Tasmanian School of Business & Economics (TSBE) (School)
College of Business and Economics (College)

BMA314
ORGANISATIONAL CHANGE AND DEVELOPMENT

12.50 Credit points

Semester 1, 2019

Unit Outline

Unit Coordinator
Dr Shahid AKM Shahidullah
CONTACT DETAILS

Unit coordinator

Unit coordinator: Dr Shahid AKM Shahidullah
Campus: Sandy Bay, Hobart
Email: AKM.Shahidullah@utas.edu.au
Phone: TBA
Room location and number: 425 Centenary Building, TSBE
Consultation hours: Tuesday 2:00 – 3:00 PM

Other Teaching Staff

Teaching staff: Mr Alistair Chong
Campus: Launceston/Sandy Bay, Hobart
Email: Alistair.Chong@utas.edu.au
Phone: 03 6226 2815
Room location and number: TSBE Annex Mathematics Building – Room 353
Consultation hours: Tuesday 10-11 am & other times by appointment
CONTENTS

WHAT IS THE UNIT ABOUT? 2

UNIT DESCRIPTION 2

ENROLMENT IN THE UNIT 2

INTENDED LEARNING OUTCOMES 2

GRADUATE QUALITY STATEMENT 3

ALTERATIONS TO THE UNIT AS A RESULT OF STUDENT FEEDBACK 3

PRIOR KNOWLEDGE AND/OR SKILLS 3

HOW WILL I BE ASSESSED? 4

ASSESSMENT SCHEDULE 4

ASSESSMENT DETAILS 4

HOW YOUR FINAL RESULT IS DETERMINED 9

SUBMISSION OF ASSIGNMENTS 10

ACADEMIC REFERENCING 11

ACADEMIC MISCONDUCT 13

WHAT LEARNING OPPORTUNITIES ARE THERE? 14

MyLO 14

RESOURCES 14

ACTIVITIES 16

COMMUNICATION 17

CONCERNS AND COMPLAINTS 18

FURTHER INFORMATION AND ASSISTANCE 18

UNIT SCHEDULE 19

ACCREDITATION 20

AACSB ACCREDITATION 20
WHAT IS THE UNIT ABOUT?

Unit description

This unit takes an interdisciplinary perspective to prepare students for understanding the diagnosis, design and implementation process of change at group and organization-wide levels.

The need to manage change is recognised as a critical success factor for organisations. This unit provides students with the change management and development theory and practical skills required so that organisations can better meet the challenges posed by global, cultural and technological forces for change and corporate social responsibility.

Students are introduced to various concepts, methodologies and tools in organisational change and development, including diagnostic techniques such as in-depth interviewing.

Enrolment in the Unit

You should not enrol in this unit after the end of week 2 of semester unless there are exceptional circumstances, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- Any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- Penalties will not be applied for the late submission of any piece or pieces of assessment that were due during this period.

- Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Discuss and critically evaluate change management theories, concepts and processes;
2. Conduct an organisation assessment using action research techniques;
3. Analyse and evaluate the implications of change on organisations and individuals;
4. Communicate evidence-based arguments supported by change management theories, concepts and processes.
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

A few changes have been made to this unit in response to feedback. The biggest of these is the re-weighting and modification of AT1.

Prior Knowledge and/or Skills

You will need to have completed the following unit before you are able to be enrolled:

BMA121 – Managing People at Work

BMA247 – Organisational Behaviour
## HOW WILL I BE ASSESSED?

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Article Critique</td>
<td>Friday Week 3</td>
<td>15%</td>
<td>1 &amp; 4</td>
</tr>
<tr>
<td>Assessment Task 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis:</td>
<td>Weeks 6/7</td>
<td>20%</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td>Group Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis:</td>
<td>Monday Week 9</td>
<td>30%</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Individual Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 4:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>Wednesday Week 13</td>
<td>35%</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
</tbody>
</table>

### Assessment details

**Assessment task 1 – Journal Article Critique (Threshold Assessment)**

**Task description**

The task is to critically analyse ONE quality journal article with a change focus with particular emphasis on values and assumptions that underpin the approach of the article.

