

Te Hoe Aronui
Department of Humanities

Post Graduate Sustainable Practice Programme

Master of Sustainable Practice

Post Graduate Diploma in Sustainable Practice

Post Graduate Certificate in Sustainable Practice

Course outline and assessments for

Change Agency and Sustainable Practice

MSSP801

Semester One, 2024



Kōrero whakatuwhera - Introduction/Welcome

Welcome to MSSP801, Change Agency and Sustainable Practice. Please refer to the MSSP801 Moodle Page for further information relating to this course.

Please refer to your Programme Handbook for all programme related information, for example programme structure and regulations, grade scale and assessment regulations.

Kā pouako - Academic staff

The following staff are directly involved with the delivery of this course:

Name	Role	Phone	Office	Office hours	Email address
Dr. David Irwin	Course Leader	021 215 4090	HS115	8:30am-5:00pm	David.Irwin@ara.ac.nz
Dr. Rea Daellenbach	Lecturer	021 280 8483	Manawa	8:30am-5:00pm	Rea.Daellenbach@ara.ac.nz
Dr Erin Wilkus	Lecturer	021 222 6989	HS117	various	Erin.Wilkus@ara.ac.nz

Wātaka - Timetable

Please check Timetable viewer, Moodle and OB3 for general timetable information. Online tutorials via Teams VC will be on Monday evenings from 7:30 pm – 9:00 pm. Link is posted on Moodle.

Kā rauemi kia tirohia - Required texts and resources

Resources, readings, and course resources will be available through OB3 and Moodle.

Whakamāramataka - Course descriptor

Change Agency and Sustainable Practice

MSSP801

<i>Credits</i>	15	<i>Level</i>	8
<i>EFTS</i>	0.1250	<i>Grade Scale</i>	G29aa
<i>Notional Learning Hours</i>	150	<i>Work Integrated Learning</i>	0
<i>Effective from</i>	January 2020	<i>Date of this version</i>	Sept 2019
<i>Pre-requisites</i>	Nil		
<i>Co-requisites</i>	Nil		

Aim

To enable students become effective change agents in sustainable practice through integrating the dimensions of sustainability and applying this to organizational contexts.

Learning outcomes

On successful completion of this course the student will be able to:

- 1 Synthesise and articulate how psychological and sociological perspectives on social change, organisational change theories, and cross-cultural perspectives relevant to change impact on the development of sustainable practices in workplaces.
- 2 Critically evaluate how change towards sustainable practice has been led/facilitated in workplace environments.
- 3 Apply principles of organisational change alongside cross-cultural perspectives to plan for improving sustainable practice in ways which take account of multiple perspectives.

Indicative curriculum

Organisational change theory and practice

- Sociology of social change
- Positive psychology
- Individual and Organisational change models
- Understanding the importance of cross-cultural perspectives which pay particular attention to Tikanga Māori principles (such as manaakitanga).

Becoming an effective change agent

- Key characteristics / skills required to be lead/initiate/instigate change including cross-cultural or indigenous perspectives.
- Case studies of effective change towards sustainable practice
- Draw multiple perspectives together to negotiate and plan for change

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Essay	50%	50%	1
2	Presentation	overall	50%	1, 2, 3

Kā Aromatawai - Assessments

The following assessment tasks must be completed in this course.

Assessment	Brief	Due date	Weighting
1	Essay: Social change theory	Thursday 28 March 2024	50%
2	Presentation: A case study of organisational change	Friday 31 May 2024	50%

Assessment Regulations

Assessment regulations and guidelines for all Postgraduate Sustainable Practice (PGSP) courses can found in the PGSP Handbook. Please make sure you understand and follow these assessment regulations and guidelines.

