



Unit Guide

MGC3130

The management of change

Semester 2, 2018

Handbook link:

<http://monash.edu.au/pubs/2018handbooks/units/MGC3130.html>

The information contained in this unit guide is correct at time of publication. The University has the right to change any of the elements contained in this document at any time.

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Unit handbook information

Synopsis

This unit examines the process of organisation change within the theoretical frameworks of organisation culture, power and leadership. It examines the major schools of thought concerning the management of change, and analyses change processes used in organisations.

Mode of delivery

Clayton (On-campus)

Workload requirements

Minimum total expected workload to achieve the learning outcomes for this unit is 144 hours per semester typically comprising a mixture of scheduled learning activities and independent study. Independent study may include associated readings, assessment and preparation for scheduled activities. The unit requires on average three/four hours of scheduled activities per week. Scheduled activities may include a combination of teacher directed learning, peer directed learning and online engagement.

Additional workload requirements

This is a six credit point unit with three hours class contact per week over 12 teaching weeks. Class contact will involve a combination of traditional lecture/tutorial sessions as well as online learning activities. Students enrolled in Coursework programs in the Faculty of Business and Economics are required to attend a minimum of 80% of the scheduled class sessions for each unit. *If you do not attend the required number of classes, your performance could be compromised, and you may not be eligible to join a group for the group assessment requirements if you are not present at class when the groups are assigned.*

To be successful, it is expected you will need to invest 12 hours per week in this unit. To meet this university expectation, you will need to invest nine (9) hours in self-directed study, in addition to the three (3) hours of class contact time, each week. Importantly, invest the 12 hours per week evenly over the semester, starting in Week 1. As such, a fulltime student load is 48 hours per week, for 32 weeks of the year, leaving 20 weeks without this investment. The time invested in study consequently means that, during semester, other commitments may have a lower priority, which is then regained once semester is finished.

A generally suggested time allocation each week is:

- 3 hours preparation for class (taking notes whilst completing readings, exercises, previewing lecture notes and the like)
- 3 hours class time (in class or viewing material online taking notes, discussion, asking and answering questions, exercises and the like)
- 3 hours completing assessment tasks (translating the preparation and class time activities into assessment items, as well as undertaking further research as required)

- 1 hour self-reflection (reviewing notes and assessment as to the achievement of the topic's learning objectives – identify successes and continuing gaps)
- 1 hour study group (in a group of 4-5 students, reviewing the achievement of the topic's learning objectives and filling the learning gaps, and preparing for the next topic)
- 1 hour exam preparation, if applicable (reviewing the learning objectives to design probable exam questions, and answering other students' or provided practice exam questions). If your unit doesn't have an exam, this hour should be allocated to one or more of the above activities, as appropriate.

It is recommended that these above tasks are distributed across the week (do not have one day on just this unit), and that you also allocate a day or two each week without study (for any unit).

If you have not previously invested this amount of time in study, or feel you may need assistance developing an appropriate time plan for yourself, please register for a time-management workshop with Health and Wellbeing or the Library: <https://my.monash.edu.au/news-and-events/bookings/>

Unit relationships

Prerequisites

MGC2230 or equivalent.

Prohibitions

MGF3621, MGW3130

Co-requisites

None

Chief Examiner

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Unit Coordinator(s)

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Campus Lecturer(s)

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Phone:
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Contact hours: Mondays 10-12 noon

Tutor(s)

Name: Mr Brian Smith
Campus: Clayton
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Contact hours: Monday 10-12 noon

Academic overview

Course outcomes

Course outcomes associated with this unit are that graduates will:

1. discuss the major conceptual models underlying the OD change process and the role of the OD practitioner and his/her relationship with the client system
2. critically assess the strengths and weaknesses of diagnostic techniques and its importance for the success of the planned change program
3. discuss the main features of different interventions for the individual, work, group and organisational levels
4. explain current trends in OD and speculate on how OD is likely to change in the near future
5. demonstrate skills to analyse case studies of change situations.

Unit learning outcomes

The learning goals associated with this unit are to:

1. discuss the major conceptual models underlying the OD change process and the role of the OD practitioner and his/her relationship with the client system
2. critically assess the strengths and weaknesses of diagnostic techniques and its importance for the success of the planned change program
3. discuss the main features of different interventions for the individual, work, group and organisational levels
4. explain current trends in OD and speculate on how OD is likely to change in the near future
5. demonstrate skills to analyse case studies of change situations.