It is recommended that you source your article from one of the management journals listed at the end of this unit outline and choose an article published after 2009. If you would like to use an article from a different journal or from a different year, please consult with your Unit Coordinator or Lecturer.

Your critique must address the criteria detailed below:

- Provide a brief rationale of why the article was chosen; what the change focus is, an overview of the values and assumptions’ that underpin the article; a brief overview of the article’s content (including findings); and the audience to which it is directed;

- Identify some of the strengths and weaknesses of the authors’ research or argument (which could include its assumptions about change, research questions, methodology, participants, data collection and analysis and findings);
- Evaluate the article’s contribution to change theory and practice.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Identify rationale for choice and provide overview</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Critical evaluation of the arguments or research presented</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Determination of implications for change theory &amp; practice</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Written using academic language and structure</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Adheres to referencing conventions and acknowledge sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task length</th>
<th>700-750 words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due by date</td>
<td>Friday Week 3 (15th March)</td>
</tr>
</tbody>
</table>

**Assessment task 2 – Diagnosis in Action Research**

**Task description**

Action Research is one of the more common approaches to change management. It normally consists of a number of steps/processes which include collecting and analysing data about the nature of a problem (diagnosis). Action research is a collaborative approach involving employees, managers, other stakeholders and, often, change agents to uncover problems and opportunities for improvement. There are many methods for collecting data. One of the most widely used methods is the qualitative interview. In this assessments groups of students will obtain information as if they are ‘external change agents.’

In this assignment you are required to undertake qualitative interviews with three people you know who are working, or have worked in organisations. This will give you an opportunity to practice one very important diagnostic skill. You are required to ask them questions about their personal experiences of change. Whilst the interviews may be from different organisations, the range or organisations from which the interviews conducted by members of the group should be sufficiently similar to enable group discussion about using action research to diagnose the reasons for change, how the change was communicated to employees and their reaction/responses to this information. Where possible, the
interviews are to be conducted by 2 group members: one asking questions, and the other taking notes. All group members are expected to ask questions during this process.

The findings from the interviews are to be discussed with the other members of the Group and to collaboratively develop the presentation. You will write an individual report including your findings up in the light of readings on managing change and organisational development and including considering questions/feedback from the class. The findings will be primarily in the form of a diagnosis of relevant factors that may inform an approach to organisational change.

**Assessment 2a Group Presentation:**
The purposes of the Group presentations are to:
- Explain how the Group designed and conducted the interviews;
- Detail the analysis of the information including the nature of the organisations and range of people: types of positions and levels in the organisations. How did the group ‘make sense’ of the information?
- What conclusions/implications can be drawn about how organisations used/did not use change diagnosis and the processes of communication the need for/nature of the proposed change to employees;
- Briefly explain how the group reflected on their processes and improvements that could have been made.

The presentation is expected to reflect the contributions of all members of the Group and not just a series of individual presentations. All Group members are expected to contribute equally to the presentation (and must include their name on the bottom of each slide contributed). It is expected that each member of the Group will receive the same mark for the presentation. However, the Unit Coordinator/Workshop Facilitator reserves the right to speak with the Group if it is believed that awarding differential marks is warranted.

A group contract template will be available on MyLO which is to be completed and handed to the Workshop Facilitator immediately prior to the presentation.

Presentations will be held in Weeks 6 & 7 and are to be a period of 15-20 minutes with a further 10 minutes to respond to questions from the class. Part of the Assessment will be the Group doing a self-assessment of the group’s processes and
presentation and nominated members of the class will do peer assessments of other groups.