Assessment criteria / Marking schedule - Kā paearu

Assessment Task 1: Social change theory essay

Weighting	50%
Due date	Essay plan due: Friday 15 March 2024 Essay due: Thursday 28 March 2024
Assessment Task Description	<p>This assessment enables you to demonstrate your achievement of learning outcome 1 (see Whakamāramataka Course Descriptor above).</p> <p>There are multiple theoretical perspectives used to explain and help shape or manage social change. Your task is to synthesise individual and sociological perspectives including cross-cultural perspectives to discuss how effective social change can lead to a more sustainable future.</p> <p>Choose a social change organisation or initiative aimed at developing more sustainable practices within society or workplaces and provide a brief explanation. Explore the context for this organisation or initiative. For example, you could discuss the role of Fridays for Future (an international climate youth movement) within the context of climate change.</p> <p>Your essay should address the following inquiry questions in relation to your chosen organisation/ initiative:</p> <ul style="list-style-type: none"> • What is the role of identity in social change? (You must address individual, community and cross-cultural perspectives) • What are the key characteristics of effective social change and why are they effective? Include reference to theories of social change. • What are the challenges that arise in the process of social change?
Important	<i>For this assignment, learners will submit an essay plan and receive feedback.</i>
Format and presentation	<p>2000 words, referencing to APA 7</p> <p>The Essay must include the following references used in class and found on OB3:</p> <p>della Porta and Diani (2006)</p> <p>Giddens and Sutton (2021)</p> <p>Shiva (2005)</p>
AI Statement	<p>If you use AI services (artificial intelligence) when you are preparing and researching your assessment, you must use your own words and reference the source of the information you use in your assessment. Ara – Te Pūkenga does not support inappropriate use of Generative AI services. While you can use AI to support your research for your assessment, you must not present any output from any AI services as your own work in your assessment submissions.</p> <ul style="list-style-type: none"> • You must use your own words.

	<ul style="list-style-type: none"> You must reference correctly if you paraphrase or quote from a source such as a textbook, website and AI service. <p>If you submit an assessment using content copied directly from an AI service without acknowledgement, it is a form of academic dishonesty. This may result in serious academic penalties. Please see the Ara – Te Pūkenga Student AI Guide for further information.</p> <p>Use of Artificial Intelligence (AI)/ChatGPT in Assessments</p>
Hand in instructions	Up-load a digital file of your essay to Turn-it-in on Moodle on or before the due date.

Assessment Task 1: Social change theory essay rubric:

Learner Name/ID _____ Grade: _____

NOTE: This rubric provides a guide for marking – different categories have different weightings. Your final grade is determined by a holistic professional judgement on your work which is guided by this rubric.

In relation to a more sustainable future	A Pass	B Pass	C Pass	D Fail	E Fail
Depth of Engagement, Insight and Critical Thinking					
1. Synthesis and analysis of individual, community and cross-cultural perspectives related to identity	Comprehensive synthesis and sophisticated analysis of individual, community and cross-cultural perspectives related to identity.	Constructive synthesis and effective analysis of individual, community and cross-cultural perspectives related to identity.	Adequate synthesis and analysis of individual, community and cross-cultural perspectives related to identity.	Inadequate synthesis and analysis of individual, community and cross-cultural perspectives related to identity.	Very limited or no synthesis and analysis of individual, community and cross-cultural perspectives related to identity.
2. Synthesis and analysis of the key characteristics of social change and their effectiveness	Comprehensive synthesis and sophisticated analysis of the key characteristics of social change and their effectiveness.	Constructive synthesis and effective analysis of the key characteristics of social change and their effectiveness.	Adequate synthesis and analysis of the key characteristics of social change and their effectiveness.	Inadequate synthesis and analysis of the key characteristics of social change and their effectiveness.	Very limited or no synthesis and analysis of the key characteristic of social change and their effectiveness.
3. Synthesis and analysis of the challenges in enacting social change	Comprehensive synthesis and sophisticated analysis of the challenges in enacting social change.	Constructive synthesis and effective analysis of the challenges in enacting social change.	Good synthesis and analysis of the challenges in enacting social change.	Inadequate synthesis and analysis of the challenges in enacting social change.	Very limited or no synthesis and analysis of the challenges in enacting social change.
Effective Justification (literature use and examples)					
4. Appropriate use of literature and examples	Researches topic thoroughly and skilfully weaves literature, rigorously and appropriately,	Shows familiarity with a range of appropriate literature. Mostly uses literature	Integrates a satisfactory range of literature into discussion adequately. Often the	Some attempt to use relevant readings or examples to justify / support analysis and	No attempt to use relevant readings or examples to justify /support analysis and synthesis.

