BMA314
Organisational Change & Development

Semester 1, 2014

THIS UNIT IS BEING OFFERED IN:
HOBART /LAUNCESTON/DISTANCE

Teaching Team:
Mr Gil Sawford
Ms Robyn Freeman
Ms Anja Boot

CRICOS Provider Code: 00586B
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Contact Details

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<thead>
<tr>
<th>Unit Coordinator</th>
<th>Mr Gil Sawford</th>
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</thead>
<tbody>
<tr>
<td>Campus</td>
<td>Hobart</td>
</tr>
<tr>
<td>Room Number</td>
<td>Meeting locations are arranged, via email, with Gil in advance</td>
</tr>
<tr>
<td>Email</td>
<td>TBA</td>
</tr>
<tr>
<td>Phone</td>
<td>TBA</td>
</tr>
<tr>
<td>Fax</td>
<td>TBA</td>
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<tr>
<td>Consultation Time</td>
<td>Appointment available on request</td>
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<table>
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<tr>
<th>Lecturer</th>
<th>Ms Robyn Freeman</th>
</tr>
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<tbody>
<tr>
<td>Campus</td>
<td>Launceston</td>
</tr>
<tr>
<td>Room Number</td>
<td>Meeting locations are arranged, via email, with Robyn in advance</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Robyn.Freeman@utas.edu.au">Robyn.Freeman@utas.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>03 6324 3014 (for messages)</td>
</tr>
<tr>
<td>Fax</td>
<td>03 6324 3100</td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Appointment available on request</td>
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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Ms Anja Boot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>Hobart</td>
</tr>
<tr>
<td>Room Number</td>
<td>321, Commerce Bldg, Sandy Bay</td>
</tr>
<tr>
<td>Email</td>
<td>Anja <a href="mailto:Boot@utas.edu.au">Boot@utas.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>6226 2801 (during consultation time only)</td>
</tr>
<tr>
<td>Fax</td>
<td>03 6226 2808</td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays, 12-1 pm</td>
</tr>
</tbody>
</table>
Organisational Development (OD) is a planned process of change. This unit takes an interdisciplinary perspective to prepare students for understanding, implementing and managing the process of change. The need to manage change is increasingly recognised as a critical success factor for organisations today. This unit provides students with the change management and development theory and practical skills required to ensure that organisations can meet the challenges posed by global, cultural and technological forces for emergent change and strategic corporate social responsibility.

The unit introduces students to various concepts of organisational change and development. It covers topics including:

- History and theories of organisational change and development;
- Organisational change and organisational transformation;
- The role of the organisational change leader/practitioner;
- Development of change interventions and processes;
- Employee responses to change;
- Challenges of change;
- The diagnosis, design, management, and implementation of change;
- Evaluation and institutionalisation of planned change;
- Human process, techno-structural, and strategic change interventions;
- Defining, defusing and sustaining change;
- Developing and leading innovative and entrepreneurial employees.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