**Assessment 2b – Individual Report**
You are to write up an individual report using the following structure as a guide.
1. Introduction
2. Methodology
   a. How was the process carried out? (Describe the process of selecting the interviewees and conducting the interview(s)?
   b. How did the group analyse the information?
   c. How did the group prepare the presentation on using action research in diagnosing change management?
3. Explain the findings about using action research in the diagnosis of change
4. Critique of quality literature on managing change in light of findings
5. Conclusion

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1 – Assessment 2a</strong></td>
<td>Presentation addresses criteria of, diagnosis and implications using Organisational Change and Development (OC&amp;D) theories and concepts from reading/research and interviews</td>
</tr>
<tr>
<td><strong>Criterion 2 – Assessment 2a</strong></td>
<td>Presents using the language of OC&amp;D in a presentation/oral format</td>
</tr>
<tr>
<td><strong>Criterion 4 – Assessment 2a</strong></td>
<td>Effectiveness of Group Process</td>
</tr>
<tr>
<td><strong>Criterion 5 – Assessment 2a</strong></td>
<td>Peer and Self-Assessment</td>
</tr>
<tr>
<td><strong>Criterion 6 – Assessment 2b</strong></td>
<td>Introduction clearly explaining the nature of the Group process and the structure of the report</td>
</tr>
<tr>
<td><strong>Criterion 7 – Assessment 2b</strong></td>
<td>Methodology used by the Group &amp; reflection on your contribution to the Group</td>
</tr>
<tr>
<td><strong>Criterion 8 – Assessment 2b</strong></td>
<td>Explanation and justification of findings relevant to change management diagnosis</td>
</tr>
<tr>
<td>Criterion 9 – Assessment 2b</td>
<td>Critique of quality literature of managing change in light of Groups’ diagnosis &amp; implications</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Criterion 10 – Assessment 2b</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Criterion 11 – Assessment 2b</td>
<td>Quality of writing, number (minimum 10), quality and integration of references</td>
</tr>
</tbody>
</table>
| Task length | 2a. 15 – 20 minutes Group presentation + 10 minutes response to questions  
2b. 2000 words minimum, 2500 words maximum | |
| Due by date | Presentations will be held in week 6 & 7  
Individual report due by Monday Week 9 (29th of April) | |

**Assessment task 3 – Case Study Report**

**Task description**
You are required to write a case study report on one of a choice of 3 Case Studies provided. The purpose of the Case Study is to demonstrate your understanding of the theory and research on organisation change/development and their application to a specific context.

The requirement is to put yourself in the role of an ‘internal change agent’ and prepare a report for the CEO designed to have your proposed change strategy approved and implemented.

In your report provide:
1. An in-depth and clear diagnosis of the problems and opportunities that are relevant to a change strategy. You are required to utilise at least two (2) change management models/frameworks (one of which is to be Action Research) to support your analysis;
2. A justification for a change intervention that will address the problems and opportunities identified;
3. An analysis of the issues and barriers you may face in implementing your intervention and how you will address them (including relevant aspects of resistance to change by various levels in the organisation);
4. An analysis of the ethical issues that your intervention may create and how they could be effectively addressed.
| Criterion 1 | Provide a clear introduction, an in-depth and clear analysis of the problems/opportunities in the Case Study using at least 2 change models (one of which is action research) | 1 |
| Criterion 2 | Provide a cogent justification for a change intervention (including a communication strategy) that will address the problems and opportunities in the Case Study chosen | 2 |
| Criterion 3 | An analysis of the issues and barriers you may face in implementing the intervention and how these could be addressed (including relevant aspects of resistance to change) | 3 |
| Criterion 4 | Analysis of ethical issues & how they could be effectively addressed: clear, appropriate outline of change intervention evaluation. Brief conclusion | 3 |
| Criterion 6 | Quality of writing, number (minimum 12), quality and integration of academic references | 4 |
| Task length | Minimum 2500 words, maximum 3000 words | |
| Due by date | Wednesday week 13 (27th May) | |

How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- **PP (pass)** at least 50% of the overall mark but less than 60%
- **CR (credit)** at least 60% of the overall mark but less than 70%
- **DN (distinction)** at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor's name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays; (b) ‘late’ means after the due date and time; and (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.
Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:


Academic referencing

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.
In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student’s work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.
**Academic misconduct**

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text:


This text can be purchased in paper-based form from the Co-Op Bookshop, or an e-book version can be purchased from the publisher’s website.