Teaching approach

This unit is delivered in lecture & tutorial/workshop mode. The tutorial/workshops will provide you with the opportunity to develop your skills and knowledge through the use of practical application of the theory working on real life organisational cases. You will be expected to a two-hour tutorial /workshop each week and participate in the in-class activities such as interactive lectures, case study analyses, video discussion, self-assessment feedback and role-playing exercises. There are also pre-class and post-class activities that corresponds with the in-class materials. It is therefore important for you to come to class prepared, that is, prior to each tutorial/workshop you should have completed any of the required tasks and read the assigned readings and other relevant materials from various sources pertaining to the weekly topic. This is the only way for you to contribute to the class discussion, thereby enriching your individual and the class learning experience.

There is a group work component in this unit and it is expected that students manage their groups and group tasks effectively. There is information regarding appropriate group conduct on Moodle and any issues encountered need to be directed to the CE/Lecturer/Tutor as soon as they arise.

Recording of lectures

This unit will have lectures (or seminars in the absence of lectures) recorded. These recordings will be available to current students. If there is more than one seminar or lecture stream, the Chief Examiner may decide not to record each stream. In the event that there is an equipment failure and the lecture is not recorded in part or in full, no alternative recording will be provided. The Chief Examiner may determine a part or parts of lectures (or seminars) unsuitable for recording.

Unit schedule

For units with on-campus classes, teaching activities are normally scheduled to start on the hour (teaching will commence on the hour and conclude 10 minutes prior to the scheduled end time).

Students should note that the program outlined below is a guide to the material to be covered in this unit and not a definitive statement of when that material will be covered. Specific details relating to the timing will be discussed in class.

Week	Activities	Tutorial Activity	Required Readings
1	Introduction to the unit and Managing Change.	Case Study <i>Wedgwood an early example of Managing Change</i> Individual involvement in group work/tasks begins (weeks 1-11 inclusive)	Part 1 The rise and fall of the rational organisation Chapter 1 From trial and error to the science of management Chapter 2 Developments in organisation theory
2	Change as a paradigm		Part 1 Chapter 3 In search of new paradigms
3	Critical perspectives of Change		Part 1 Chapter 4 Critical perspectives on organisation theory
4	Culture, power, politics and choice		Part 1 Chapter 5 Culture, power, politics and choice
5	Approaches to Strategy	Group Project Students' Group Presentations with an Infographic Poster/Report begins (Weeks 5-11 inclusive)	Part 2 Strategy development and change management: past, present and future Chapter 6 Approaches to strategy
6	Applying Strategy		Part 2 Chapter 7 Applying strategy
7	Change Management: Questions to Ask		Part 2 Chapter 8 Change management: fundamental questions for Organisations
8	Planned Change (OD)	Managing Change Essay due	Part 2 Chapter 9 Planned change & Organisation Development (OD)

9	Developments in Change Management		Part 2 Chapter 10 Developments in change management
10	A Framework for Change		Part 2 Chapter 11 A framework for change
11	Change as Choice		Part 3 Managing choice Chapter 12 Organisational change and managerial choice Part 1: The choice process and the trajectory process Chapter 13 Organisational change and managerial Part 1: The change process
12	Leadership & Change	Reflections on Change Journal due	Part 3 Chapter 14 Management, leadership & change

Assessment summary

Within semester assessment: 100%

Assessment task	Value	Due date
Individual involvement in group work/tasks	20%	Weekly throughout the semester (Weeks 1 - 11)
Students' Group Presentations with an Infographic Poster/Report	35%	Ongoing from Week 5 to Week 11
Managing Change Essay	20%	Due week 8
Individual Reflections on Change Journal	25%	Due week 12

A student's final mark is normally the sum of the marks obtained in all of the individual assessment items in the unit.

Second marking

Where an assessment task is given a fail grade by an examiner, that piece of work will be marked again by a second examiner who will independently evaluate the work, and consult with the first marker. No student will be awarded a fail grade for an assessment task or unit without a second examiner confirming the result.

Note: Exceptions to this are individual pieces of assessment contributing 20% or less of the final mark, unless the total of such pieces exceeds 30% of the final mark.

