**MGMT 7029**  
**Leading Through Change**

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. Key topics include metaphors for understanding change, theories of planned change, the role of the change agent, diagnosis, responses to change, the process of planned change, interventions, managing and leading change, current issues and challenges.

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On campus CBE LT4 Thursdays 3-6 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>As listed in Programs and Courses</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>As listed in Programs and Courses</td>
</tr>
<tr>
<td>Phone:</td>
<td>6125 5548</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Karen.Jansen@anu.edu.au">Karen.Jansen@anu.edu.au</a></td>
</tr>
<tr>
<td>Office location</td>
<td>Room 1053 P.A.P Moran (26B)</td>
</tr>
<tr>
<td>Research Interests</td>
<td>Organizational and strategic change; momentum; evolving processes; person-environment fit.</td>
</tr>
<tr>
<td>Office hours for student consultation:</td>
<td>Thursdays 1-3 pm</td>
</tr>
<tr>
<td>Student Administrators</td>
<td>Research School of Management, Room 1088, Level 1, LF Crisp Building 26, Mon. – Fri. 9am – 5pm</td>
</tr>
</tbody>
</table>

**SEMESTER 2, 2015**
COURSE OVERVIEW

Learning Outcomes

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

1. Analyse and define problems in various case situations
2. Use relevant data to design interventions for problem solving
3. Describe the characteristics and nature of organisation development (OD)
4. Outline the critical steps for managing a successful planned change
5. Comment on the core values, ethics, and skills of change agents
6. Recognise the issues, problems and opportunities that may arise from planned change

Assessment Summary

Students must complete all assessment items to achieve a pass in the course. Please note that details about assessment may change during the first two weeks of the semester. Please ensure that you check with your lecturer or tutor about any changes. Any changes to the assessment schedule will be posted to the Wattle site.

<table>
<thead>
<tr>
<th>Description and detail of assessment</th>
<th>Linked Learning Outcomes</th>
<th>Due Date</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Class Contribution</td>
<td>LO1, LO4, LO5</td>
<td>Weeks 2-13</td>
<td>10%</td>
</tr>
<tr>
<td>2. Personal Change Project</td>
<td>LO1, LO2, LO6</td>
<td>Proposal: 30 July Interim Report: 27 August Final Report: 2 October</td>
<td>20%</td>
</tr>
<tr>
<td>3. Critical Book Review</td>
<td>LO1, LO2, LO3, LO4, LO5, LO6</td>
<td>4 pm, 25 September</td>
<td>25%</td>
</tr>
<tr>
<td>4. Organizational Change Research Report</td>
<td>LO1, LO2, LO3, LO4, LO6</td>
<td>Proposal: 3 September Report: 4 pm, 16 October</td>
<td>30%</td>
</tr>
<tr>
<td>5. Lessons Learned</td>
<td>LO1, LO2, LO3, LO4, LO5, LO6</td>
<td>4 pm, 23 October</td>
<td>15%</td>
</tr>
</tbody>
</table>

Research-Led Teaching

Research-led teaching will be demonstrated by reading broadly from practice and academic research. Teaching will include providing access to supplementary research from relevant academic articles chosen against the weekly themes. Lectures and tutorials will present vocational problems that will be explored using a variety of theoretical approaches to foster critical thinking and applied learning.

The assessment tasks require both a sound understanding of theories and concepts, analysis of the key themes and subsequent synthesis of material. Submission of all assessment tasks is required to demonstrate both conceptual and vocational competence.
Feedback
Staff feedback

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:

- An emphasis on the nexus between research and practice.
- Critical thinking and analysis of published research and books on change
- An incorporation of learning from multiple levels of analysis by experiencing change personally and leading change organizationally.

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to
http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

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: http://policies.anu.edu.au/

Students are expected to have read the Academic Misconduct Rules 2014 before the commencement of their course.
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/

Other key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Summary of Activities</th>
<th>Required Reading</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 23 July</td>
<td>Introduction to Change and Failure</td>
<td>Kotter Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2: 30 July</td>
<td>Personal Change, The Power of One, &amp; Passion</td>
<td>TBD</td>
<td>Personal Change Proposal</td>
</tr>
<tr>
<td>3: 6 August</td>
<td>Deep Change, Resilience, and Empathy</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>4: 13 August</td>
<td>Resistance to Change</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>5: 20 August</td>
<td>Readiness for Change</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>6: 27 August</td>
<td>Identity and Authenticity</td>
<td>TBD</td>
<td>Personal Change Interim Report</td>
</tr>
<tr>
<td>7: 3 September</td>
<td>Paradigms, Paradox, and Chaos</td>
<td>TBD</td>
<td>Org Change Proposal</td>
</tr>
<tr>
<td>Semester Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: 24 September</td>
<td>Organizational Change – Vision and Strategy</td>
<td>TBD</td>
<td>25 Sept – Book Review</td>
</tr>
<tr>
<td>9: 1 October</td>
<td>Structure and Culture</td>
<td>TBD</td>
<td>2 Oct – Personal Change Final Report</td>
</tr>
<tr>
<td>10: 8 October</td>
<td>Power, Politics, and Guiding Coalitions</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>11: 15 October</td>
<td>Inertia, Momentum, and Energy</td>
<td>TBD</td>
<td>16 Oct – Org Change Report</td>
</tr>
<tr>
<td>12: 22 October</td>
<td>Communicating Change</td>
<td>TBD</td>
<td>23 Oct – Lessons Learned</td>
</tr>
<tr>
<td>13: 29 October</td>
<td>Institutionalizing Change and Failure Revisited</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

## ASSESSMENT REQUIREMENTS

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University’s approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](https://www.anu.edu.au) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.
**Assessment Tasks**

Below is a description of each of the forms of assessment. As appropriate, more detailed specifications and/or rubrics will be posted on Wattle.

