Important Notice

The material contained in this study guide is in the nature of general comment only and is not advice on any particular matter. No one should act on the basis of anything contained in this guide without taking appropriate professional advice upon the particular circumstances. The Publisher, the Editors, and the Authors do not accept responsibility for the consequences of any action taken or omitted to be taken by any person, whether a subscriber to this guide or not, as a consequence of anything contained in or omitted from this guide.
CONTENTS

Course schedule .......................................................... 1
   Session 3, 2015 ......................................................... 1
Course information ...................................................... 2
   Course-level aims ...................................................... 2
   Course learning outcomes .......................................... 2
   Structure ...................................................................... 3
   Key features of Change Skills ..................................... 4
Assessment summary ..................................................... 6
Program quality assurance ............................................. 7
   Program-level learning goals and outcomes assessed for AACSB accreditation ........................................... 7
   Associated standards committees and accreditation agencies ................................................................. 9
Learning resources ......................................................... 10
   The online classroom .................................................. 10
   Course materials ......................................................... 10
   Change skills audit ....................................................... 11
   Class facilitator .......................................................... 11
   Learning partner or study group ................................... 11
   Mentor ...................................................................... 12
   Online dialogues ......................................................... 13
   Videoconferences ....................................................... 14
Change skills audit ......................................................... 15
   Ethical considerations .................................................. 16
   Complete the self-questionnaire .................................... 17
   Identify colleagues and distribute questionnaires .................................................. 17
   Support .................................................................... 20
Technical and administrative support ......................... 21
   Student experience ...................................................... 21
Additional student resources and support ..................... 22
Continual course improvement ...................................... 23
Course staff ................................................................. 24
   Course coordinator .................................................... 24
   Class facilitator ........................................................ 25
   Course authors ........................................................ 25
We welcome ideas to improve these course materials.
Please email suggestions to coursematerials@agsm.edu.au
### Course Schedule

#### Session 3, 2015

**Change Skills**

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Units</th>
<th>Assignments (% weighting and due date)</th>
<th>Other activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>31 August</td>
<td></td>
<td>Introductory activities</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>7 September</td>
<td>Unit 1</td>
<td>Assignment 1 – Dialogue 1 (3%)</td>
<td>Videoconference</td>
</tr>
<tr>
<td>2</td>
<td>14 September</td>
<td>Units 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>21 September</td>
<td></td>
<td>Assignment 1 – Dialogue 2 (5%)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>28 September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5 October*</td>
<td>Units 4 &amp; 5</td>
<td>Assignment 2 (15%) due Tuesday 6 October Assignment 1 – Dialogue 3 (5%)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12 October</td>
<td>Units 6 &amp; 7</td>
<td></td>
<td>Videoconference</td>
</tr>
<tr>
<td>7</td>
<td>19 October</td>
<td></td>
<td>Assignment 1 – Dialogue 4 (5%)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>26 October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2 November</td>
<td>Unit 8</td>
<td>Assignment 1 – Dialogue 5 (5%)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9 November</td>
<td>Units 9 &amp; 10</td>
<td>Assignment 3 (30%) due Monday 9 November</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16 November</td>
<td></td>
<td>Assignment 1 – Dialogue 6 (5%)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>23 November</td>
<td>Unit 11</td>
<td>Assignment 1 – Dialogue 7 (2%)</td>
<td>Videoconference</td>
</tr>
<tr>
<td>13</td>
<td>30 November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7 December</td>
<td></td>
<td>Assessment 4 (25%) due Monday 7 December</td>
<td></td>
</tr>
</tbody>
</table>

* Monday 5 October is a public holiday in NSW
Course information

Course-level aims

*Change Skills* focuses on the development of your skills as a change agent. The aims of the course are 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 to 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 learning outcomes

On successful completion of this course, you should be able to:

1. analyse, critique and strengthen the methods that you use to progressively develop your skills as a change agent
2. understand a range of concepts, frameworks and models and use them to (a) analyse and evaluate how skilfully you have handled particular challenges and (b) critically review your repertoire of skills
3. distinguish the elements of each of a range of core change agent skills and how they contribute to skilled performance in managing change
4. analyse and critique the values and purposes guiding your use of the skills covered in the course
5. evaluate your competence in each core skill, identify your strengths, and identify the skills you need to strengthen in order to be a more effective change agent
6. explore, understand and work with multiple perspectives on change issues
7. handle particular change management challenges more skilfully, having strengthened and broadened your repertoire of skills
8. prepare well-crafted action plans to handle particular challenges more skilfully
9. prepare well-crafted development plans to progressively develop your skills as a change agent.
Structure

Unit 1: Becoming a more skilful change agent
Unit 1 is an introductory unit in which we examine a mindful approach to developing your skills – 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. We examine the nature and ingredients of a skill and outline the selection of skills to be covered in the course.

Units 2 and 3: Self-management skills
These units examine the contribution of self-management to a change agent’s effectiveness, looking in turn at a number of self-management challenges.

- Unit 2 focuses on skills for managing your mindset and your performance and on critically important skills for aligning your choices and actions with your values.
- Unit 3 explores skills for managing stress and for building important elements of ‘psychological capital’ such as resilience and confidence.

Units 4, 5, 6 and 7: Communicating to influence
These units focus on skills for building productive relationships and communicating to influence.

- Unit 4 examines some core skills, including advocacy, inquiry, listening and process facilitation.
- Unit 5 focuses on the use of inquiry and active listening in coaching someone – to assist them in their learning and development by facilitating their processes of reflection, diagnosis, solution-finding and action-planning.
- Unit 6 looks more closely at the skills involved in active listening and in communicating information and ideas in a way that is both empowered and empowering. The unit also introduces some ideas for understanding the communication dynamic in a conversation.
- Unit 7 applies and extends the ideas explored in Units 4, 5 and 6, examining some principles for successful persuasion and the challenges of strategic networking.
Unit 8: Working in groups and teams

Unit 8 examines a number of key factors impacting on team effectiveness. The unit starts by looking at the design of the team and the team’s taskwork processes, i.e. the methods used to complete its tasks. Most of the unit focuses 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.

Units 9 and 10: Skills for resolving differences

• Unit 9 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.

• Unit 10 articulates a model of a principled, collaborative, problem-solving, interests-focused approach to negotiation and examines the skills required for using the model.

Unit 11: Centred leadership and finding your own voice

This final unit invites you to 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.

Thus, 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 seven 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 ways in which 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 else to develop their skills. You are asked to write an evaluation of your effectiveness in coaching, to outline some lessons you have learnt 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 challenges in change management.

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 for you.
Assessment summary

Assignment 1 – Online dialogues 1–7
Description: contributions to seven online dialogues, each of one week’s duration.
Weighting: 30%
Maximum length per posting: 200 words

Assignment 2 – Analysis of self-management skills
Due: Tuesday 6 October 2015
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 of coaching and process facilitation skills
Due: Monday 9 November 2015
Description: a written analysis and evaluation of your coaching and process facilitation skills and a plan for strengthening them
Weighting: 30%
Maximum length: 3,000 words

Assignment 4 – After-action reviews and a skills development plan
Due: Monday 7 December 2015
Description: two written reviews of your application of course concepts in your work as change agents 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.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes outlined on page 2 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 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 team.

These program-level learning goals and outcomes will be measured in the capstone course for your degree program.
Associated standards committees and accreditation agencies

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

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

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

In 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:
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.

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

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

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

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

**Learning partner or study group**

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

You are encouraged to seek out a learning partner or study group during the introductory week before Week 1. In forming your learning partnership/study group, it will be helpful to read the introductions that members of the class have posted in the online classroom.
It is best to find a learning partner/study group in your geographic area so that you have an opportunity for face-to-face contact.

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. You could have the same mentor through all the Change Management courses or find a different mentor for each course.

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

The GCCM 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 for 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.

