MGSM866

Managing Change

Term 1 North Ryde 2018

MGSM Degree Programs

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Disclaimer

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General Information

Unit convenor and teaching staff
Professor of Management
Richard Badham
richard.badham@mgsm.edu.au
Contact via +61 (2) 9850 9021
Block Class: February 16-18, March 3-4 2018

Credit points
4

Prerequisites
MGSM870 or (admission to PGCertMBAExt or GradCertMgtPostMBA)

Corequisites

Co-badged status

Unit description
Managing change is the discipline (in thought, word and deed) of influencing yourself and others to achieve a purpose . The unit provides an intellectual understanding of the dynamics and leadership of change, and techniques for mapping out and addressing the challenges these create. It fosters an awareness of and ability to handle the emotions that change arouses in yourselves and others. Finally, it stimulates an ability to act intelligently in practice, to understand and influence change in uncertain, complex, demanding and often confronting situations. The unit aims to achieve these objectives in the content, form of delivery and method of examination employed. It introduces students to an open, comprehensible, practical and reflective 5M Action Framework, using emotive and provoking images, films and simulations. Students create Learning Diaries and conduct Action Projects involving real-world action and reflection. This subject is for students interested in self-reflection, increasing their ability to undertake crucial conversations and handle people in ambiguous, confronting and conflictual situations, and have aspirations for senior leadership. It is not recommended for students seeking ‘plug and play’ methodologies or middle management toolkit as they will find the content and methods disruptive and challenging.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

Critically reflect on complexities of and barriers to change, the challenges that these pose, the management mystique that hinders proper consideration of such issues, and the requirements that these place upon a 'change entrepreneur'.
Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
Enhance ability to mindfully appreciate and effectively mobilise their own perceptions, capabilities and preferences, as well as those of others, in understanding and influencing themselves and others with views similar and different to their own (Global Mindset)
Enhance ability to reflect on personal and institutional meaning of and purpose for change and its leadership, in modern conditions of a dominant instrumental rationality, predictable irrationality and organized irresponsibility (Global Citizenship)
Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

General Assessment Information

If submission extension is needed, please send an email to Richard Badham (richard.badham@mgsm.edu.au) and copy Paul Marevich (teachingsupport@mgsm.edu.au) at least a week before the due date. Under exceptional circumstances, this can be provided, but will result in a delay in your receipt of your final mark and grade from MQ.

FORMAL ASSESSMENT CRITERIA

Assessment will take the form of marks for the three sets of deliverables.

When submitting assignments take care not to present the ideas of others as your own. In particular, use proper referencing techniques to avoid possible plagiarism as the latter can result in penalties and/or disciplinary action. If you are at all unclear on any of these matters please contact your lecturer.

In the interests of equity, late assignments will have 10% of the total available mark deducted for each day late. This will only be waived where formal approval has been given for an extension of time. Group reports may be submitted without a 'late' individual's report, and the lack of contribution of the individual to the group will be recognized in the assessment of individual contribution to group assignment.

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Diary	25%	No	26th March 2018
Action Project	60%	No	26th March 2018
Group Work and Report	15%	No	26 March 2018

Learning Diary

Due: **26th March 2018**
Weighting: **25%**

Length:

10 A4 Pages (min), excluding creative work & appendices

Format:

- Introduction
- Day 1
- Day 2
- Day 3
- Day 4
- Day 5
- Conclusion

Learning diaries are used in this course as a means for you to reflect on the overall content of the course, your experiences throughout, and the meaning that the content and experiences have for you and your life at work. It is expected that you will write down up to 2 pages of 'dot points' at the end of each day, and integrate these into a coherent learning diary for final submission. Your reflections on the character and success of your group activities should be included.

On successful completion you will be able to:

- Critically reflect on complexities of and barriers to change, the challenges that these pose, the management mystique that hinders proper consideration of such issues, and the requirements that these place upon a 'change entrepreneur'.
- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.

- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
- Enhance ability to reflect on personal and institutional meaning of and purpose for change and its leadership, in modern conditions of a dominant instrumental rationality, predictable irrationality and organized irresponsibility (Global Citizenship)

Action Project

Due: **26th March 2018**
Weighting: **60%**

Length:

20 A4 pages (max), excluding Appendices

Format:

Project Report.

The structure will be:

- Introduction

- Change Map

- Change Intervention

- Change Evaluation

- Conclusion

This project will involve individuals planning out and conducting a change intervention, in their personal lives, in their own organisation or in another organisation negotiated with the lecturer.