In relation to a more sustainable future	A Pass	B Pass	C Pass	D Fail	E Fail
	into to substantiate the synthesis and analysis. Excellent use of specific examples to elucidate analysis and synthesis.	rigorously and appropriately to substantiate the synthesis and analysis. Good use of specific examples to elucidate analysis and synthesis.	literature is list-like or ‘tacked on the end’. Adequate use of specific examples to elucidate analysis and synthesis.	synthesis but this is limited, inconsistent, inappropriate or inadequate. Required readings have not been used.	Required readings have not been used.
Scholarly presentation and Academic Literacy					
5. Quality of writing Spelling and grammar Referencing	Writing is of the highest quality overall with excellent introduction, flow, style, and structure. A persuasive and coherent argument is highly developed. Correct grammar/spelling throughout with no errors. Citations / referencing style correct (APA 7 th) with no errors. Multiple sources used from a variety of perspectives.	Writing is of good quality overall with good introduction flow, style, and structure. Presents ideas clearly and in a logical manner. Good grammar/spelling with only a few errors. Good citations / APA (7 th) referencing with only a few errors.	Writing is of a basic quality overall, lacking in a clear structure. Reasonable grammar/spelling with a small number of errors. Reasonable citations / APA (7 th) referencing with a number of errors.	Quality of writing is difficult to understand with structure that is not coherent. Incorrect grammar/spelling throughout the writing. Citations and APA (7 th) referencing are frequently incorrect.	Writing is incoherent. Consistently incorrect grammar / spelling. APA (7 th) referencing consistently incorrect.

This assignment constitutes 50% of the final grade.

Grade Scale G29AA		
Mark	Grade	Result
90 - 100	A+	Pass
85 - 89	A	Pass
80 - 84	A-	Pass
75 - 79	B+	Pass
70 - 74	B	Pass
65 - 69	B-	Pass
60 - 64	C+	Pass
55 - 59	C	Pass
50 - 54	C-	Pass
40 - 49	D	Fail
0 - 39	E	Fail

**Assessment Task 2: Case study presentation
(with a focus on organisational change theories)**

Weighting	50%
Due date	Friday 31 May 2024
Assessment Task Description	<p>There are multiple perspectives that inform workplace practice. There are also multiple theories that inform and help shape organisational change. This assessment task requires you to identify and analyse an organisation, business, industry, or workplace case study that has moved towards implementing change towards more sustainable practices.</p> <p>Your task is to (1) synthesise and articulate the theories of organisational change that are evident in the case study; and (2) synthesise and articulate relevant cross-cultural perspectives; and (3) critically evaluate how change towards sustainable practice has been implemented, evaluated and reviewed in the case study.</p> <p>Your case study analysis is to be guided by the following inquiry questions:</p> <ol style="list-style-type: none"> 1 Describe the context of the case study organisation: <ol style="list-style-type: none"> (a) What issues were identified requiring change? (b) What was the outcome of the change process? (c) Analyse the role of evaluation in the change process. 2 Synthesise and evaluate: <ol style="list-style-type: none"> (a) The organisational change theory or theories that appear to underpin the change. (b) Any cross-cultural perspectives woven into the change observed. (c) The factors that contributed positively to the change process. (d) The factors that constrained or disrupted the change process. (e) Where the leadership-for-change sat, and how did it enable organisational change. <p>What are the key lessons learned and what recommendations would you make from this case study about effective change towards more sustainable practice.</p>
Format and presentation	<p>Your assignment may be presented in one or more of the following formats:</p> <ul style="list-style-type: none"> • Presentation apps such as Prezi, Keynote, PowerPoint • A website (using something like Wordpress, Weebly, or Wix) • Text based app such as MS Word <p>The presentation should be 2000-2500 words or equivalent. Please Note: 5mins voice / video recording = approx. 1000 words.</p>