The following is a suggested schedule of meetings with your mentor, with topics for discussion. You may wish to adapt this schedule in the light of your learning goals and your mentor’s availability.
<table>
<thead>
<tr>
<th>Week No.</th>
<th>Week begins</th>
<th>Purpose of contact and topics for discussion</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>31 August</td>
<td>Initial contact with your mentor The timing, topics and process of your future meetings</td>
<td>Course Overview</td>
</tr>
<tr>
<td>1 or 2</td>
<td>7 or 14 September</td>
<td>Your mentor's approach to skills development</td>
<td>Unit 1</td>
</tr>
<tr>
<td>3 or 4</td>
<td>21 or 28 September</td>
<td>Your mentor's self-management skills and techniques How your mentor manages stress and builds resilience</td>
<td>Units 2 &amp; 3</td>
</tr>
<tr>
<td>6 or 7</td>
<td>12 or 19 October</td>
<td>How your mentor uses communication skills to influence people, build commitment and respond to resistance Whether and how your mentor uses coaching skills</td>
<td>Units 4, 5, 6 &amp; 7</td>
</tr>
<tr>
<td>9</td>
<td>2 November</td>
<td>How your mentor uses team skills in leading and managing change Your mentor's approach to team leadership</td>
<td>Unit 8</td>
</tr>
<tr>
<td>10 or 11</td>
<td>9 or 16 November</td>
<td>Your mentor’s approach to conflict resolution and negotiation</td>
<td>Units 9 &amp; 10</td>
</tr>
<tr>
<td>12</td>
<td>23 November</td>
<td>Your skills development during the course Your skills development plans for the future</td>
<td>Unit 11</td>
</tr>
</tbody>
</table>

**Online dialogues**

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

The dialogues provide opportunities to discuss:
- the concepts, frameworks and theories in the course and their application to your work as a change agent
- your analysis and evaluation of your skills, referring to your Change Skills Audit results
- 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 dialogue schedule is as follows.
The introductory activities in the week before Week 1 will provide opportunities to explore the dialogue process before the first assessable dialogue in Week 1. 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.

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Week begins</th>
<th>Videoconference topics</th>
</tr>
</thead>
</table>
| 1        | 7 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        | 12 October  | - Debriefing the first three online dialogues  
|          |             | - Your learning in the course so far  
|          |             | - Your Change Skills Audit profile  
|          |             | - Guidance about Assessment 3 – analysis of your coaching and process facilitation skills  
|          |             | - Guidance about the after-action reviews that you will be writing for Assessment 4  |
| 12       | 23 November | - Your skills development during the course  
|          |             | - Your plans for future skills development  
|          |             | - Guidance about Assessment 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 your 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 Group 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 Group will email you with your password and details of how to log in to your Participant Control Centre. Through the Participant Control Centre you can:

- fill in your Self questionnaire
- enter your respondents and email their passwords
- monitor the completion of questionnaires and send reminders
- 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 questionnaire yourself. The results of your self-evaluation will be included in your feedback for comparison with the feedback from others.

**Step 3**
Identify colleagues from whom you will receive feedback about your skills as a change agent. These colleagues can include your ‘Boss’, Peers and Staff who report to you.

Once you have entered your colleagues’ details, you should monitor whether they have responded until they have completed their questionnaires.

**Step 4**
You will be able to download and print a self-only profile report as soon as you complete your Self questionnaire. (This will show only Self & ‘Boss’ questionnaires even if some of your Staff and/or Peers have already submitted questionnaires). Later, when most or all of your respondents have submitted their questionnaires, you will be able to download your full report with your Staff &/or Peer data.

**Use your Self-only Profile from Week 1**

From Week 1 onwards, each unit will ask you to reflect on your self-evaluation of your skills and to discuss your self-evaluation in the online dialogue. So you will get most benefit from the process by completing your Self questionnaire right away.
Use your Full Profile from Week 3

From Week 3 onwards, each unit will also ask you to reflect on the feedback you have received from others and to discuss it in the online dialogue. 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 1 and certainly by the end of Week 2.

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, avoiding conflicts of interest, 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 Group and will not be accessed by anybody other than you and your class facilitator. However, an overall statistic of all students is maintained.