BMA121 Management of Human Resources, BMA247 (old code BMA201) Organisational Behaviour.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, 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 late submission of any piece or pieces of assessment that were due during this period.
### Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
<td><strong>In assessing this unit I will be looking at your ability to:</strong></td>
<td><strong>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:</strong></td>
</tr>
</tbody>
</table>
| Cognitive skills to review critically, analyse, consolidate and synthesise knowledge. | Identify and critically evaluate a variety of organisational change and development interventions. Use critical thinking and analytical skills in applying organisational change and development theory to various workplace situations. Combine, compare and contrast information from disparate sources to illustrate understanding of organisational change and development. | **Knowledge:** The ability to transfer knowledge to complex and uncertain business situations and transmit that knowledge to professional peers for critical discussion. Extensive functioning knowledge in:  
  - Organisational change and development and its application to the business environment.  
  - The legal, regulatory and ethical framework of business and organisations.  
  - Functional lifelong learner for professional and personal career aspirations. |
| Cognitive and technical skills to demonstrate a broad understanding and knowledge of organisational change and development. | Explain organisational change and development theories and develop fundamental knowledge of organisational change and development as an area of Human Resource Management. Explore various models and analytical tools used by organisational change and development practitioners. | **Communication skills:** The ability to engage in persuasive, succinct oral and written discussions to communicate and defend a position held both individually and as part of a group, and to effectively respond to audience questions. Written communication skills to create clear and detailed analyses and non-biased recommendations for executives and CEO’s. |
| Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence. | Use knowledge of organisational change and development concepts, theories and models to develop a cogent argument and present an individual point of view. Justify a unique perspective taken in response to specific organisational change and development workplace situations or problems. | **Problem-solving skills:** The ability to apply logical, critical and creative thinking to complex business related problems. A critical grasp of integrated and different theoretical frameworks and practices and the ability to apply them to problem resolution in a business context. The ability to locate, analyse, evaluate and effectively use information from a range of media and in a number of different formats. |
| Communication skills to present a clear, coherent and independent exposition of knowledge and ideas. | Communicate in Australian workplace standard language, literacy and formats. Use scholarly and discipline specific language and formats (including Harvard referencing conventions). Communicate complex information in oral English language to justify and defend a position. | **Global perspective:** Group and interpersonal skills to sensitively connect, collaborate and negotiate with people from diverse global cultures and backgrounds in a professional context. The ability to use business knowledge and theories to evaluate decision making in the global economic environment and incorporate its influence in work practices and decisions. |
| Interpersonal skills to collaborate and connect with people from diverse backgrounds. | Work with others in a group to develop a coherent response to a business problem. Use group processes to negotiate and work cooperatively towards an agreed outcome. | **Social responsibility:** Social responsibility through consideration of social groups in business practices. The ability to apply ethical values to business decision making. An awareness and consideration of the public interest in business practices and decisions. |
| Make ethical decisions that consider others. | Use ethical values and practices to make business decisions. | Test: The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students: **Knowledge:** The ability to transfer knowledge to complex and uncertain business situations and transmit that knowledge to professional peers for critical discussion. Extensive functioning knowledge in:  
  - Organisational change and development and its application to the business environment.  
  - The legal, regulatory and ethical framework of business and organisations.  
  - Functional lifelong learner for professional and personal career aspirations. **Communication skills:** The ability to engage in persuasive, succinct oral and written discussions to communicate and defend a position held both individually and as part of a group, and to effectively respond to audience questions. Written communication skills to create clear and detailed analyses and non-biased recommendations for executives and CEO’s. **Problem-solving skills:** The ability to apply logical, critical and creative thinking to complex business related problems. A critical grasp of integrated and different theoretical frameworks and practices and the ability to apply them to problem resolution in a business context. The ability to locate, analyse, evaluate and effectively use information from a range of media and in a number of different formats. **Global perspective:** Group and interpersonal skills to sensitively connect, collaborate and negotiate with people from diverse global cultures and backgrounds in a professional context. The ability to use business knowledge and theories to evaluate decision making in the global economic environment and incorporate its influence in work practices and decisions. **Social responsibility:** Social responsibility through consideration of social groups in business practices. The ability to apply ethical values to business decision making. An awareness and consideration of the public interest in business practices and decisions. |
Learning Expectations and Teaching Strategies/Approach

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.

Occupational Health and Safety (OH&S)

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 policy at: http://www.utas.edu.au/work-health-safety/

Learning Resources

This unit employs mixed-method delivery utilising guided learning, face-to-face workshops, and online discussions. It utilises MyLO (the UTAS learning management system) to provide access to all learning materials and activities for the unit. The guided learning, face-to-face workshops and online discussions are based around 13 weeks of content.

For distance students the online discussions provide the opportunity to discuss the material with the Co-ordinator and fellow students, and the MyLO website offers the facility to explore a range of additional learning activities.