AI Statement	<p>If you use AI services (artificial intelligence) when you are preparing and researching your assessment, you must use your own words and reference the source of the information you use in your assessment. Ara – Te Pūkenga does not support inappropriate use of Generative AI services. While you can use AI to support your research for your assessment, you must not present any output from any AI services as your own work in your assessment submissions.</p> <ul style="list-style-type: none"> • You must use your own words. • You must reference correctly if you paraphrase or quote from a source such as a textbook, website and AI service. <p>If you submit an assessment using content copied directly from an AI service without acknowledgement, it is a form of academic dishonesty. This may result in serious academic penalties. Please see the Ara – Te Pūkenga Student AI Guide for further information.</p> <p>Use of Artificial Intelligence (AI)/ChatGPT in Assessments</p>
Hand in instructions	<p>Please submit via Moodle/OB3 – instructions will be given in class.</p>

Assessment Task 2: Case study presentation rubric:

Learner Name/ID _____ Grade: _____

NOTE: This rubric provides a guide for marking – different categories have different weightings. Your final grade is determined by a holistic professional judgement on your work which is guided by this rubric.

	A Pass	B Pass	C Pass	D Fail	E Fail
Depth of Engagement, Insight and Critical Thinking					
1. Synthesis and Analysis of Organisational Change Theories	Comprehensive synthesis and sophisticated analysis of the organisational change theories evident in the selected context.	Constructive synthesis and effective analysis of organisational change theories evident in the selected context.	Adequate synthesis and analysis of organisational change theories evident in the selected context.	Inadequate articulation and synthesis of organisational change theories.	Very limited or no articulation and synthesis of organisational change theories.
2. Synthesis and analysis of cross-cultural perspectives	Comprehensive synthesis and sophisticated analysis of cross-cultural perspectives evident in the selected context.	Constructive synthesis and effective analysis of cross-cultural perspectives evident in the selected context.	Adequate synthesis and analysis of cross-cultural perspectives evident in the selected context.	Inadequate articulation and synthesis of cross-cultural perspectives evident in the selected context.	Very limited or no articulation and synthesis of cross-cultural perspectives evident in the selected context.
3. Evaluation of the change process	Critical evaluation of the change process is comprehensively argued and grounded in theory. Enablers and constraints for change are coherently described in-depth leading to constructive and applicable recommendations for future practice.	Critical evaluation of the change process is well argued and grounded in theory. Enablers and constraints for change are clearly described leading to recommendations for future practice.	Critical evaluation of the change process is argued adequately, there are satisfactory links to theory. Enablers and constraints for change are described leading to some relevant recommendations for future practice.	Critical evaluation of the change process is inadequate, links to theory are weak and enablers and constraints for change are not clearly described and recommendations for future practice are vague or non-existent.	Very limited or no critical evaluation of the change process, limited or no links to theory, limited or no description of enablers or constraints, no recommendations made.

	A Pass	B Pass	C Pass	D Fail	E Fail
Effective Justification (literature use and examples)					
4. Appropriate use of literature and examples	<p>Researches thoroughly and skilfully weaves literature rigorously and appropriately, to link theory to practice in the case study.</p> <p>Excellent use of specific examples to elucidate and substantiate the analysis and synthesis.</p>	<p>Shows familiarity with a range of appropriate literature.</p> <p>Mostly uses literature rigorously and appropriately to link theory to practice in the case study.</p> <p>Good use of specific examples to elucidate and substantiate the analysis and synthesis.</p>	<p>Integrates a satisfactory range of literature into discussing the theory linked to practice in the case study.</p> <p>Adequate use of specific examples to elucidate the analysis and synthesis.</p>	<p>Limited attempts to link theory to practice using appropriate literature to discuss the case study.</p> <p>There are few specific examples to support the analysis and synthesis.</p>	<p>Very limited or no attempts to link theory to practice using appropriate literature to discuss the case study.</p> <p>There are very limited or no specific examples to support the analysis and synthesis.</p>
Scholarly presentation and Academic Literacy					
5. Quality of presentation Referencing	<p>Engaging, fluent and coherent presentation that allows effective, clear and succinct communication in the online space.</p> <p>Citations / referencing style correct (APA 7th) with no errors.</p> <p>Multiple sources used from a variety of perspectives.</p>	<p>Good over-all presentation that allows appropriate communication in the online space.</p> <p>Good citations / APA (7th) referencing with only a few errors.</p>	<p>Adequate presentation that communicates some of the key ideas in the online space.</p> <p>Reasonable citations / APA (7th) referencing with a number of errors.</p>	<p>Poor presentation that does not communicate effectively in the online space.</p> <p>Citations and APA (7th) referencing are frequently incorrect.</p>	<p>Inappropriate presentation that does not communicate in the online space.</p> <p>Citations and APA (7th) referencing are consistently incorrect.</p>

