MGMT2035
Managing Organisational Change

Course Description

This course introduces students to a broad range of current change literature and with the problems and key issues relating to managing change in organisations. Specifically, the course will focus on concepts, frameworks, and practical steps for managing organisational change. It will introduce students to a general model of planned change and the specific processes of planned change including contracting; diagnosing organisations, groups and jobs; collecting, analysing and feeding back diagnostic information; designing interventions; and leading and managing change. In addition, the course will focus on specific organisational development interventions at the human process, structure-team, and strategic/culture levels.

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Semester 1, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course URL</td>
<td></td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>On campus delivery through lecture, seminar, group work, and presentations held on Thursdays 9-12 noon at Arndt Lecture Theatre 1 (Building 25a).</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>As listed under Programs and Courses</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>As listed under Programs and Courses</td>
</tr>
<tr>
<td>Course Convener</td>
<td>Associate Professor Thomas Kalliath, PhD</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Room 1051, LF Crisp Bld (26)</td>
</tr>
<tr>
<td>Phone:</td>
<td>6125-8104</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:thomas.kalliath@anu.edu.au">thomas.kalliath@anu.edu.au</a></td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Thursdays, 2.30 to 4.30 pm</td>
</tr>
</tbody>
</table>
Bio and research interests

Dr Thomas Kalliath, PhD (Washington University, St Louis, USA) is the lead author of Organisational Behaviour: An Organisational Psychology Perspective (2014) published by McGraw Hill, Australia. His research interests focus on work-life balance, job stress and burnout, occupational health and wellbeing; and innovations in teaching. To date, he has published five books, five special issues, 50 refereed publications, and 70 international conference presentations. He has contributed in roles of senior health-care executive, organisation development consultant, and academic in India, USA, New Zealand and Australia.

Tutor(s) (optional)

Student Administrators

Research School of Management
Room 1088
Level 1, LF Crisp Building 26

Mon. – Fri. 9am – 5pm

COURSE OVERVIEW

Course Learning Outcomes

Upon successful completion of the requirements for this course, students will be able to:

Outcome 1: recognise and comment on issues and problems arising out of organisational change initiatives;

Outcome 2: define, explain and illustrate theories of planned change, their relevant foundations, strengths and weaknesses;

Outcome 3: facilitate organisational change; and apply diagnostic models and concepts to change issues at the organisational, group and individual levels.

Outcome 4. make an effective team presentation, working in teams

Research-Led Teaching

The distinctive ‘research-led’ features in this course include:

(a) Theoretical models that draw on contemporary cutting edge research on change management at the organisational, group and individual levels;
(b) Weekly case studies and critical thinking questions to help students apply change management concepts in case scenarios
(c) Review and discussion of change management articles and cases in teams; and through team presentations
(d) Class discussions to provoke critical reflection, and exchange of ideas among students to provide deeper learning.
Continuous Improvement

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- Improved cases have been included to enable students grasp application of theory to practice;
- Seminal articles from change management literature have been included.

Student Feedback

All CBE courses are evaluated using Student Experience of Learning and Teaching (SELT) surveys, administered by Planning and Statistical Services at the ANU. These surveys are offered online, and students will be notified via email to their ANU address when surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully. Course feedback is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching and to improve courses across the university. For more information on student surveys at ANU and reports on feedback provided on ANU courses, visit http://unistats.anu.edu.au/surveys/selt/students/ and http://unistats.anu.edu.au/surveys/selt/results/learning/