As the average study time recommended for a unit in the Bachelor program is approximately 13 hours per week, you might expect to spend about 390 hours of your time on this unit over the semester. This time should be allocated to working through the lectures and textbook chapters, assigned activities, readings and assessment tasks. It is essential that students complete the required reading, listen to the lectures and prepare answers to study tasks before the workshops and online discussions.

On completion of this unit, you should be able to:
- Understand different theoretical perspectives and key principles of managing organisational change and development effectively.
- Critically analyse factors impacting on an organisation’s capacity to successfully manage their human resources throughout the change process.
- Evaluate key developments in contemporary organisational change and development practices that enhance the sustainability of diverse organisations.

Prescribed Text

• Assigned journal article readings are listed in the Study Schedule on pages 16-18 of this unit outline and are available in the corresponding week’s folder on MyLO.

Recommended Texts

While there is no expectation for you to read further than the prescribed text and journal articles in the study schedule, there is a range of other Organisational Change and Development texts and journals available if you are interested in extending your understanding of Organisational Change and Development theory and practice.

Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from the following journals and periodicals (including newspapers and magazines).

- Academy of Management Executive
- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Annual Review of Psychology
- Asia Pacific Journal of Human Resources
- Australian Journal of Management
- Development and Learning in Organizations: an international journal
- Industrial and Corporate Change
- International Journal of Information Systems and Change Management
- International Journal of Knowledge, Culture and Change Management
- International Journal of Strategic Change Management
- Journal of Applied Psychology
- Journal of Management
- Journal of Occupational Psychology
- Journal of Organisational Behaviour Management
- Journal of Organisational Transformation and Social Change
- Journal of Organizational Behaviour
- Journal of Organizational Change Management
- Leadership and Organization Development Journal
- Organization Development Journal
- The Journal of Change Management

Useful Websites


My Learning Online (MyLO)

This unit is web dependent for face-to-face students and fully online for distance students, and access to the online MyLO unit is required. Log into MyLO at: http://www.utas.edu.au/learning-teaching-online and then select BMA314 Organisational Change and Development from the list of units. For help using MyLO go to http://www.utas.edu.au/learning-teaching-online/new-mylo/home.

Technical requirements for MyLO

For help and information about setting up your own computer and web browser for MyLO, see: http://uconnect.utas.edu.au/

You can access the University network and MyLO via a laptop computer or other mobile device. See: http://uconnect.utas.edu.au/uana.htm

MyLO can be accessed in the Library computers and in computer labs. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk/

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that at least once a day students will check MyLO.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

Changes to this Unit Based on Previous Student Feedback

This is the first time this unit is being offered.
Details of Teaching Arrangements

Lectures

Thirteen lectures and three assessment information sessions will be recorded and available on MyLO; one lecture for each of the thirteen weeks of semester, one presentation for each form of three forms assessment. The lectures incorporate the material covered in the textbook chapters and the journal article readings. You should listen to the lecture recordings, read the compulsory journal articles and then read the textbook chapters for further information about specific concepts and variables. The lectures and assessment sessions are audio recorded PowerPoint presentations that may be downloaded as vodcasts and podcasts. These can be downloaded onto portable audio and video devices. You should listen to each lecture, read the compulsory journal articles and complete the relevant activity preparation prior to attending the face-to-face workshops, participating in the on-line discussions or attempting the assessment.

Workshops

There are thirteen face-to-face workshops throughout the semester. 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.

Online Activities

The thirteen face-to-face workshops above will be mirrored as online activities for Distance students. These activities 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 online discussions encourage you to share your insights, explore ideas, justify and defend a position and negotiate solutions each week with other students.

Communication, Consultation and Appointments

Email Correspondence:
Students are also expected to check their UTAS email site on a regular basis (at least three times a week). Students submitting requests or queries to staff via email should provide very clearly their: Family name: Preferred name; Student ID; Unit code (i.e. BMA314) and allow teaching staff at least two (2) business days to reply. Staff are not required to respond to emails in which students do not directly identify themselves, which are threatening or offensive, and that come from external (non-UTAS) email accounts. Students are advised not to have their UTAS email forwarded 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.

