MGMT 2001
Managing Innovation & Change

Course Outline
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: James Anderson
Tutor: James Anderson
Room: UNSW Business School. L5, Room 554
Phone No: 0466 336 961
Email: j.anderson@unsw.edu.au
Consultation Times: Wednesday’s 10-11am L5 (or by appointment)

If you have questions about the course or assessment your point of contact is the lecturer-in-charge if needed. When emailing, please use your UNSW account, indicate the course that your query is about, your full name, and student number. Also, please do not expect an instant response. Waiting three working days for an email response is a reasonable amount of time.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Wednesday, 11-1pm, Civ Eng 101.

Tutorials start in Week 1 (to Week 12). The Groups and Times are:
Tutorial 1 Wednesday 1-2pm, Matthews 230.
Tutorial 2 Wednesday 3-4pm, Morv B G4.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course examines how to implement and manage organisational change and innovation. We explore contemporary techniques and procedures used to understand, initiate, plan, and implement change and innovation.

A good deal of the organisational change literature is firmly located within the organisational behaviour field, which is concerned with the study of human behaviour in organisations. As such, my approach to teaching this course is heavily influenced by the field of organisational behaviour/psychology. As a result, we consider issues such as the role of individuals as change agents in organisations, the process that individual change agents adopt when implementing change, and change attitudes. However, it also is important to recognise that implementing change and innovation requires acknowledging the larger organisational system and as such we also examine organisational-level issues such as systems thinking, organisational capabilities, and strategic change.

2.4 Course Aims and Relationship to Other Courses
Managing Innovation and Change (MGMT2001) is the third of the five core courses in the Management disciplinary major offered by the School of Management in the Business School. MGMT2001 assumes completion of MGMT1001 and MGMT1002
which are concerned with general management and managing people in organisational settings, respectively. Building on these introductory courses, it focuses on an essential area of management in a global context: the capacity of organisational agents to manage innovation and change.

Other management courses – both core and options available for the major – are usually taken after the completion of this course. The Management major may be taken as part of the Bachelor of Commerce or Bachelor of Economics degree (and the relevant variations of these programs), and is available in other programs as approved.

### 2.5 Student Learning Outcomes

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

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

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**Business Undergraduate Program Learning Goals and Outcomes**

1. **Knowledge:** Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. **Critical thinking and problem solving:** Our graduates will be critical thinkers and effective problem solvers.
   
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication:** Our graduates will be effective professional communicators.
   
   You should be able to:
   - a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   - b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. **Teamwork:** Our graduates will be effective team participants.
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   
   You should be able to:
   - a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   - b. Identify social and cultural implications of business situations.
For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Understand and discuss theories and research relevant to managing and implementing innovation and organisational change. Evaluate research papers on organisational innovation and change and use this information to solve applied organisational problems.</td>
<td>• Lecture quizzes • Learning journals • Reviews of journal articles • Essay • Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Apply organisational change theories and approaches to help you understand real world organisational problems</td>
<td>• Tutorial exercises • Learning journals • Self-reflection report • Essay</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Reviews of tutorial readings • Essays • Learning journals • Exam • Self-reflection report</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• Part of tutorial but not separately assessed.</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>• Part of tutorial but not separately assessed.</td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>Not specifically addressed in this course</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>Not specifically addressed in this course</td>
<td>Not specifically assessed.</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
Learning and teaching in this course will be based upon the principles of ‘rigor and relevance’. ‘Rigor’ describes the validity of the content of this course. Implementing organisational innovation and change is more than ‘common sense’. The frameworks, theories and facts taught in this course are rigorously researched by psychologists, sociologists, anthropologists, and also those with a business background. Utilising this rigorous research evidence for selecting and implementing the most appropriate structures, processes and people in organisations provides both organisations and employees with a critical competitive advantage and also ensures that employee well-being is maintained.

The theme of ‘relevance’ highlights the applied nature of the course. The assessment has been designed so that you need to analyse real world situations and apply the ideas and concepts discussed in the lectures and tutorials to understand these problems. To perform well in this course, you will need to integrate rigorous theories with practical solutions for workplace problems.