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme / Topic / Module</th>
<th>Activity</th>
<th>Required student preparation</th>
<th>Assignments/ Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>L1_Introduction to organisation development and change; and to MGMT2035</td>
<td>(a) Overview of the course; (b) class sharing exercise; (c) team formation; (d) first lecture</td>
<td>Read Chapter 1 of Waddell text</td>
<td>No submission</td>
</tr>
<tr>
<td></td>
<td>Teams are formed in week 1 (please note that attendance is mandatory; if you are not present you cannot get into a team)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>L2_Understanding change</td>
<td>Team assignment</td>
<td>a) Chapter 2 Application case 1:3: (What CEOs can learn from the dabbawalas of Mumbai) b) Application case 1:3: (What CEOs can learn from the dabbawalas of Mumbai)</td>
<td>Submit 1-page (single spaced, typed) written case analysis of Application Case 1:3 (What CEOs can learn from the dabbawalas of Mumbai)</td>
</tr>
<tr>
<td>Date</td>
<td>Theme / Topic / Module</td>
<td>Activity</td>
<td>Required student preparation</td>
<td>Assignments/Due date</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 3     | L3. Leadership and the role of the change agent | (a) Lecture; b) Team 1 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 3  
  b) Application 3.2: *Kindred Todd and the Ethics of OD* (download from wattle) | Submit 1 page (single paged, typed) written case analysis of Application Case 3.2 on Kindred Todd |
| Week 4     | L4. Managing resistance and organisational culture | (a) Lecture; b) Team 2 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 4  
  b) Application 4.3: *Asian shift broadens diversity focus* (Source: Waddell text) | Submit 1 page (single spaced, typed) written case analysis of Application 4.3 (Asian shift) |
| Week 5     | L5. The process of organisational change-1 Entering and contracting; diagnosing organisations | (a) Lecture; b) Team 3 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 5  
  b) Application 4.1: *Entering Alegent health* (download from wattle) | Submit 1 page (single spaced, typed) written case analysis of Application 4.1 (Entering Alegent health) |
| Week 6     | L6. The process of organisational change-2 Diagnosing groups and jobs; and collecting and analysing diagnostic information; feeding back diagnostic information; | (a) Lecture; b) Team 4 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 5  
  b) Application 4.2: *Contracting with Alegent Health* (download from wattle) | Submit 1 page (single spaced, typed) written case analysis of Application 4.2: Contracting with Alegent health |
| Week 7     | L7. The process of organisational change-3: designing interventions; leading and managing change | (a) Lecture; b) Team 5 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 5  
  b) Application 7.1: Collecting and analysing diagnostic data at Alegent Health (download from wattle) | Submit 1 page (single spaced, typed) written case analysis of Application 7.1 |

**Mid-semester break (April 3-19, 2014)**

**Mid-Semester Exam in week 8 (Date and time TBA)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme / Topic / Module</th>
<th>Activity</th>
<th>Required student preparation</th>
<th>Assignments/ Due date</th>
</tr>
</thead>
</table>
| Week 8     | L8 Evaluating and institutionalizing OD interventions                                   | (a) Lecture; b) Team 6 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 5  
b) Application 11.2: Institutionalising structural change in HP (download from wattle) | Submit 1 page (single spaced, typed) written case analysis of HP Case |
| Week 9     | L9 Organisation development and change                                                   | (a) Lecture; b) Team 7 will lead presentation (c) syndicate group discussion; and (d) large class sharing | a) Chapter 6; (b) Application 6.2: Back to school: The choices widen (Source: Waddell text) | Submit 1 page (single spaced, typed) written case analysis of Application 6.2 (Back to school) |
| Week 10    | L10 OD interventions: People and process                                                | (a) Lecture; b) Team 8 will lead presentation (c) syndicate group discussion; and (d) large class sharing | Chapter 7  
Application 7.2: Sacked principal fights on a matter of principle (Source: Waddell text) | Submit 1 page (single spaced, typed) written case analysis of Application 7.2 (Sacked principal) |
| Week 11    | L11 OD interventions: Strategy and structure                                            | (a) Lecture; b) Team 9 will lead presentation (c) syndicate group discussion; and (d) large class sharing | (a) Chapter 8; (b) Application 8.3: Changing landscape (Source: Waddell text) | Submit 1 page written case analysis of Application 8.3 (Changing landscape) |
| Week 12    | L12 Organisational transformation and change                                            | a) Lecture; b) Team 10 will lead presentation (c) syndicate group discussion; and (d) large class sharing | (a) chapter 9; (b) Application 9.4: Coca-Cola finds the fizz in its workforce (Source: Waddell text) | Submit 1 page written case analysis of Application 9.4 (Coca–Cola case) |
| Week 13    | Revision Lecture for final exam                                                        | No submissions                                                            |                                                                                               | No submissions         |
**COURSE ASSESSMENT**