Return of final marks

Faculty policy states that 'the final mark that a student receives for a unit will be determined by the Board of Examiners taking into account all aspects of assessment'.

The final mark for this unit will be released by the Board of Examiners on the date nominated in the Faculty Calendar. Student results will be accessible through the my.monash portal.

Exam viewing

Feedback on student performance in examinations and other end-of-semester assessment is required. The feedback should be in accordance with the University's procedures on Unit Assessment. Details of the examination script viewing arrangements set down by the Faculty of Business and Economics are available at <https://www.monash.edu/business/current-students/admin-information/policies-and-procedures/examination-feedback-procedure>

Assessment criteria

Assessment Criteria Grading Descriptors available at:
https://www.monash.edu/_data/assets/pdf_file/0006/801690/Assessment-in-Coursework-Units-Grading-and-Marking-Procedures.pdf

Assessment requirements

Hurdle requirement

There is no hurdle in this unit.

Participation

Participation and active contribution in workshops is an expected component of this unit. Students are also required to work and participate with group work and it is expected that students manage their groups and group tasks effectively. Groups should be proactive and take action if the group is experiencing difficulties. They can do this by arranging to meet the CE/Lecturer/Tutor as soon as possible so that difficulties can be resolved in a timely and productive manner.

Assessment tasks

Assessment task title: Individual involvement in group work/tasks

Due Date: Weekly throughout the semester (Weeks 1 - 11)

Weighting/Value: 20%

Details of Task: Over the course of the semester, you are required to complete *in tutorial/workshop* group AND individual tasks. This will mean active attendance and positive engagement in these activities. Details will be given in the tutorial/workshops.

Release date: N/A

Word limit: Not Applicable

Presentation requirements: Details for each task will be given in the appropriate Tutorial/Workshop

Estimated return date: Not Applicable

Criteria for marking: Criteria will be made available in the relevant tutorial/workshop

Learning objectives assessed: The task assesses all of the learning objectives for this unit.

Submission details: Students are required to complete the relevant activities in each tutorial /workshop

Penalties for late lodgement: As noted previously, due to the nature of this assessment item, generally no extensions will be granted unless appropriate documentation has been provided. If students would like to seek an extension, they must make this request prior to the deadline.

Assessment coversheet: N/A

Additional information: N/A

Assessment task title: Students' Group Presentations with an Infographic Poster/Report

Due Date: Ongoing from Week 5 to Week 11

Weighting/Value: 35%

Details of Task: This is a task for a group of (maximum) three - four students.

Each group will use the topic for their allocated week (from weeks 5 to 11), and using the text and the week's required readings as a starter, investigate the "change issue" under consideration as per the instructions below

Student group presentations will commence in Week 5. By Week 3, students will have their groups, their topics and their presentation dates allocated. Each group has 30 minutes to present. Each member of the group is expected to both present and answer questions.

The purpose of each presentation is twofold:

1. To highlight a change issue, share the most important findings of your research and stimulate class discussion and/or interaction in relation to that issue.

In order to share its experiences and insights into the change issue, the group is asked to prepare a 20-25 minute presentation based on its research and analysis of the topic, and where relevant, to integrate group members' work-related experiences, with an additional 5 minutes to answer questions. All group members are expected to contribute to the presentation and marks for this work will be allocated equally.

2 . You are expected to demonstrate a willingness to develop your personal skills for the benefit of your team, including good listening and feedback, attendance at group meetings, reliability in producing quality work and *pitching in* for team effectiveness.

Groups are encouraged to use various **creative presentation & involvement techniques** in order to stimulate audience interest and participation. For example, in addition to Powerpoint, Prezi or similar slides, the presentation could include visual material, such as video clips, cartoons, diagrams, models, mind maps and useful involvement methods such as relevant and interesting (short) case examples, games, questionnaires, role-playing, etc. Be creative, be relevant and leave the class well informed!

Additionally, following trends in today's workplace, groups are expected to produce an **Infographic Poster Report** to summarise their presentation.

Presentation requirements:

The Infographic Poster Report accompanying the presentation should, **amongst other things**, attempt to incorporate the following:

- Relevant change theory/theorists to which you have referred in your presentation.
- A set of key learning points in the presentation - and their links to the theory.
- Graphic(s) depicting the activity and/or organisational examples used to engage the audience.
- A list of quality references used (8-10 academic ones at least), for further study.
- In week 12 the Poster Reports will be displayed for all students to “Vote-on”.