3.2 Learning Activities and Teaching Strategies
Learning and teaching in this course will be based upon lecture delivery, absorption of suggested reading material as well as interactive tutorial exercises and discussion. The lectures critically evaluate the core concepts and theories about organisational innovation and change. Specifically, lectures are designed to give you a ‘head start’ on understanding the readings. The tutorials are based on a learning philosophy that sees engagement in activities and debates as vital precursors to greater understanding, retention and transfer of your learning. Getting away from ‘passive’ learning techniques, a large portion of the tutorial exercises will take place in groups. Creating an open yet supportive environment in your tutorial will be important so you can test out your understanding of course concepts on your classmates and listen to their points of view. In turn these are skills that will be of value after you graduate in all aspects of your life.

The learning outcomes of this course are best achieved through active student participation and experiential learning (that is, learning by DOING). As such, the tutorials will be highly interactive and there is an expectation that you will come to class: a) having read any readings for the week and the tutorial material from the tutorial work book so that you can actively participate in exercises in class, and b) come prepared to participate in discussions by having completed the learning journal for each week. Active participation means asking relevant questions, expressing opinions, and engaging in learning activities.

The tutorial exercises have been designed to provide you with experience in conducting the types of analyses that you will be required to complete for the assignments. As such, active participation in the tutorials should enable you to develop an understanding of how to complete the assignments.

Organisational innovation and change is strongly based in current academic research. As a result, you will be asked to read academic papers regularly throughout the course and are asked to submit a review of a number of specific readings. These assignments are designed to develop your ability to critically review current academic thinking and
to develop your in-depth knowledge of three areas of organisational innovation and change. In addition, by completing these reviews you also are developing your ability to assess academic articles in a rigorous fashion which is necessary to successfully complete an academic essay. Ultimately, it is important to gain an appreciation and understanding of how academic thinking informs organisational innovation and change practice and this course is designed to help you do this.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Formal Requirements

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 x Journal Article Reviews</td>
<td>7.5% each</td>
<td>2 double-spaced pages</td>
<td>Tutorials 4 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>(15% total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x Learning Journals</td>
<td>10% each</td>
<td>In the space allocated if hand written (1 page max if typed)</td>
<td>Tutorials 5 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>(20% total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture quizzes</td>
<td>2 x 5% each</td>
<td>Quizzes administered in two lectures throughout the semester without notice</td>
<td>May occur in any lecture throughout the semester</td>
</tr>
<tr>
<td></td>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection Report</td>
<td>20%</td>
<td>1500 words</td>
<td>Week 12 Tutorial</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Turn-it-in

1. The reviews of the tutorial readings are to be submitted to your tutor in the tutorial in the week they are due. In addition, you also are required to submit an electronic copy of your reviews to “Turn-it-in” via the course website prior to or on the day the assignment is due. Failure to submit via turn-it-in may mean that your assignment is not assessed. The deadline for submitting the assignment to turn-it-in is 5pm on the day the assignment is due.

2. The self-reflection report is to be submitted in your tutorial the week it is due. If you cannot attend the tutorial on the day it is due you may put the assignment in the
School of Management’s assignment box no later than 5pm on the due date. You must also submit an electronic copy of the assignment to “Turn-it-in” via the Course website prior to or on the day the assignment is due.

**PLEASE NOTE:** Your uploaded assignments must be identical to the hardcopy you submit. Any differences in the hardcopy submitted and the e-copy uploaded will be regarded as Academic Misconduct and you may be subjected to disciplinary action. Your assignment will not be returned until an electronic copy of the assignment is submitted to “Turn-It-In” via the Course website.

If there is more than 15-20% overlap between your assignment and other material as determined by Turn-it-in then you will be asked to explain why this is the case. As such, it would be appropriate to upload your assignment early so as to check that there are no issues before the due date. Also, while you are able to get immediate feedback the first time you submit your assignment to turn-it-in, after all other attempts to submit your assignment to this program you need to wait for 24 hours to receive feedback. As such, it is essential that you leave yourself sufficient time to submit your assignment more than once to the turn-it-in system.