### Assessment Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Application case analysis</td>
<td>10%</td>
<td>On going</td>
<td>LO 1, 2, 3, and 4</td>
</tr>
<tr>
<td>2</td>
<td>Team presentation</td>
<td>20%</td>
<td>Tuesday, 4 pm</td>
<td>LO 1, 2, 3, and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Assigned team only)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mid-semester Exam</td>
<td>30%</td>
<td>(TBA)</td>
<td>LO 1, 2, 3, and 4</td>
</tr>
<tr>
<td>4</td>
<td>4. Final Exam</td>
<td>40%</td>
<td>(TBA)</td>
<td>LO 1, 2, 3, and 4</td>
</tr>
</tbody>
</table>

### Details of tasks:

**Assessment Task 1**: Application case analysis (one-page)

- **Due Date**: Thursdays, written assignment to be submitted in class
- **Value or Weighting (%)**: 10%
- **Marks**: 10
- **Suggested Length**: 1 page (single space, typed), approximately 150 words per question.
- **Instructions**: This assignment will be accepted only in class on Thursdays.
- **Purpose**: The purpose of this application written case analysis is to challenge you to apply the issues/problems raised in the case to concepts covered in the chapter assigned for the week (see lecture schedule). The careful preparation of the application cases will enable you to make a contribution to the class discussions. You are expected to come well prepared, and on time; stay until the end of the class, and contribute actively to the class learning.
- **Marking Criteria**: Concise and comprehensive response to critical thinking questions; evidence of the application of chapter concepts in analysis; and word length of 150 words in response to each question.
- **Submission / Presentation Details**: It is expected that students will complete the written assignment prior to class on Thursday. It provides evidence of careful preparation for class. Please note that the assignment will be accepted in class only (assignment cannot be emailed or sent through a student colleague).

**Assessment Task 2**: Team presentation

- **Due Date**: See article/case study presentation schedule (to be posted on wattle)
- **Value or Weighting (%)**: 20%
- **Marks**: 20
- **Suggested**: Team presentation of assigned case for 20 minutes plus lead Q & A for
**Length** | 10 minutes; altogether 30 minutes team presentation.
---|---
**Instructions** | As per criteria for the assignment, discussed in class (posted on wattle)
**Purpose** | The purpose of this case presentation is to challenge you to link (or apply) the issues/problems raised in the case to (a) change management concepts covered in the lecture and reading assigned for the week; (b) contribute to class learning; (c) make an effective team presentation
**Marking Criteria** | To be discussed in class and posted on wattle
**Submission / Presentation Details** | Review of article/case analysis; and ppt slides to be submitted by each team on Tuesday by 4 pm via email to: thomas.kalliath@anu.edu.au

---

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Mid-Semester Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value or Weighting (%)</strong></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Marks</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Suggested Length</strong></td>
<td>Multiple Choice Questions</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Learning outcomes 1-4</td>
</tr>
<tr>
<td><strong>Marking Criteria</strong></td>
<td>To assess the grasp of change management theory, research and concepts</td>
</tr>
<tr>
<td><strong>Submission / Presentation Details</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

**Assessment Task 4**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value or Weighting (%)</strong></td>
<td>40%</td>
</tr>
<tr>
<td><strong>Marks</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Suggested Length</strong></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>Students will write a closed book exam (3 hours). The format of the exam will be announced during the course.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To demonstrate your understanding of change management theories, models and concepts from material covered within the course</td>
</tr>
<tr>
<td><strong>Marking Criteria</strong></td>
<td>Concise, focused answers that address the questions fully.</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>Date to be announced.</td>
</tr>
</tbody>
</table>