MyLO News:
The MyLO announcements page is the major method of communicating common information to all students enrolled in this unit. Student questions are answered, extra unit information is given and general announcements are made via this page of the website. You should log onto MyLO and check for new announcements on a regular basis; preferably at least once per week.
Consultation and Appointment:
The three lecturers for this unit (Dr Laura Baker, Ms Robyn Freeman and Ms Anja Boot) have scheduled consultations times for their cohort of students. Please refer to page 2 of this unit outline to see the consultation time for your lecturer. Consultations and appointments outside of these times are by appointment only. Please email your lecturer to arrange a consultation time to avoid disappointment if you turn up at an unscheduled time. All Distance students should contact Dr Laura Baker for consultations.

Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Value/Weighting</th>
<th>Link to Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual essay</td>
<td>Monday, 7 April, 2 pm</td>
<td>30%</td>
<td>See pages 4 – 5 of this unit outline</td>
</tr>
<tr>
<td>2. Group presentation</td>
<td>Monday, 12 May, 2 pm</td>
<td>30%</td>
<td>See pages 4 – 5 of this unit outline</td>
</tr>
<tr>
<td>3. Exam – case study</td>
<td>TBA during exam period</td>
<td>30%</td>
<td>See pages 4 – 5 of this unit outline</td>
</tr>
<tr>
<td>4. Workshop/Online activities</td>
<td>3 random weeks</td>
<td>10 %</td>
<td>See pages 4 – 5 of this unit outline</td>
</tr>
</tbody>
</table>

Assessment Item 1 – Individual essay

Task Description: Research shows that only 30% of all change initiatives succeed. Successful organisational change remains difficult and few organisations manage the process well. What are the factors that affect the success or failure of change initiatives? Develop a framework that managers can adopt to improve the success of change implementation. This framework should be based on the material contained in Chapter 1-5 of your text, the assigned readings and other academic literature.

Task Length: 2000 words

Assessment Criteria: A detailed assessment rubric will be provided on MyLO.

Link to Unit’s Learning Outcomes: Pages 4 – 5 of this unit outline show the specific learning outcomes of this assessment item.

Due Date: Monday, 7 April, 2 pm

Value: 30%
Assessment Item 2 – Group presentation

Task Description: The group size for this task is limited to four (4) students only. Your group is required to select an example of a change that one of you is familiar with. It might be from a work, school, or university experience or from a new policy introduced at your sports or other club. Examine the change from an Organisation Development perspective using the material discussed in Chapter 6, 7 and 8 of your text, the assigned readings and other academic literature. Make recommendations for how the change could have been improved.

This task will be completed in virtual groups meaning that you will be working with people who may be located in another city or state. The MyLO chat facility can be used to conduct group meetings. The group presentation will be recorded and submitted electronically; it will not take place in front of a live audience.

Task Length: 20 minute recorded presentation.

Assessment Criteria: A detailed assessment rubric will be provided on MyLO.

Link to Unit’s Learning Outcomes: Pages 4 – 5 of this unit outline show the specific learning outcomes of this assessment item.

Due Date: Monday 12 May, 2 pm

Value: 30% - (25% of the marks will be awarded by the lecturer; 5% of the marks will be awarded by members of the group). This means that all group members may receive different individual marks for the group assignment depending on their individual contribution.

Assessment Item 3 – Exam case study

Task Description: The exam will be based on a case study provided to you. You are required to read the case study and answer the accompanying questions in an essay format.

Task Length: 2000 words

Assessment Criteria: A detailed assessment rubric will be provided on MyLO.

Link to Unit’s Learning Outcomes: Pages 4 – 5 of this unit outline show the specific learning outcomes of this assessment item.

Due Date: TBA, during exam period

Value: 30%

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.
Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. Note that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website: http://www.utas.edu.au/exams/home.