N.B. With your Infographic, please provide a single, signed and completed Assessment Coversheet for all group members, along with a copy of the slides (e.g. Powerpoint, Prezi) used (four to a page).

Please see marking rubric folder for this task so that you have a clear idea as to expectations for both tasks

Release date: Estimated return date: Three weeks after submission

Word limit: N/A

Presentation requirements:

The Infographic Poster Report accompanying the presentation should, **amongst other things**, attempt to incorporate the following:

- Relevant change theory/theorists to which you have referred in your presentation.
- A set of key learning points in the presentation - and their links to the theory.
- Graphic(s) depicting the activity and/or organisational examples used to engage the audience.
- A list of quality references used (8-10 academic ones at least), for further study.
- In week 12 the Poster Reports will be displayed for all students to “Vote-on”.

N.B. With your Infographic, please provide a single, signed and completed Assessment Coversheet for all group members, and, if done, along with a copy of the slides (e.g. Powerpoint, Prezi) used (four to a page).

Please see marking rubric folder for this task so that you have a clear idea as to expectations for both tasks

Estimated return date: Three weeks after submission

Criteria for marking: Please see marking rubric folder for this task so that you have a clear idea as to expectations for both tasks found on the unit's Moodle site.

Learning objectives assessed: This task assesses learning objectives 2, 3, 4 and 5.

Submission details: A soft copy of your Presentation and Infographic should be uploaded to the Moodle Submission box before the presentation. A hard copy of your Presentation and Infographic should also be submitted in the tutorial/Workshop that your group is presenting to. Please ensure that you have attached a signed (by all group members) cover sheet with your 'hard-copy' submissions.

NOTE ON EXTENSIONS: No extensions will be granted for this Workshop presentation. Students who are not present for their group's presentation will be awarded a mark of 0 for the presentation, except for cases in which an application for special consideration is made and approved.

Penalties for late lodgement: Students wishing to apply for an extension need to contact the chief examiner PRIOR to the assignment due date. Extensions will only be given where there is a valid and substantiated reason (e.g., illness and that is supported by a Doctor's certificate). As information about all of the assignments is provided at the start of the semester and students are expected to start work on their assignments well before the due date, excuses such as employment commitments or computer breakdowns will not be considered valid reasons for an extension. You are advised to plan your time in advance, ensuring you have allocated sufficient time to finish your assignment by the due date. You are also advised to save your work on a hard drive as you work through your assignments and to also keep a copy on USB/CD etc. for safekeeping. ***Assignments submitted after the due date and without permission will incur a penalty of 10% of the total marks for the assignment per day the assignment is late.*** After ten days assignments will be accepted but will not be given a mark. Please note that a weekend is two days and will be treated as such when penalising late submission.

Assessment coversheet: Both a soft copy and a hard copy must be submitted. Submission of assignments by students must be made in your workshop as directed by the Unit Coordinator. A soft copy of your assignment should also be submitted to the Moodle Submission box.

The coversheet is accessible via the Monash portal page located at <http://my.monash.edu> under the heading 'Learning and teaching tools.'

Additional information: Individual Assessment in Group Tasks:

EXCLUDING GROUP MEMBERS: Generally, there are two reasons for excluding someone from the team: first, non-contact, and second, non-contribution. To exclude someone from the team for non-contact, I need three things:

1. Evidenced attempt to contact and include the team member.
2. After reasonable time to respond to the first attempt, a second attempt to contact and supportively include the team member.
3. After another reasonable time to respond to the second attempt, a third attempt to contact and supportively include the team member, and continued non-response.

Evidence, in this context, would be a posting in the team's discussion list. A reasonable time, in this context, would be three days.

If, after group members have made successful contact, then a group member could still be excluded for not making agreed contributions. Not making agreed contributions, could be, for example, a breach of your group's rules as specified in your team contract (such as not attending classes), could be not completing tasks in the agreed timeframe, and could be not attending group meetings. In each of these cases, I would need to see:

1. Documented agreed contributions, and that the group members actually agreed to it
2. A documented non-contribution
3. A documented and supportive attempt to address the non-contribution, and
4. A documented and continued non-contribution

For each of these, the documentation would be the group meeting minutes, posted in the group's MOODLE discussion list after each meeting.