**Assignment Submission**

Assignment 1 will be accepted only in class on Thursdays (assignment cannot be emailed or sent through a student colleague). Review of article/case analysis; and ppt slides to be submitted by each team on Tuesday by 5 pm via email to: thomas.kalliath@anu.edu.au.
Extensions and Penalties

Where an assignment is submitted after the due date, students are penalised by five per cent of the possible marks available for the assessment task per working day or part thereof.

Special consideration for assessments

Students who are unable to submit their assignment by the due date may be eligible for an extension if supported by an application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment, or no later than three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications are only submitted online at special.consideration@anu.edu.au. You will be notified by the RSM office if an extension has been approved.

Returning Assignments

Assignment 1 will be returned in class, each week. Assignment 2 will be returned via email or in class. Marked final exam scripts will be returned to students through RSM office.

Resubmission of Assignments

Once the assignment is submitted, no resubmission of assignment is permitted in this course.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

Examinations

There will be two formal examinations in this course; a mid-semester exam and the final exam. Details of these are furnished in the section on assessment tasks.
Scaling

Your final mark for the course will be based on the raw marks allocated for each assignment or examination. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed or equal the scaled mark of that student), and may be either up or down.

Final Exam

Closed book exam, no extra material is permitted in the final exam. Final exam timetable will be announced through ANU’s timetabling website: http://timetable.anu.edu.au/exams/

Finalisation of Marks and Grades

After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment:

READING LISTS

Prescribed text:


Other Resources

The ANU Library subscribes (electronically) to a wide range of academic journals. These journals feature cutting edge management research. Please see a partial listing of outstanding scholarly journals in management and change management below:

<table>
<thead>
<tr>
<th>Academy of Management Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Change Management</td>
</tr>
<tr>
<td>Academy of Management Review</td>
</tr>
<tr>
<td>Administrative Science Quarterly</td>
</tr>
<tr>
<td>Decision Sciences</td>
</tr>
<tr>
<td>Journal of Organizational Change Management</td>
</tr>
<tr>
<td>Information and Management</td>
</tr>
<tr>
<td>Journal of Applied Psychology</td>
</tr>
<tr>
<td>International Journal of Strategic Change Management</td>
</tr>
<tr>
<td>Journal of International Business Studies</td>
</tr>
<tr>
<td>Journal of Management</td>
</tr>
<tr>
<td>Journal of Management Studies</td>
</tr>
<tr>
<td>Journal of Organizational Behavior</td>
</tr>
<tr>
<td>Journal of Vocational Behavior</td>
</tr>
</tbody>
</table>
TUTORIAL AND/OR SEMINAR REGISTRATION

Tutorial and /or Seminar signup for this course will be done via the Wattle website. Detailed information about signup times will be provided on Wattle or during your first lecture. When tutorials are available for enrolment, follow these steps:

1. Log on to Wattle, and go to the course site.
2. Click on the link “Tutorial signup here”
3. On the right of the screen, click on the tab “Become Member of …….” for the tutorial class you wish to enter.
4. Confirm your choice

If you need to change your enrolment, you will be able to do so by clicking on the tab “Leave group…” and then re-enrol in another group. You will not be able to enrol in groups that have reached their maximum number. Please note that enrolment in ISIS must be finalised for you to have access to Wattle.

COMMUNICATION

Email
If necessary, the lecturers and tutors for this course will contact students on their official ANU student email address. Information about your enrolment and fees from the Registrar and Student Services' office will also be sent to this email address.