**Assessment Item 4 – Workshop / Online activities**

**Task Description:** Each week throughout the semester there will be two activities to be prepared prior to and completed in the face-to-face workshops for Hobart and Launceston students or as online discussions for Distance students. Your prepared answers to a random three of these activities will be marked.

**Task Length** 3 activities (not more than 500 words each)

**Assessment Criteria:** A detailed assessment rubric will be provided on MyLO.

**Link to Unit’s Learning Outcomes:** Pages 4 – 5 of this unit outline show the specific learning outcomes of this assessment item.

**Due Date:** 3 random, non-identified weeks

**Value:** 10% (Each of the three activities will be awarded a mark out of 5; the total mark out of 15 will be converted to a mark out of 10).

How Your Final Result Is Determined.

Your final result is determined by combining your results for each assessment item.

**Submission of Assessment Items**

**Lodging Assessment Items**

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All assessment items must be handed in by 2.00pm on the due date. Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a *TSBE Assignment Cover Sheet*, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources]. All assignments must include your name, student ID number, workshop day/time, and your Lecturer’s name. If this information is missing the assignment will not be accepted and, therefore, will not be marked.
Please remember that you are responsible for lodging your assessment items on or before the due date. We suggest you keep a copy. Even in ‘perfect’ systems, items sometimes go astray.

**Late Assessment and Extension Policy**

In this Policy
- (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

1. **Late Assessment and Extension Policy**
   - 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.

2. 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.

3. 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.

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

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

**Academic Referencing and Style Guide**

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 appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles: [http://utas.libguides.com/referencing](http://utas.libguides.com/referencing)

**Review of Assessment and Results**

**Review of Internal Assessment**

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.
Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a formal review of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

**Review of Final Exam/Result**

In units with an invigilated exam students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu/examinations_an_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay $50 for this review.

*The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.*

**Further Support and Assistance**

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact the Director of Undergraduate Programs:

Name: Mr David Kronenberg  
Room: 409, Commerce Building, Sandy Bay  
Phone: +61 3 6226 2280  
Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with
academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/students-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

Academic Misconduct and Plagiarism

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. 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 the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/.

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; or
- using ones’ own work from previously submitted assessment items if repeating a unit.

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, and the academic integrity resources on the web at http://www.academicintegrity.utas.edu.au/ 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.

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For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
# Study Schedule and workshop topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter and Readings</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 February</td>
<td><strong>Textbook – Chapter 1</strong></td>
<td>Welcome and introduction to Organisational Change and Development</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3 March</td>
<td><strong>Textbook – Chapter 2</strong></td>
<td>Understanding change</td>
<td></td>
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<tr>
<td>3</td>
<td>10 March</td>
<td><strong>Textbook – Chapter 3</strong></td>
<td>Leadership and the role of the change agent</td>
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<tr>
<td>4</td>
<td>17 March</td>
<td><strong>Textbook – Chapter 4</strong></td>
<td>Managing resistance and organisational culture</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>24 March</td>
<td><strong>Textbook – Chapter 5</strong></td>
<td>The process of organisational change</td>
<td></td>
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<tr>
<td>6</td>
<td>31 March</td>
<td><strong>Textbook – Chapter 6</strong></td>
<td>Organisational development and change</td>
<td></td>
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<tr>
<td>7</td>
<td>7 April</td>
<td><strong>Textbook – Chapter 7</strong></td>
<td>OD interventions: People and process</td>
<td>Monday 7 April, 2 pm</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Location</td>
<td>Textbook – Chapter</td>
<td>Reading</td>
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<tr>
<td></td>
<td>15 April</td>
<td>Wednesday, Hobart</td>
<td></td>
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<tr>
<td></td>
<td>21 April</td>
<td>Hobart</td>
<td></td>
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<tr>
<td></td>
<td>19 May</td>
<td></td>
<td>No textbook chapter</td>
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</tbody>
</table>

| 13 | 26 May | **Textbook – Chapter 12**  
|   |   | Future directions: Change in a global setting |

**Examination Period: 7 – 24 June 2014**