**Tutorial participation in this course:** Class attendance is required and students are encouraged to contribute to class discussion. Participation is the key to a lively class. 20% of the course grade will depend upon contributions to our class sessions as determined by your responses to the tutorial learning journals. **Preparation to participate will be assessed via the learning journal exercises in the Learning Journal Workbook.**

Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. The emphasis will be on providing respectful, informed comments about the tutorial topic that reflect preparation for class as indicated by familiarity with the reading for the week and thought about the issues under consideration. What matters is the quality of one’s contributions to the class discussion, not the number of times one speaks.

**Lecture Quizzes**
It is essential that students attend lectures so that they are familiar with the content of the course, which forms the basis of the activities that we complete in the tutorials. To ensure that students are engaging in a reflective learning process in regards to the lecture material, I will administer two short quizzes throughout the semester in the lectures without advance notice. Each short quiz will be worth 5% each and may involve questions about any of the lecture content (including videos shown in the lectures) that has been presented in the course. Fifteen minutes will be allocated to complete each quiz in two different lectures throughout the semester.

Preparation for these quizzes will involve attending lectures, taking notes when listening so as to engage in active learning (which enhances recall and understanding of information), and ensuring that you ask questions if you do not understand any of the lecture content.

The quizzes may take a variety of forms including multiple choice or short answer questions on any topics covered in the lecture.

**Tutorial Learning Journal**
What is a learning journal? ¹
A learning journal, sometimes called a learning log or reflective journal, is a personal record of your learning experiences. It is a space where you can record and reflect upon your observations and responses to situations, which can then be used later to explore and analyse ways of thinking and behaving in workplace contexts. Journals, although generally written, can also contain images, drawings and other types of reference materials.

What is the purpose of a learning journal?²
To examine your learning processes
Reflective writing encourages you to consider and comment on your learning experiences—not only WHAT you've learned, but HOW you learned it.

To clarify what you are learning
Reflecting helps you to:
Clarify what you have studied;
Integrate new knowledge with previous knowledge;
Identify the questions you have; and
Identify what you have yet to learn.

To reflect on mistakes and successes
Reflecting on mistakes can help you avoid repeating them. At the same time, reflecting on your discoveries helps identify successful principles to use again.

The learning journal exercises are designed to encourage your participation in every tutorial.

Weight and Marking Criteria for the Learning Journal
Each week’s Learning Journal entry is worth 2 marks. There are Learning Journal entries for 10 tutorials (Tutorials 1-10). The total of 20 marks will reflect your participation in the tutorials.

One mark may be allocated if the work submitted is clearly written / presented, adhering to instructions, and is judged to be correct.

The other mark can be allocated if the entry is of high quality. This includes: evidence of critical reflection on material that is raised in lectures / tutorials / readings / study team work in the tutorials.

Submission
Students need to keep a copy of every week’s Learning Journal entry.

Students are required to submit a hard copy of their learning journal TWO TIMES THROUGH THE SEMESTER.

Tutorial 5: hand in learning journal for Tutorials 1, 2, 3 and 4.
Tutorial 11: hand in learning journal for Tutorials 5, 6, 7, 8, 9 and 10.

¹ RMIT University: http://www.dlsweb.rmit.edu.au/su/content/2_AssessmentTasks/assess_tuts/reflective%20journal_LL/index.html accessed on 21/01/2010
² University of New South Wales, Learning and Teaching Unit: http://www.lc.unsw.edu.au/onlib/reflect1.html accessed on 21/01/2010
Failure to do so means you will receive a **fail grade** for this assessment.

**Guidelines for evaluating your own participation in the tutorials**

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent.

**Criteria used to assess review of tutorial reading**

The purpose of asking you to complete **two** reviews of journal articles is to develop your ability to critically examine academic papers and to summarise and integrate this material in a two-page (double-spaced) document.