Grade Scale G29AA		
Mark	Grade	Result
90 - 100	A+	Pass
85 - 89	A	Pass
80 - 84	A-	Pass
75 - 79	B+	Pass
70 - 74	B	Pass
65 - 69	B-	Pass
60 - 64	C+	Pass
55 - 59	C	Pass
50 - 54	C-	Pass
40 - 49	D	Fail
0 - 39	E	Fail

MSSP801 Modules

TOPIC/ MODULE	INQUIRY FOCUS
Module 1 Identity and community	(a) What is the place of individual identity (including indigenous identity) in social change? (b) How do individuals and communities (including indigenous communities) interact in relation to social change?
Module 2 Indigeneity and social change	(a) How are the values and knowledge of indigenous cultures including Te Ao Māori woven into broader social-political movements and why are they essential to democracy? (b) Why are these values and knowledge critical to a sustainable future?
Module 3 Social change theory	(a) What is collective behaviour and what is characteristic about the social conditions that drive it? (b) What defines a social movement and how do they evolve? (c) How do social movements influence change? (d) Why are communities critical to social change? (e) Why is communication and the framing of issues a key concern in any social movements?
Module 4 Organisational Change	(a) What are some of the key differences between linear and nonlinear organisational structures? (b) Some businesses have adopted sustainable business practices and demonstrated financial advantage in doing so. Why have not more businesses moved? (c) What are the potential benefits and barriers to implementing sustainable policy? (d) With reference to leadership models, why is it important to adopt inclusive processes of sustainable policy development? (e) How do organisation silos impact on decisions? (f) Why is collective learning important to sustainability? (g) How do global and national initiatives influence organisational change?

Maramataka - Course schedule

Week	Commencing	Topic	Staff
1	12 February (Teams 19/2)	Module 1 & 2 Wānanga / Block course Te Ao Māori/indigeneity and sustainable futures Identity and community, and personal reflection	DI & RD
2	19 February (Teams 26/2)	Module 1 & 2: Identity processes and Te Ao Māori (reflection)	DI
3	26 February (Teams 4/3)	Module 1 & 2: Indigenous social change	DI
4	4 March (Teams 11/3)	Module 3: Social change theory: Introduction to social change theory	DI
5	11 March (Teams 18/3)	Module 3: Social change theory: Collective behaviour and identity <i>AT1 essay plan due Friday 15 March 2024</i>	DI & EW
6	18 March (Teams 25/3)	Module 3: Social change theory: Social movements	RD & EW
7	25 March (Teams 15/4)	Module 3: Social change theory: The political nature of sustainability <i>AT1 Essay due Thursday 28 March 2024</i>	RD & EW
No Classes Friday 29 March – Good Friday			
Term Break Monday 1 April – Friday 12 April			
8	15 April (Teams 22/4)	Module 3: Social change theory: Increasingly polarised political landscapes	RD & DI
9	22 April (Teams 29/4)	Module 4: Organisational change: theoretical frameworks	RD
No Classes Thursday 25 April – Anzac Day			
10	29 April (Teams 6/5)	Module 4: Organisational change: Organisations, identity, and framing	RD
11	6 May (Teams 13/5)	Module 4: Organisational change: Leadership and governance	RD
12	13 May (Teams 20/5)	Module 4: Organisational change: Communities of practice	RD
13	20 May (Teams 27/5)	No Content – Q&A discussion PLUS Direction for interaction with presentations	EW & RD
14	27 May	<i>AT2 digital presentation due 5:00pm Friday 31 May 2024</i>	EW & RD

Week	Commencing	Topic	Staff
15	3 June	Organisational change PRESENTATIONS KINGS BIRTHDAY 3 June (Class on Thursday 6 June)	EW & RD
16	10 June	Organisational change PRESENTATIONS Poroporoaki / course summary	EW & RD

Note: Learners will be notified in advance if there are any changes to the course schedule.