In both of these cases – non-contact and non-contribution – there is an initial emphasis on the group making all necessary attempts to solve the issue by first providing groupmates with support, and to address the issue in the team. After multiple attempts to support groupmates, without effect, then please contact me as soon as possible. My first effort will be to enhance the cohesiveness of the team. If this does not appear possible, then I will exclude the team member from the team, and they will receive a zero (0) for this assignment. If they stay in the group, their grade will reflect the Week 1 agreed model.

Overall, the emphasis is on group support of groupmates, documenting and making explicit expectations, and then following through on expectations.

Assessment task title: Managing Change Essay

Due Date: Due week 8

Weighting/Value: 20%

Details of Task: This is an individual assessment task

Drawing on the change literature, **discuss** the following:

Change is often presented as rational and a well-planned process but real world examples suggest that this is simply not the case.

Using an **Australian organisational example of your choice**, provide an analysis of:

- **how and why major change came about**
- **& suggest how this change can/could/should be managed for optimal outcomes.**

Your essay should appropriately **cite theoretical models and research findings** to support these views. This should include **academic journals, 2-3 academic books and appropriate websites as well as grey literature** to support your arguments and assertions.

Note that the **reading provided in the unit to date is a good place to start with**, to help support your arguments/perspective. Answers that simply reflect opinion and that do not draw on the accumulated body of scientific knowledge on managing organisational change and development will not be rewarded.

Please remember to research beyond your prescribed text and readings. **A minimum of 15 academic quality references are required.**

Release date: N/A

Word limit: 2,000 words plus or minus 10%

Presentation requirements: The essay **can/should include headings and sub-headings**, and the document should be presented in **double-line spacing**. It is a requirement that all references be

consistent with APA format which can be found in the *Q Manual* (also available online in Moodle).

Work submitted for assessment MUST be accompanied by a completed and signed Assessment Coversheet, available at <http://www.buseco.monash.edu.au/student/forms/>

Assessment tasks that are lodged electronically must be sent via a valid monash student email account (i.e.name@student.monash.edu) and must include an electronic copy of the Assessment Coversheet. Electronic lodgement from any other email addresses will not be accepted.

Estimated return date: Three weeks after submission

Criteria for marking: A Marking Guide is available on Moodle, however, the following broad criteria will form the basis for assessment of the essay. Please read the list carefully and check it again before submitting this essay.

Focus:

Is your assignment clearly focused on the topic you are addressing?

Definitions:

Do you clearly define all theoretical terms and examples from empirical readings and/or personal experience?

Reference to Appropriate Theories and Models:

Are theoretical references relevant to your argument? Do you cover a sufficient range of relevant material?

Structure:

Does the assignment follow a logical sequence? Are different sections clearly delineated? Do you draw together the threads of your arguments? Are there clear links among theories and examples?

Understanding and Insight:

Does your essay demonstrate understanding and insight into the questions you have addressed and the material you have included?

Referencing

Is your essay correctly referenced, both in-text and in the reference list?

Learning objectives assessed: The task assesses all of the learning objectives for this unit.

Submission details: Students are to submit their essays in hard-copy format WITH an attached and signed coversheet, at the beginning of the tutorial/workshop in week 8.

An electronic version of the assignment should also be submitted via student email to the Unit Turnitin site by all students,

Penalties for late lodgement: A penalty of 10 per cent will be deducted for each day that the assessment is late. Students should note that a weekend is 2 days and will be treated as such when penalties are calculated. After 10 days, late assignments will be accepted but will not be given a mark.

Assessment coversheet: The coversheet is accessible via the Monash portal page located at <http://my.monash.edu> under the heading 'Learning and teaching tools.'

Additional information: N/A

Assessment task title: Individual Reflections on Change Journal**Due Date:** Due week 12**Weighting/Value:** 25%

Details of Task: This is an individual assessment task. The aim of this task is to get students to reflect on the change literature from both a practical and theoretical perspective. Students are directed to reflect on any of the relevant material, concepts, readings, media, experiential activities, class discussion, group work and self-assessments covered over the course of the semester.