Recommended readings

Recommended reading can be found in the following journals:

- Academy of Management Executive
- Academy of Management Journal
- Academy of Management Review
- Administration and Society
- Administrative Science Quarterly
- Annual Review of Psychology
- Asia Pacific Journal of Human Resources
- Australian Journal of Management
- Australian Journal of Psychology
• Australian Psychologist
• British Journal of Management
• Group and Organization Management
• Human Resource Management Journal
• International Journal of Strategic Change Management
• Journal of Applied Behavioral Science
• Journal of Business Ethics
• Journal of Change Management
• Journal of Leadership and Organizational Change Studies
• Journal of Management
• Journal of Management and Organization
• Journal of Management Development
• Journal of Occupational and Organizational Psychology
• Journal of Organisational Transformation and Social Change
• Journal of Organizational Behaviour
• Journal of Organizational Change Management
• Leadership and Organization Development Journal
• Organization Development Journal

(Please note the differing spellings of ‘behaviour’ and ‘organisation’)

Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

Equipment, materials, software, accounts

None required.
Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements

There will be 13 workshops/webinars over the semester starting in week 1 (26 February). They are structured around authentic learning experiences that aim to enable you to apply your knowledge and understanding of Organisational Change and Development theories, concepts and models to real workplace and business situations and problems. The workshops encourage you to share your insights, explore ideas, justify and defend a position and negotiate solutions with other students.

The webinar activities with largely mirror the scope and nature of the workshops: distance students will be encouraged to share insights, explore ideas, justify and defend a position and negotiate solutions with other students.

A key component of the workshops/on-line discussions will be providing feedback to other students on components of the two major pieces of assessment: the Diagnostic Report and the Case Study.

Specific attendance/performance requirements:

In this unit, your active engagement will be monitored in the following way:

- Completion of Assessment Task 1 (due by Friday Week 3)
- Active participation within the weekly tutorials (commencing week 2)

If you do not evidence of having engaged actively with this unit by completing these two activities by week 4 of semester, your enrolment may be cancelled or you may be withdrawn from this unit.

Teaching and learning strategies

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities
students have as they pursue their studies within the special environment the University offers. The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

In order to achieve the learning outcomes in this unit it has been designed around a thirteen (13) week study schedule containing three (3) modules, with face-to-face classes commencing the week of Monday, 25 February. The University’s MyLO (My Learning Online) system will be used as the central platform for posting and accessing resources and learning material. The assessment of the learning outcomes will take place via three pieces of assessment: online module activities (3 sets), an individual case study, and a final examination.

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s [Work Health and Safety website](#) and policy.

---

**Communication**

**TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT**

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

**WHEN YOU HAVE A QUESTION**

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK**
If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond.

Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>RESOURCES/ READINGS/ FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25th February</td>
<td>Introduction, Process Models &amp; Reflection</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4th March</td>
<td>Patterns of Change &amp; Recognising the need for Change</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11th March</td>
<td>Diagnosis, Information Gathering &amp; Action Research</td>
<td>Journal Article Review Due 15th March</td>
</tr>
<tr>
<td>4</td>
<td>18th March</td>
<td>Starting Change &amp; Building Relationships</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25th March</td>
<td>Leading and Managing People Issues 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1st April</td>
<td>Leading and Managing People Issues 2</td>
<td>Group Presentation Due</td>
</tr>
<tr>
<td>7</td>
<td>8th April</td>
<td>Planning &amp; Preparing for Change</td>
<td>Group Presentation Due</td>
</tr>
<tr>
<td>8</td>
<td>15th April</td>
<td>Types of Intervention &amp; Appreciative Enquiry</td>
<td></td>
</tr>
</tbody>
</table>

**Mid Semester Break: 18th April – 24th April (inclusive)**

| 9    | 29th April     | Other Interventions & Selecting Interventions | Diagnostic Individual Report Due Mon 29th April |
| 10   | 6th May        | Implementing Change and Reviewing Progress | |
| 11   | 13th May       | Case Study Progress & Feedback | |
| 12   | 20th May       | Sustaining Change | |
| 13   | 27th May       | Future Changes & Unit Review | Case Study Report Due Wed 29th May |

**Examination Period: 8th June to 25th June (inclusive)**
The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.