1. **Attendance and Class Contribution (10%)**

You are expected to attend all classes and complete assigned reading materials prior to class so you can fully contribute to classroom discussion. Your contribution will be evaluated based on attendance, the quality of your input into discussion, participation in activities and exercises, drawing and building upon others’ ideas, integrating the discussion with earlier course materials, and introducing new ideas and readings.

2. **Personal Change Project (20%)**

In selecting a personal change project, think about something that is important to you. The project must require behavioural change on your part. For example, if you are having trouble interacting with another person, focus on how you can change instead of what the other needs to do. Some examples of personal change projects include resolving conflicts with family or friends, becoming more assertive, controlling anger, losing, gaining or maintaining weight, stopping smoking, eating healthier, or developing and adhering to a budget. The more challenging the change, and the more it is important to you, the more you will learn. Deliverables for this project are to be submitted on wattle as follows:

a) A written statement (no longer than one page) clearly outlining the change goal and the anticipated plan you have for implementing the change. In your statement, you should specify how your goal is specific, measurable, attainable, realistic and timely (SMART). Please refer to http://www.topachievement.com/smart.html for more details. (2%)

- 2 - Strong goal statement, use of SMART goals, well-developed plan and measurement
- 1 - Good start, but can use further detail in terms of SMART goals, specificity, and planning (revision requested)
- 0 - Needs more conceptual development in terms of overall goal, specifics and vision (talk and revise)

b) An interim report detailing your progress on and reactions to carrying out the process to include, but not limited to the following sorts of issues: your reliance on others, ways you achieve momentum in your change, specific roadblocks and hurdles, revisions to the goal and/or plan, and key lessons learned to date. (6%)

c) A final report detailing your key lessons learned in implementing this change, and a self-assessment of your performance on this change. Your report should summarize your experience and integrate ideas from the course that helped you during the implementation. What insights from this personal change experience can you apply to implementing organizational change? (12%)
3. **Critical Book Review (25%)**

Choose a popular press book on change other than one assigned in this class. Please submit a 250 word typed description of your selection (with full citation) for approval. (5%)

Read the book and write a 500 word single-spaced, typed review that would be appropriate to post on Amazon's website. Some questions to consider include: What are compelling reasons to read the book or key lessons to take from it? What audience would you recommend this book to? What questions does this book leave unanswered? What do you disagree with? We will be sharing these reviews with classmates. (20)

4. **Organizational Change Research Report (30%)**

Choose a specific aspect of organizational change you are interested in learning more about. Conduct research and write a report summarizing the current wisdom, research, and practices associated with it.

Please submit a written topic proposal of no more than 500 words for approval prior to conducting your research. The proposal should specify a research question and include at least three citations from the change literature (5%).

Approved topics will be graded on the resulting 2000 word (excluding citations, tables, and figures) double-spaced typed report that properly cites and references using APA standards (25%).

5. **Lessons Learned (15%)**

In lieu of a final exam, list five evidence-based lessons from this course (500 words, excluding references) that were personally relevant or meaningful to you. In a few sentences, describe and justify each point, providing cited evidence to substantiate your claim and references for any citations. Each lesson is worth three points. I will compile all of your insights as a class, and provide each of you with a “book” of change lessons and relevant references that you can carry with you on future change journeys.

**IMPORTANT:** Please use Times New Roman, single-spaced, 12-point font with an italicized brief description (separated by a period), the content of the lesson, and the reflective, observed, or reported evidence substantiating that claim. Do not number your lessons. Here are two examples:

*Change must be a priority.* My personal change initiative showed me that in order to make a successful change in your life, it is imperative that the change be at the top of your list of priorities. It takes dedication, willpower, and resources in order to complete a change. Research suggests that 92% of New Year’s resolutions fail to be implemented (Diamond, 2013), perhaps due in large part because they are not a priority beyond that one night and because goal-setting is done haphazardly. When you really want to change something, create SMART goals and make it a priority.

*Emotion accompanies deep change.* No deep change can be accomplished without deep emotion arising. Huy (2002) highlights the role that middle managers play in absorbing or buffering employee emotions during change. Emotions also play a central role in deep and long-lasting change (Quinn, 2010). Deep change can be both terrifying and enabling at the same time. I will always remember that I need to realistically acknowledge and address change participants’ emotions when leading organizational change.
[Please include a reference list with full citations for any research cited in your lessons]

**Assignment Submission**

Assignments are submitted using Turnitin in the course Wattle site. Assignments submitted through Wattle no longer require cover sheets. You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records.

**Extensions and Penalties**

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure.

You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

**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](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](mailto:special.consideration@anu.edu.au). You will be notified by the RSM office if an extension has been approved.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

Late submission is not accepted for take-home examinations.

**Returning Assignments**

Assignments, once marked, will be returned in class. Following that, marked assignments can be collected from the RSM office.

**Resubmission of Assignments**

Written portfolio assignments may be revised based on feedback and resubmitted for review as a developmental activity to improve an individual’s portfolio. However, resubmitted work will not change the mark received.
Referencing Requirements

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

Reading Lists

- **Prescribed Texts:**

- **Prescribed Readings** (to be posted on Wattle)

SUPPORT FOR STUDENTS

The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/