The individual reflection of change needs to be more than just a diary of your experiences. It should explicitly discuss how your experiences in the unit, in life and at work relate to theories you have learnt, your attitudes/thoughts on these theories and how these impact upon your decision making. You may want to reflect on all aspects of your education and how your experiences have changed you. It is expected that you reflect on areas directly related to work and employment (i.e. team work, technology, communication etc.).

The individual reflection of change must include:

- Materials from ANY THREE (3) TOPICS discussed during the semester between Weeks 1 and 10;
 - Can include, but not limited to: A critical analysis of the readings; what relationships exist between the readings? What patterns have emerged in the development of the theories? How do the ideas and concepts in the readings interrelate? What has been revealed in organisations and management by the use of multiple perspectives?
 - See Reflections forum for more suggestions
- You must also provide a response to the question posted on Moodle about organisational learning;
 - Your understanding of your own learning over the semester and the implications for organisational learning;
- And a personal learning statement of your experiences in working on the group project. As with other pieces of work, this needs to provide a link between theory and practice, but from a truly deep personal perspective.
 - How have you changed as a result of this experience?
 - What has this experience taught you about change?
 - Has this changed how you would approach organisational change?

There is a suite of resources available on Moodle to assist you with the reflective writing process.

Release date: N/A**Word limit:** Minimum 2000 words**Presentation requirements:** Written submission, essay-type response. Presentation guidelines are available on Moodle.**Estimated return date:** N/A**Criteria for marking:** Available on Moodle**Learning objectives assessed:** This assessment task is designed to test learning objectives 1,2, 3 and 4.**Submission details:** A soft copy of your assignment should be uploaded to Moodle by 12 noon on the date of the week 12 tutorial/workshop**Penalties for late lodgement:** A penalty of 10 per cent will be deducted for each day that the assessment is late. Students should note that a weekend is 2 days and will be treated as such when penalties are calculated. After 10 days, late assignments will be accepted but will not be given a mark.

Assessment coversheet: The coversheet is accessible via the Monash portal page located at <http://my.monash.edu> under the heading 'Learning and teaching tools.'

Additional information: N/A

Extension and penalties

Students wishing to apply for an extension need to **contact the chief examiner PRIOR** to the assignment due date. Extensions will only be given where there is a valid and substantiated reason (e.g., illness and that is supported by a Doctor's certificate). As information about all of the assignments is provided at the start of the semester and students are expected to start work on their assignments well before the due date, excuses such as employment commitments or computer breakdowns will not be considered valid reasons for an extension. You are advised to plan your time in advance, ensuring you have allocated sufficient time to finish your assignment by the due date. You are also advised to save your work on a hard drive as you work through your assignments and to also keep a copy on USB/CD etc. for safekeeping. ***Assignments submitted after the due date and without permission will incur a penalty of 10% of the total marks for the assignment per day the assignment is late.*** After ten days assignments will be accepted but will not be given a mark. Please note that a weekend is two days and will be treated as such when penalising late submission.

Referencing requirements

To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at <http://www.lib.monash.edu/tutorials/citing/>

Referencing requirements are detailed in the Q-manual at:

<http://mon.clients.squiz.net/business-mango/students/study-resources/related/components/qmanual.pdf>

Assignment submission

Hard Copy Submission:

Assignments must include a cover sheet. The coversheet is accessible via the Monash portal page located at <http://my.monash.edu> under the heading 'Learning and teaching tools.'

Please keep a copy of tasks completed for your records.

See submission details above.

Online Submission:

If Electronic Submission has been approved for your unit, please submit your work via the Moodle site or other; as directed by your tutor for this unit.

Please keep a copy of tasks completed for your records.

If Electronic Submission has been approved for your unit, use only the Moodle assignment submit tool. Do not submit files attached to email. Access Moodle in the Home tab by clicking on Moodle, when you log in to my.monash portal using your Authcate and password. Select the unit for which you wish to submit work.

- Unless you have made prior arrangements with your lecturer, only the following file formats will be accepted: .doc, .pdf, .html;
- It is essential you adhere to the following format for the naming of the file you wish to submit:
 - it must contain your Authcate name; and
 - there must be no space in the filename.
- You will receive a confirmation message within Moodle once you have successfully submitted your assignment within the electronic dropbox.
- Comments and grading of your assessment will be communicated to you either by Moodle, email, or post.

