and process facilitation skills

Submission: Monday 6 November 2017 (Week 9) by 9.30am Sydney time

Weighting: 30%

Length: 3,000 words, maximum

The tasks

Conduct two coaching sessions, in which you use process facilitation skills to assist someone to develop one or more of the skills covered in this course.

1. Analyse critical incidents in the coaching sessions, drawing on concepts from Units 1 to 7 (50%)

- a. Identify two points in the coaching sessions where you believe that what you did as a coach was effective. Use course concepts to identify what you did, and how and why it was effective.
- b. Identify two points in the sessions where you could have been more effective as a coach and process facilitator. Use course concepts to analyse:
 - how and why what you did was not fully effective
 - what you might have done differently and the expected effects on the coachee and the coaching process.

2. Drawing on concepts from Units 1 to 7, outline two lessons you have learned from the coaching about process facilitation and how they can be applied in your work as a change agent (50%)

Based on your analysis and evaluation of your coaching in the two sessions:

- a. identify two lessons you have learned about process facilitation that you could apply in working as a change agent with either individuals or groups
- b. explain the relevance of these lessons to your work as a change agent and how implementing these lessons would enhance your effectiveness
- c. describe specific steps that you will take to implement these two lessons in your work
- d. identify possible obstacles that you might face in implementing these steps and describe how you will deal with them
- e. outline how you will monitor and evaluate your progress in implementing these steps.

Assessment criteria

<p>Range and relevance of course concepts used</p> <p>The use of an appropriate range of course concepts that are relevant to the situations and challenges, goals and values, mindsets and perspectives, and methods and skills covered in the assignment.</p>	10%
<p>Concreteness and accuracy in application of course concepts</p> <p>Each concept used is supported by specific descriptive detail that shows that the concept is applied accurately.</p>	15%
<p>Integration of course concepts</p> <p>Whether and how concepts are connected and integrated.</p>	5%
<p>Analysis of two points in the sessions where the coaching was effective</p> <p>Coaching behaviours, context, and location of the behaviours in the coaching process are clearly described and a thorough analysis provided of the skills that are deployed in the coaching behaviours.</p> <p>The evaluation of the effectiveness of the coaching behaviours is related to the coachee's goals and to evidence of the effects on the coachee.</p> <p>The connections between the coaching behaviours and the coach's values, mindset and feelings are explored.</p> <p>A clear diagnostic account is given of the key factors responsible for the effectiveness of the coaching behaviours.</p> <p>Possible biases and limitations of analysis are addressed.</p>	15%
<p>Analysis of two points in the sessions where different coaching methods and behaviours might have been more effective</p> <p>The less effective behaviours, the context, and the location of the behaviours in the coaching process are clearly described.</p> <p>The evaluation of these behaviours is related to the coachee's goals and to evidence of the effects on the coachee.</p> <p>The less effective coaching behaviours are explained, e.g. in terms of the coach's thoughts, feelings or skills.</p> <p>An account is provided of what might have been more effective.</p> <p>Possible biases and limitations in the analysis are discussed.</p>	15%
<p>Lessons learned about process facilitation</p> <p>The two lessons are clearly derived from the preceding analysis and evaluation of the coaching in the two sessions.</p> <p>The relevance of the lessons to the change agent's current and future roles and challenges is clearly established.</p>	15%
<p>Implementation of the two lessons in your work as a change agent</p> <p>The goals and steps in the implementation plans are SMART+.</p> <p>Possible obstacles are clearly identified with steps for avoiding or overcoming them.</p> <p>The processes and criteria for monitoring and evaluating the implementation are clearly described.</p>	15%
<p>Presentation</p> <p>Clear and succinct expression of points.</p> <p>An absence of errors in spelling, grammar, formatting or typography.</p> <p>Effective use of paragraphs and other structural devices to highlight and sequence key ideas.</p> <p>Correct use of Harvard referencing.</p> <p>Complies with the word limits.</p>	10%

Assignment 4 – After-action reviews and a skills development plan

Submission: Monday 11 December 2017 (Week 14) by 9.30am Sydney time

Total Weighting: 25%

Length: 2,500 words, maximum, for parts (a) and (b) combined

This assignment has two (2) parts:

(a) two after-action reviews

(b) a breakthrough skills development plan.

Please complete both parts.

a. After-action reviews

The tasks:

After-action review 1

Weight: 7.5%

Maximum length: 750 words

Analyse your intentional application of a course concept (drawn from Units 1, 2, 3, 4, 5 or 7) in your work as a change agent.

Address the following topics in your review.

Action (Recommended length: 15%)

What did you do to intentionally apply the concept to address the challenge(s) you faced in that situation? Outline the concept that you were applying, what you did to apply it, and your rationale for applying this course concept in this situation.