On successful completion you will be able to:

- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
- Enhance ability to mindfully appreciate and effectively mobilise their own perceptions, capabilities and preferences, as well as those of others, in understanding and influencing themselves and others with views similar and different to their own (Global Mindset)

- Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

Group Work and Report

Due: **26 March 2018**
Weighting: **15%**

After you have completed your individual assignments, you are expected to come together as a 3-person group to share, discuss and summarise your joint-insights in a Group Report. During the weekends, you will also be required to present as a 3-person group on the video case material, and participate in larger 9-person combined groups for the ExperienceChange simulation and one additional case study presentation. Your marks for Group Work and Report will be based on your group work in total, including class participation and the final report.

Assessment of Individual performance will be based on the Group member contribution statement / Peer Evaluation subject to the final decision of the lecturer.

The Group Report will have the following format:

Length:

20 A4 pages (max)

Format:

Group Report.

The structure will be:

- Introduction
- Group Reflections On Learning Diaries
- Group Reflections on Action Projects
- Conclusion

FURTHER INFORMATION: ON LEARNING DIARIES, ACTION PROJECT & GROUP CASE STUDY PRESENTATION AND REFLECTION

LEARNING DIARIES

What Diaries are Expected to Display

A particular focus of the course is on stimulating intellectual intelligence ('thinking things through'), emotional intelligence ('awareness and handling of the emotions of yourself and others'), and action intelligence ('a confidence and ability to act and reflect upon action in situations of complexity, uncertainty and conflict'). It is expected that you will develop your

change capabilities or intelligence in each of these areas. In this way, you are expected to show an intelligent and thoughtful grappling with the key issues, arguments and materials presented in the course.

Each Day section should each include the following sub-sections.

- Key Reflections on the Day's Lectures and Learnings

Briefly summarise the topics covered and your experience of the lecture, highlighting the points important to you, and any questions you might have. Explain how the material (or certain aspects) apply or might apply in your life (work, study, play, relationships).

- Key Reflections on Group Activities and Team Development

Briefly summarise the content and process of the exercises and activities, and any outcomes or results. Include reflections on your team dynamics and your team's progress or lack thereof; detail what happened and explore why things happened or did not happen. Consider your role and contribution to the team's task and process. Compare this team to other experiences you have had.

- Key Reflections on Selected Readings

Briefly summarise the content of the readings relating to the days activities. For readings you find significant and important, show how the concepts, views and interpretations they offer relate to the lecture, exercises, team dynamics and experiences in class. Critique the readings: what were their strong and weak points, and why do you think so?

Recommended Length

The Learning Diary can strictly follow the above structure or a more creative approach can be adopted. If the structure is strictly followed, then it is expected that diaries will normally be not be less than 15 pages and not more than 25 pages. Many students find it difficult to communicate all their ideas and experiences within this length. If this is the case, or simply because you may prefer it, you are encouraged to try to communicate your key learnings in a more creative format. In a sense, this will replace a more traditional conclusion. Students have, in the past, created games, posters, animated powerpoints, videos, artwork and even an opera! If you decide to convey your main message(s) in a more creative way, then it is expected that you will support this with a minimum of 10 pages of description outlining the purpose of the creative work and your key learnings from the 5 days in the format outlined above.

Function and Purpose

As background for this activity, an introduction to the common purposes for which learning diaries are used and a typical learning diary structure is provided in the article at the front of your readings:

Hays, J.M., *Reflection, Insight and Empathy: Uncommon Outcomes in Management Education*, ANU, Canberra.

ACTION PROJECT

Unlike pre-programmed assignments, the student will select their own project in consultation with the lecturer. As the topic and detailed approach are deliberately not fixed, students are able, and encouraged, to develop and test out ideas with the lecturer during the two formal course sessions as well as by email. The main criterion for a change project is that the project is of personal interest to the student, and it is of significance for themselves and other people who are important to them.

Past change projects have ranged from major strategic organisational restructures to more restricted personal or interpersonal interventions. They have also ranged from the initiation of the early stages of a change project to the evaluation and improvement of change initiatives that have been going on for some time. The size and scope of the change project is negotiated with the lecturer, taking into consideration the practical issue of what is feasible within the time scale of the course assignments.

Why is this assignment left so open? Firstly, change is like that! It is not simple, linear and pre-programmed, and is not simply the application of a technique. Secondly, reflective learning that pays attention to the emotions of oneself and others, as well as how to act in practice, requires action, experimentation and reflective evaluation in situations that are real and significant.

The individual projects all have a common reporting structure. The Action Project Report has five sections:

- Introduction
- Change Map
- Change Intervention
- Change Evaluation
- Conclusion

The *Change Map* will involve a mapping out of the case study change project, including what you see to be the 'Gap' that was being addressed, the 'Forcefield' of promoting and hindering forces, and a 'Route Map' that will take one of two forms: either a 'Proposed Route Map' for a project that has not begun or is in the initial stages or an 'Evaluation and Recommendations Route Map for a project that is well established and has hit some roadblocks or requires some improvement. The latter will include a description and evaluation of the Existing Route, and creation of a Proposed Route.