Announcements
Suggested wording: Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

Course URLs
Suggested wording: More information about this course may be found on:

• Programs and Courses (http://programsandcourses.anu.edu.au/2014/Catalogue )

• the College of Business and Economics website (http://cbe.anu.edu.au/students/student-information/college-courses/) and

• Wattle (https://wattle.anu.edu.au), the University's online learning environment. Log on to Wattle using your student number and your ISIS password.
POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: https://policies.anu.edu.au/ppl/index.htm.

Policy information on examinations and assessments can be found on the College of Business and Economics website at: http://cbe.anu.edu.au/students/student-information/examinations-assessment/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning

Class and Teamwork Norms:

Students who are disruptive or prevent others from fully participating in lectures, seminars or tutorials will be asked to leave. All students in this course are expected to cooperate to make the team project a success, through their contributions to the team effort, spelled out in “Excellent team behaviours checklist” (See wattle). The course convenor reserves the right to award differential marks in the team project assignment, if in his judgement a member of the team refuses to participate in cooperative team behaviours (see checklist), participate in team meetings, or absent himself/herself from the team presentation.
Appendix-1a

Marking Criteria for Research Article Presentation (20%)

Task Brief: You are required to present the assigned article providing full coverage of its contents. Then provide an in depth critique of the article, drawing on relevant change management concepts and theories covered in the chapter and from extant literature on the topic. Good team presentations have the following attributes: (a) team cohesion, (b) eye contact (less reading), (c) sharing workload, (d) stimulating class discussion and (e) high learning impact. Please develop your presentation to address the following criteria:

1. Grasp of content covered in the article
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

2. Depth of coverage of major sections of the article
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

3. Quality of critique of the article
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

4. Connecting the article with change management concepts covered in course
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

5. Effectiveness of delivery (eye contact, extent of reading from notes, team cohesion and participation)
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

6. Engagement of the team with the class in discussion
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

7. Overall learning impact of the presentation
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

8. Quality of written review (including well crafted title, quality of article summary, 650-700 word count)
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

9. Quality of powerpoint slides (12 to 15 slides expected)
   Poor  1  2  3  4  5  6  7  8  9  10  Excellent

10. On time submission of article review and ppt slides
    Poor  1  2  3  4  5  6  7  8  9  10  Excellent
Task Brief: You are required to apply change management concepts to the case assigned. Present adequate background information about the case. Then using change management concepts, theories and best practices, analyse the case in depth. Present the linkages with change management concepts, drawing on chapter concepts and extant literature on the issues addressed in the case. Good team presentations have the following attributes: (a) team cohesion, (b) eye contact (less reading), (c) sharing workload, (d) stimulating class discussion, and (e) high learning impact. Please develop your presentation to address the following criteria:

1. Does the case presentation provide adequate background information surrounding change management issues included in the case?

   Very little 1 2 3 4 5 6 7 8 9 10 Very much

2. Did the case presentation provide depth of analysis informed by the application of change management theory and research?

   Very Little 1 2 3 4 5 6 7 8 9 10 Very much

3. Did the case presentation link change management concepts to the case problem(s) and issues?

   Very little 1 2 3 4 5 6 7 8 9 10 Very much

4. Did the case presentation draw in additional resources to illumine/critique case issues?

   Very little 1 2 3 4 5 6 7 8 9 10 Very much

5. How effective was the team presentation? (eye contact, extent of reading from notes, team cohesion and participation)

   Not effective 1 2 3 4 5 6 7 8 9 10 Very effective

6. Engagement with the class in discussion

   Poor 1 2 3 4 5 6 7 8 9 10 Excellent

7. Overall learning impact of the team presentation

   Poor 1 2 3 4 5 6 7 8 9 10 Excellent

8. Quality of written case analysis (including well crafted title, 650-700 word count)

   Poor 1 2 3 4 5 6 7 8 9 10 Excellent

9. Quality of powerpoint slides (12 to 15 slides expected)

   Poor 1 2 3 4 5 6 7 8 9 10 Excellent

10. On time submission of case analysis and ppt slides

   Poor 1 2 3 4 5 6 7 8 9 10 Excellent