

Appendix I Example of suggested competences and related learning

(b) For developing competences for *participating* in managing change

In relation to society as well as your profession

Suggested interventions	Related competences
Practise use of algorithms ³⁶ for long term, rather than short term planning.	-1- Plan strategy and tactics.
Practise use of Forcefield ³⁷ analysis. Practise Concept Mapping ³⁸ and “Gaming” ³⁹ in a small group.	-2- Review expected support/resistance, and required/available facilities and resources.
Identify what new knowledge/skills are needed.	-3- Self-directed learning to identify and acquire requisite new knowledge/skills.
	-4- Implement plan of action:
Role play, essay writing. Membership of committees, debating society, community group. Nominal Group exercise for identifying students’ concerns and for proposing remedies.	-4.1- Act as advocate Demonstrate a vision; provide a balanced explanation of positive and negative aspects.
Role play, lobbying, essay writing, debate, membership of a decision making body in the educational institution, in the community. Practise assertiveness under supervision.	-4.2- Challenge, seek to amend aspects of a change but with a more adversarial remit.
Act as mentor, teacher/facilitator, preceptor for more junior students.	-4.3- Assist others to adapt to a change. Persuade, explain, inform, teach, demonstrate.
Act as facilitator for a change with members of the community.	
Participate in audit ⁴⁰ , Nominal Group sessions for monitoring the students’ experiences of the immediately past semester. Design and analyse questionnaires. Participate in design and analysis of research projects.	-4.4- Monitor progress in relation to the role(s) adopted by the change agent with the involvement of other stakeholders.