In terms of basic structure:

The *Change Map* must include:

- Gap Analysis
- Forcefield Analysis
- Route Analysis

The *Change Intervention* must include:

- Rationale:

· Why has this change intervention been chosen to address a key change issue identified in the Route Analysis?

· Planning of the Intervention

· What was taken into consideration in order to make this an effective change intervention?

· Conduct of the Intervention:

· What happened?

The *Change Evaluation* must include:

· Evaluation of the Change Mapping.

What were the main challenges encountered? How well were these addressed? What might you do to improve in future?

· Evaluation of the Change Intervention.

What went according to plan? What was unexpected and what impact did this have? What went well? What did not go so well? What might you do to improve in future?

GROUP WORK AND REPORT

The *Group Report (Learning Diaries Section)* will address the following questions: (i) 'How did we approach change prior to the unit?' (ii) 'What did we take away from this unit? Why?' (iii) 'What did I leave behind? Why?' and (iv) 'What will we do in future to improve our change skills?'. This group overview will include the group's overall learnings and observations on their overall 'journey' or 'journeys' during the unit.

The Group Report (Action Projects Section) will address the following issues: (i) What common issues and challenges were there in the different action projects? (ii) What different insights were raised by experiences in the different projects? (iii) What would the group do differently in the future?

The *Appendix: Case Study Presentation and Learnings* will include the case study presentation material, and reflections on learnings from the reading and presentation.

On successful completion you will be able to:

- Critically reflect on complexities of and barriers to change, the challenges that these pose, the management mystique that hinders proper consideration of such issues, and the requirements that these place upon a 'change entrepreneur'.
- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the

mobilizing of motivation and power (Leadership)

- Enhance ability to mindfully appreciate and effectively mobilise their own perceptions, capabilities and preferences, as well as those of others, in understanding and influencing themselves and others with views similar and different to their own (Global Mindset)
- Enhance ability to reflect on personal and institutional meaning of and purpose for change and its leadership, in modern conditions of a dominant instrumental rationality, predictable irrationality and organized irresponsibility (Global Citizenship)

Delivery and Resources

Required Text

Palmer, I., Dunford, R. and Buchanan, D., 2016 *Managing Organizational Change: A Multiple Perspectives Approach* ,3rd Edition, New York and London: McGraw Hill,

The 3rd Edition of this textbook is an excellent resource, providing a guide to key concepts, tools and case studies. It is, however, to be used as a resource. The structure of the course and the 5M model that it uses follows the Essential Reading below. What the text provides, however, is essential and required background information and knowledge about what has become an unwieldy and often confusing literature on change management.

For information on textbook prices and online ordering, please refer to the Co-Op Bookshop webpage at http://www.coop-bookshop.com.au

Some people have found that there is an International Edition that is cheaper and useable.

ESSENTIAL READINGS

Badham, Richard, 2013, *Short Change. An Introduction to Managing Change*, Suny Press, ISBN: 9789662965094

Badham, Richard, 2013 *7 Leaflets on Inspiring Change & the 5M Model*

The brief Short Change book has been designed to be short, cheap and is purchasable for $20 as a Kindle ebook (http://www.amazon.com/Short-Change-Introduction-Managing-ebook/dp/B00OPXVJ0S/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1418684457&sr=1-1&keywords=badham).

The Short Change book and associated 7 Leaflets will be also be provided free on the iLearn websited under 'Essential Reading'

The text and associated leaflets are necessary for both your Learning Diary explanation of the 5M Framework and as a guide for the mapping and intervention in your Action Project.

MGSM iLearn

The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MGSM

Unit Schedule

Block Class: February 16-18, March 3-4 2018

PRE-WORK & INTRODUCTION TO SIMULATION

This course is about enhancing your abilities to lead change, and to do so the pre-work, course structure and assignments are designed to enhance your self-reflection and provide real-world practical experience for you to experiment with and reflect on.

1. Prior to the first weekend block, you are expected to watch and analyse 3 video case studies: *(Ahead of the Class (a fictional movie starring Julie Walters, based on a book by Lady Stubbs about her transformation of St George's School); Jamie Oliver's School Dinners (the first 'reality TV' documentary about Jamie Oliver's 'Food Revolution' ; and Morgan Motor Cars* (a 'reality TV' documentary from Troubleshooter series, as Sir John Harvey Jones acts as a consultant to Morgan Motor Cars to advise them on their future). In brief, what you are required to do is: (i) to open up the Introduction to Video Case Studies on iLearn, review the instructions, download the videos*; (ii) download and read Rosabeth Moss-Kanter's article on Seven Skills of the Change Agent, and fill out her 'Seven Skills' questionnaire for each of the three 'change agents'. On Day 1, you will work together in a group of 3, to present your conclusions. You will be advised on Day 1 about the nature and form of the presentation.