**Criteria for reviews of tutorial readings:**

| Students’ analysis of reading (4) | • Were the key theoretical issues or theories discussed in the reading identified and discussed?  
|                                  | • Did the student discuss the methodological characteristics of the reading?  
|                                  | • Did the student identify practical implications of the reading? |
| Writing skills (1)              | • Was the summary clear and concise (i.e., stick to the page limit and make sure your sentences make sense)?  
|                                  | • Did the student use their own words when writing the review (i.e., don’t quote whole blocks of text – use your own words)? |

You are **required to review the below two readings**, which are available in the Study Kit.
This piece of assessment is worth 20 marks and is due in Tutorial 12.

Criteria for self-reflection report

Discussion of lecture material (5)
- Identified and discussed key theories and / or empirical evidence discussed in the lectures and how this material links with your existing knowledge gained in other courses.
- Clearly outlined and discussed how theory and / or empirical evidence discussed in the lectures influenced your thinking or approach to working in organisations.

Discussion of tutorial material (5)
- Discussed how practical activities and discussions in the tutorials built on theoretical material discussed in the lectures.
- Clearly outlined and discussed examples of tutorial activities or discussions that influenced your problem-solving skills or analysis skills.

Self-reflection (5)
- Demonstrated a capacity to engage in self-reflection regarding issues such as: 1) what was learnt over the course of the semester, 2) how your thinking about organisations and behaviour in organisations changed from the start to the end of the course, and 3) how completing this course will help you in your future career or other activities.

Exam

This will take the form of a 2.0 hour examination paper during the exam period and comprise 35% of your course grade. The purpose of the exam is to ensure you have a broad understanding of the theories that we cover in the course and the skills needed to effectively manage people. Thus, 30 of the questions will be multiple choice (each question will be worth half a mark). Material from all lectures between weeks 1 and 11 are examinable. In addition, you also will be required to answer two short essay questions that may cover any of the lecture content covered in the course. Each short answer essay question will be worth 10 marks.

Grading
The table below sets out a detailed description of requirements in this course, consistent with the UNSW grading scheme.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name</th>
<th>Range</th>
<th>Summary Description</th>
<th>Indicative Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100%</td>
<td>Outstanding performance</td>
<td>Level above DN with consistent evidence of substantial originality and insight in identifying and generating competing arguments, perspectives, positions, or problem-solving; critical evaluation of problems/issues, solutions and implications; uses high level of communication above DN.</td>
</tr>
<tr>
<td>DN</td>
<td>Distinction</td>
<td>75-84%</td>
<td>Superior performance</td>
<td>Level above CR with frequent evidence of originality in defining and analysing problems/issues and creating solutions; uses level, style, and means of writing and communication appropriate for the discipline and reader.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74%</td>
<td>Good performance</td>
<td>Demonstrates substantial understanding and application of fundamental concepts, and their application in contexts in the disciplinary area of study; develops and adapts convincing arguments and coherent justification; fluent communication of information, clear ideas in conventions of the discipline.</td>
</tr>
<tr>
<td>PS</td>
<td>Pass</td>
<td>50-64%</td>
<td>Acceptable level of performance</td>
<td>Demonstrates an adequate understanding of fundamental knowledge and concepts, and their application in the disciplinary area of study; develops routine arguments and applications with acceptable justification; adequate communication of information and ideas in conventions of the discipline.</td>
</tr>
<tr>
<td>FL</td>
<td>Fail</td>
<td>0-49%</td>
<td>Below acceptable standard of performance</td>
<td>Demonstrates clear deficiencies in understanding of fundamental knowledge and concepts, and their application; incomplete, inadequate or confusing arguments with little justification; poor communication of information and ideas. Or: Demonstrates a superficial, partial, or incorrect level of understanding of fundamental knowledge and concepts, and their application in the disciplinary area of study; presents undeveloped or unsupported arguments; communication of information and ideas inconsistent in conventional disciplinary terms.</td>
</tr>
</tbody>
</table>

### 4.3 Assessment Format
Details of the assessment format are included in section 4.2 above.

### 4.4 Assignment Submission Procedure
All assignments are to be handed in to your regular tutor in the nominated tutorial. Please keep a copy of all work submitted and keep your marked assignments until the course is completed.