Instructions for submitting an assignment electronically using Moodle are found at <http://www.vle.monash.edu/supporttraining/learnbytech/moodle/students/submitting-an-assignment.html>

Feedback

Our feedback to you

Types of feedback you can expect to receive in this unit are:

- Formal individual feedback on assignments expressed as a letter grade
- Answers to questions relating to the discipline or the unit's work
- Advice about seeking additional help to develop your writing or research skills
- Informal feedback relating to class activities

Both written and verbal feedback will be given to each group and individual on their various assessments

Your feedback to us

One of the formal ways students have to provide feedback on teaching and their learning experience is through the Student Evaluation of Teaching and Units (SETU) survey. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement.

Previous student evaluations of this unit

In response to previous SETU results of this unit, the following changes have been made:

- Students identified the need for a more formalised structure in the Group Assessment (including a higher word count)

If you wish to view how previous students rated this unit, please go to:

<https://www.monash.edu/ups/setu/about/setu-results/unit-evaluation-reports>

Learning resources

Monash Library Unit Reading List (if applicable to the unit): <http://monash.rl.talis.com/index.html>
Research and Learning Online: www.monash.edu/rlo

Required resources

Students generally must be able to complete the requirements of their course without the imposition of fees that are additional to the student contribution amount or tuition fees. However, students may be charged certain incidental fees or be expected to make certain purchases to support their study. For more information about this, refer to the Higher Education Administrative Information for Providers, Chapter 18, Incidental Fees at <http://education.gov.au/help-resources-providers>

All required resources are available on the Moodle site.

Recommended Text: Burke, B. (2014) Managing Change 7th edition Pearson

Technological requirements

Virtual learning environment (VLE): Moodle

Material used in class together with other information of importance to you will be published online via the unit's Moodle site. In order to access information about this unit in Moodle you must be enrolled in the unit and have a valid student account with authentic username and password. Moodle can be accessed through my.monash portal by clicking on the Moodle link under "Online systems". If you need some help with Moodle then check out the Moodle Support for Students page.

Q Manual

Work submitted for assessment must be consistent with the guidelines set down in the Q Manual, which is the faculty's student guide for producing quality work on time. Copies of this manual can be purchased at the bookshop or accessed online at <http://business.monash.edu/students/study-resources/related/components/qmanual.pdf>

Prescribed text and readings

Recommended Text: Burke, B. (2014) Managing Change 7th edition Pearson

Detailed weekly readings and the readings for each assignment will be posted on Moodle and be delivered via the lecture slides.

Other information

Policies

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and to provide advice on how they might uphold them. You can find Monash's Education Policies at:

<http://www.policy.monash.edu/policy-bank/academic/education/index.html>

Student Academic Integrity Policy

www.monash.edu/_data/assets/pdf_file/0004/801841/Student-Academic-Integrity-Policy.pdf

Special Consideration

For information on applying for special consideration, please visit: <http://www.monash.edu/exams/changes/special-consideration>

Graduate Attributes Policy

<http://www.monash.edu/policy-bank/academic/education/course-governance-and-design/course-design-policy>

Student Charter

www.monash.edu/students/policies/student-charter.html

Student Services

The University provides many different kinds of services to help you gain the most from your studies. Contact your tutor if you need advice and see the range of services available at www.monash.edu/students

You can also access important information from the Faculty of Business and Economics current students page <http://www.buseco.monash.edu.au/student/>

English Connect provide services to improve and develop your language skills with workshops and programs, including online English Connect Grammar Resources, Let's Chat conversational and oral skills group sessions, workshops on oral presentation and public speaking skills (Speaking with Confidence) and grammar for academic English (Polish Up Your Grammar). Peer Support

(one on one service) runs out of the Library and is to assist you with written assignments. You can register or gain more information at <http://www.monash.edu/english-connect>

Monash University Library

The Monash University Library provides a range of services, resources and programs that enable you to save time and be more effective in your learning and research.

Go to <http://www.monash.edu/library> or the library tab in [my.monash](#) portal for more information.

Disability Support Services

Students who have a disability, ongoing medical or mental health condition are welcome to contact Disability Support Services.

Disability Support Services also support students who are carers of a person who is aged and frail or has a disability, medical condition or mental health condition.

Disability Advisers visit all Victorian campuses on a regular basis.

- Website: monash.edu/disability
- Email: disabilitysupportservices@monash.edu

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