* Please note that there are 4 Jamie Oliver videos which take 10-20 minutes to download, and you are only required as pre-work to watch the first video. If you can access the videos through another form, this will save you time. If you have problems uploading, and cannot access in any other way, then one copy of the videos will be held by Paul Marevich, and you should contact him about access.

2. On the day before the first block class, you will be sent an email with website details for the ExperienceChange simulation being undertaken on the Saturday of the first weekend. Please bring this password to class. The password will enable you to enter the website, and view the preparatory materials (Global Tech ExperienceChange: Change Theory & Player's Guide). These are not required reading prior to the first weekend.

3. Between the two weekend blocks, you will be required to analyse and get feedback from colleagues, friends and family on your leading change abilities, as viewed through the perspective of *The Relating Compass.* During the first weekend, in your 3-person groups, you will have the opportunity to read the Relating Compass materials, and discuss how to carry out the required conversations. This will help prepare you for the second weekend, when on the Saturday there will be a facilitated 8-hour in-class session on Leading Change & The Relating Compass.

FORMAL ASSESSMENT

In terms of formal unit assessment requirements, participants are required to:

Complete 2 Assignments

- Learning Diary & Action Project

- Group Report

Note:

All assignments are to be submitted as group documents electronically (in iLearn).

All assigned work has to be completed on time (unless a formal extension has been given prior to the due date) and in line with the guidelines

Students are required to contribute fully to class and group-based discussions

CLASSES

Unit content will be introduced via a combination of lectures, class discussions, case studies, and videos.

Session	Date
1	16th February 2018
2	17th February 2018
3	18th February 2018
4	3rd March 2018
5	4th March 2018

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy (***Note:*** *The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy.

The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
- Enhance ability to mindfully appreciate and effectively mobilise their own perceptions, capabilities and preferences, as well as those of others, in understanding and influencing themselves and others with views similar and different to their own (Global Mindset)
- Enhance ability to reflect on personal and institutional meaning of and purpose for change and its leadership, in modern conditions of a dominant instrumental rationality, predictable irrationality and organized irresponsibility (Global Citizenship)
- Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

Assessment tasks

- Learning Diary
- Action Project

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on complexities of and barriers to change, the challenges that these

pose, the management mystique that hinders proper consideration of such issues, and the requirements that these place upon a ‘change entrepreneur’.

- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
- Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

Assessment tasks

- Learning Diary
- Action Project
- Group Work and Report

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on complexities of and barriers to change, the challenges that these pose, the management mystique that hinders proper consideration of such issues, and the requirements that these place upon a ‘change entrepreneur’.
- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
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- Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

Assessment tasks

- Learning Diary
- Action Project
- Group Work and Report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.
- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
- Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

Assessment tasks

- Learning Diary
- Action Project
- Group Work and Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on and practically apply techniques for managing the cycle of change, including planning, executing and evaluating change in a cultural process of creating maps, donning masks and deploying mirrors.

- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
- Enhance ability to mindfully appreciate and effectively mobilise their own perceptions, capabilities and preferences, as well as those of others, in understanding and influencing themselves and others with views similar and different to their own (Global Mindset)
- Enhance capabilities in strategy execution or implementing new and sustainable operations, structures and patterns of behavior (Sustainable Value)

Assessment tasks

- Learning Diary
- Action Project
- Group Work and Report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Critically reflect on and practically apply concepts for leading individuals, groups and organisations through cycles of change, involving both mindful thought and action & the mobilizing of motivation and power (Leadership)
- Enhance ability to mindfully appreciate and effectively mobilise their own perceptions, capabilities and preferences, as well as those of others, in understanding and influencing themselves and others with views similar and different to their own (Global Mindset)
- Enhance ability to reflect on personal and institutional meaning of and purpose for change and its leadership, in modern conditions of a dominant instrumental rationality, predictable irrationality and organized irresponsibility (Global Citizenship)

Assessment tasks

- Learning Diary
- Action Project

Changes from Previous Offering

The Leading Change Compass activity has been introduced to replace the LMAP 360 activity used in previous offerings.

Alignment of this unit with MGSM's mission-driven attributes

Leadership: The unit challenges the rationalistic mindset of traditional 'management' and emphasises performance, complexity and informal influence

Global mindset: The unit emphasizes the central role of understanding other people's mindsets

Citizenship: The unit focuses on the value of change management for the individual and their role in society, not just the organisation

Creating sustainable value: The unit develops skills and capabilities for change management required by individuals and organisations to ensure that organisations survive and prosper over time

Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member. Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at https://students.mgsm.edu.au/handbook

Content Disclaimer

The content of this unit is provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

Changes since First Published

Date	Description
09/01/2018	Further information regarding Pre-Work and activities added to the Unit Schedule section.
14/12/2017	More detailed information was added for "The Relating Compass" activity in the Unit Schedule section.