### 4.5 Late Submission and Special Consideration
Submissions after the due date will incur a 10% penalty each day they are late. No extensions granted except in the case of serious illness, misadventure, or bereavement which must be supported with documentary evidence (e.g., medical certificate).
Please note: you need to **APPLY FOR SPECIAL CONSIDERATION BEFORE THE DUE DATE FOR THE ASSIGNMENT.** If you fail to do so, then you place yourself in the position of potentially not being able to submit your assignment without incurring a late penalty. Also, submission of a request for special consideration does not mean that this request will be granted. As such, it is important to continue to work on the assignment while waiting to hear back regarding whether your application has been approved or not.

**ALL APPLICATIONS FOR EXTENSIONS IN THIS COURSE SHOULD BE SUBMITTED TO THE LECTURER-IN CHARGE THROUGH MY UNSW.**

5  **COURSE RESOURCES**
The website for this course is on Moodle at:


A Study Kit is available from the University Bookshop.

*MGMT 2001 Semester 1, 2016: Organisational Innovation and Change Study Kit.* Available from the University bookshop and library.

There is no prescribed textbook for this course.

6  **COURSE EVALUATION AND DEVELOPMENT**
Your suggestions, comments and observations on the content, delivery, and assessment tasks are welcome. Each session feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process is one of the ways in which student evaluative feedback is gathered.

7  **COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings (Available in Study Kit)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and what is a change agent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Diagnosis</td>
<td>Seidman (1998)</td>
<td>Review 1 due</td>
</tr>
<tr>
<td>9th March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Change Solutions</td>
<td>Branson</td>
<td></td>
</tr>
<tr>
<td>16th March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Commitment to change and readiness for change</td>
<td>Herold, Fedor, &amp; Caldwell (2007)</td>
<td>Journals 1-4 due</td>
</tr>
<tr>
<td>23rd March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Change leadership</td>
<td>Bommer, Rich, &amp; Rubin (2005)</td>
<td></td>
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<tr>
<td>6th April</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mid Semester Break
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>13th April</td>
<td>Change theories and interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>27th April</td>
<td>Action research and organisational learning</td>
<td>Lurey &amp; Griffin (2002)</td>
<td>Review 2 due</td>
</tr>
<tr>
<td>9</td>
<td>4th May</td>
<td>Systems thinking</td>
<td>Beer (2006) case study &amp; commentaries</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11th May</td>
<td>Organisational capabilities</td>
<td>Christensen &amp; Overdor (2000)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>18th May</td>
<td>Strategic Change</td>
<td>Franken, Edwards, &amp; Lambert (2009)</td>
<td>Learning Journals 5-10 handed in</td>
</tr>
<tr>
<td>12</td>
<td>25th May</td>
<td>Review</td>
<td></td>
<td>Self-reflection report due</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
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<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
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<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<td><strong>3. Communication:</strong> Our graduates will be effective professional communicators. You should be able to: a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
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<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to: a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and b. Identify social and cultural implications of business situations.</td>
</tr>
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</table>
9 ACADEMIC HONESTY 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 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/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

10 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.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, 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.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars, and in online activities, is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 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://student.unsw.edu.au/conduct

10.4 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/.

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail 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.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for Undergraduate and Postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:
1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must
be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least a composite mark of 50, and a satisfactory attempt at all assessments, and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

**Special Consideration and the Final Exam in undergraduate courses:**
Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2016 are:
   - 12th July – exams for the School of Accounting
   - 13th July – exams for all Schools except Accounting and Economics
   - 14th July – exams for the School of Economics

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.


**12 STUDENT RESOURCES AND SUPPORT**
The University and the Business School provide a wide range of support services for students, including:
- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **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 training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**
  Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](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: 9385 5418; Email: counselling@unsw.edu.au

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