Results (Recommended length: 15%)

What resulted from your applying the concept? Your description and analysis of the results could include the impact on you, e.g. on your thoughts, feelings and actions; on others, e.g. their reactions and/or on the change process and outcomes.

Insights (Recommended length: 35%)

What did you learn from applying the course concept and reflecting on this event? What did you learn about the course concept, yourself, others, the kind of challenge you were encountering in this situation and/or effective ways of dealing with the challenge.

Improvement plan (Recommended length: 35%)

What steps will you take next time you encounter a similar challenge to build on your success in this incident and/or to achieve improved outcomes? What do you expect to be one significant challenge in taking these steps and how will you address it?

After-action review 2

Weight: 7.5%

Maximum length: 750 words

Analyse your intentional application of a course concept (drawn from Units 8, 9, 10 or 11) in your work as a change agent. Address the topics outlined in the instructions for After-action review 1.

Assessment criteria used for both reviews

Range and relevance of course concepts used The use of an appropriate range of course concepts that are relevant to the situations and challenges, goals and values, mindsets and perspectives, and methods and skills covered in the assignment.	10%
Concreteness and accuracy in application of course concepts Each concept used is supported by specific descriptive detail that shows that the concept is applied accurately.	15%
Integration of course concepts Whether and how concepts are connected and integrated.	5%
Description and analysis of action Succinctness precision and clarity in the description of what you did, why you did it, and what concept you were applying.	10%
Results Degree of clarity, insight and comprehensiveness in your account of what resulted from what you did.	10%
Insights Level of insight about: <ul style="list-style-type: none">• the concept you applied• the challenges you were dealing with it• how to apply the concept effectively• the results of applying it• yourself.	20%
Next steps Whether and how the steps connect with and build on the insights identified in the previous section. The level of clarity and insight in the account of the steps and their intended effects. One significant challenge in taking these steps and how you will deal with it.	20%
Presentation Clear and succinct expression of points. An absence of errors in spelling, grammar, formatting or typography. Effective use of paragraphs and other structural devices to highlight and sequence key ideas. Correct use of Harvard referencing. Complies with the word limits.	10%

b. Breakthrough skills development plan

Weight: 10%

Maximum length: 1,000 words

The tasks

- Outline a breakthrough skills development plan that focuses on developing a skill that will unlock many possibilities for you – as, for example, a plan for more skilful listening could unlock many possibilities for improved performance, or a plan for managing your confidence or resilience could enable you to handle many different types of situations more skilfully.
- Clearly identify the skill that is the focus of the plan.
- Briefly describe the data that indicates that there is a good reason to develop this skill, e.g. *Change Skills Audit* data, feedback from others, self-observation, etc.
- Show how developing this skill will unlock many skills development possibilities for you and/or have a widespread impact on your effectiveness as a change agent.
- Outline your skill development goal and the steps you will take to achieve it.
- Discuss how you will monitor and evaluate your progress in implementing your plan.
- Discuss possible obstacles (including any ambivalence or resistance you might feel about implementing your plan) and ways of overcoming them.

Assessment criteria for the skills development plan

<p>Range and relevance of course concepts used</p> <p>The use of an appropriate range of course concepts that are relevant to the situations & challenges, goals & values, mindsets & perspectives, and methods & skills covered in the plan.</p>	10%
<p>Concreteness and accuracy in application of course concepts</p> <p>Each concept used is supported by specific descriptive detail that shows that the concept is applied accurately.</p>	15%
<p>Integration of course concepts</p> <p>Whether and how concepts are connected and integrated.</p>	5%
<p>Description of the skill and rationale for developing this skill</p> <p>How succinctly, clearly and precisely the skill is described. How data is used to show that there is a good reason to develop this skill. The cogency of the argument that this skill will unlock skills development opportunities and enhance effectiveness.</p>	10%
<p>Skill development goal and the steps to achieve it</p> <p>Whether the goal and steps in the plan are SMART+ and logically sequenced. How the steps are supported by arguments for their effectiveness in achieving the goal. The degree of creativity and insight in the plan for developing the skill.</p>	35%
<p>Possible obstacles and monitoring and evaluation of implementation</p> <p>Possible obstacles are identified and ways of dealing with them are outlined. Outlines how implementation success will be monitored and evaluated, and described the evaluation criteria that will be used, and how the plan will be reviewed and revised in the light of the evaluation.</p>	15%
<p>Presentation</p> <p>Clear and succinct expression of points. An absence of errors in spelling, grammar, formatting or typography. Effective use of paragraphs and other structural devices to highlight and sequence key ideas. Correct use of Harvard referencing. Complies with the word limits.</p>	10%