Conflicts of interest: the avoidance of conflicts of interest where sensitive personal information might be used for purposes other than the one intended.

Your colleagues have invested time in you by giving their responses. They do this under an agreement of confidentiality. Therefore, when you get your report it is important that you do not use this information for anything other than your own professional development. For example, complaining to others at work about the feedback from your ‘Boss’ is not appropriate.

Informed consent: informed consent by all the parties involved.

Everybody who responds to this survey must give his/her consent for the information to be used in the way it will be used within this course. Make sure they are aware of the format of the report 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 (staff and peers).
Complete the self-questionnaire

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

You should complete your Self questionnaire as soon as possible. As mentioned above, in each week from Week 1 onwards, you will be asked to reflect on your self-evaluation and to discuss it in the online dialogue. Completing your Self questionnaire early will ensure that you have some data in time for Week 1.

Filling in the questionnaire

Your name will appear at the top of the questionnaire page.

- Make sure you have 20 minutes of uninterrupted time.
- If you need to leave the questionnaire before you finish, you can manually save it to log in again at a later time. To do this, you will need the personal ‘Retrieval Code’ you set up when you first accessed the questionnaire.
- You can scroll up and down the page.
- Your questionnaire will not be sent until you click on the ‘Submit’ button at the bottom of the screen and see the message: ‘Your questionnaire has been sent successfully’.
- You must close the browser tab or window when you finish. This completes your input and deactivates the ‘Back’ button.

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

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.

The four categories of Self, ‘Boss(es)’, Staff and Peers are shown separately on the 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 confidentiality of their responses)
- to show the Peer category, you must have three Peers (to ensure the confidentiality of their responses).
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. You won’t be able to see the range of responses and will only get the average of all responses for that category.

The inclusion of ‘Boss(es)’ is optional. Note that, since a separate analysis of ‘Boss’ feedback is presented in the report, it is not possible to preserve ‘Boss’ anonymity.

In Summary
Your respondents can include:

- your ‘Boss’ (up to two ‘Bosses’ can be included)
- all your Staff and/or Indirect Reports – from a minimum of three to a maximum of 20
- peers – a minimum of three to a maximum of 20. However, four to six is usual.

If you only have three available in either Staff or Peers, their responses will be shown as an average. 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.

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. Invite both ‘fans’ and ‘critics’. 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 report (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**

Each unit from Unit 3 onwards asks you to reflect on the feedback you have received from others and to discuss it in the week’s online dialogue. So it will be important to ensure that your ‘Boss(es)’, Peers and Staff complete the questionnaires as quickly as possible – *ideally by the end of Week 1 and certainly by the end of Week 2.*

It is very important to make sure that your colleagues are aware of the deadline for completing the questionnaire and that they are confident they can complete it in time.

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 name and email address.

By clicking on ‘Send Emails’, an email will be sent to each of your respondents, including details of how to log in to 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 ‘Monitor Respondents’ page will show you which of your respondents have completed their questionnaires. You can send reminders when appropriate.

**Printing your profile report**

You will be able to download your self-only profile directly from your Participant Control Centre as soon as your Self questionnaire is complete. Your self-only profile can also include responses from up to two ‘Bosses’, though this is optional for the self-only profile. Your self-only profile will not show any Staff or Peer data even if some of their questionnaires have been completed.

Later, when more feedback has been submitted, you will be able to download a final report that includes ‘Boss’, Staff &/or Peer data.
Support

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

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

Student experience
Administrative queries should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au
Additional student resources and support

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

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  [http://www.lc.unsw.edu.au](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)

- **UNSW Counselling and Psychological Services**
  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.

- **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: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

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

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

Course coordinator

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

The Course Coordinator is:

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

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

He has taught at the AGSM for more than 15 years. Courses taught include Foundations of Managerial Skills, Managing People and Organisations and Managing Change 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, B.Phil, BSc
- Peter Heslin PhD, MPsych, MA, BA(Hons)
- Gary Peacock MBA, MSc, B.Eng, GCCM