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## Disclaimer

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General Information

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Other Staff
Sabine Ludewig
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Contact via sabine.ludewig@mq.edu.au
Email for an appointment at a mutually convenient time

Credit points
3

Prerequisites
HRM201 or HRM207 or HRM250 or BBA250

Corequisites

Co-badged status

Unit description
This unit examines contemporary change management theory and how it can be applied in practice. From the perspective of change, archetype theory is examined in some detail, and students will be able to explore how various industries display different archetypal patterns. Change processes are examined in the light of these. From the perspective of learning, students explore how both individual and organisation world views restrict and filter out signals from the environment, and how the degree of cognitive complexity determines the strategic thinking capacity of the firm. Various organisational learning theories and processes are analysed in the context of a particular archetype and need for change. From an innovation perspective, students determine how organisational culture fosters and restricts innovation, and why learning methodologies are required. Further, the subject focuses on the techniques and practices necessary to develop a learning organisation. Students will be able to recognise what competency types are useful to firms and link them to learning routines. An emphasis is placed on how organisations learn and unlearn. This unit builds on HRM207 Human Resource Development.
Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes
1. Identify different types of change and why ongoing change is important.
2. Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
3. Match various theoretical solutions to actual change practices through diagnostic processes.
4. Determine how change attempts might be implemented over a number of different contexts.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class Test</td>
<td>15%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Group Report</td>
<td>30%</td>
<td>TBA</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>University Examination Period</td>
</tr>
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</table>

Class Test
Due: Week 6
Weighting: 15%

Submission
Extension
Penalties

What is required to complete the unit satisfactorily

This Assessment Task relates to the following Learning Outcomes:
• Identify different types of change and why ongoing change is important.
• Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
Tutorial presentation
Due: Ongoing
Weighting: 20%

This Assessment Task relates to the following Learning Outcomes:
• Identify different types of change and why ongoing change is important.
• Determine how change attempts might be implemented over a number of different contexts.

Group Report
Due: TBA
Weighting: 30%

This Assessment Task relates to the following Learning Outcomes:
• Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
• Match various theoretical solutions to actual change practices through diagnostic processes.
• Determine how change attempts might be implemented over a number of different contexts.

Final Examination
Due: University Examination Period
Weighting: 35%

What is required to complete the unit satisfactorily
This Assessment Task relates to the following Learning Outcomes:

- Identify different types of change and why ongoing change is important.
- Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
- Match various theoretical solutions to actual change practices through diagnostic processes.
- Determine how change attempts might be implemented over a number of different contexts.

**Delivery and Resources**

**Classes**

This course is based on 3 hours face-to-face teaching per week. The format for the sessions will be a weekly two-hour lecture and a one-hour tutorial.

The timetable for classes can be found on the University website at: [http://www.timetables.mq.edu.au](http://www.timetables.mq.edu.au)

- Once the tutorial groups are formed, students cannot change their classes.
- Attendance will be taken in all tutorials.
- Tutorial attendance is compulsory. Warning: You must attend at least 10 of the tutorials – failure to do so will lead to failure of the subject.
- Medical certificates must be provided if you are not able to attend a class without incurring a penalty.
- Students are expected to arrive on time, and not to leave until the class ends.
- If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.
- Students must be quiet during classes, unless of course when class participation is required.
- Mobile phone must be turned OFF and not simply set to ‘silent’.
- Students who disturb or disrupt in lectures and tutorial class will be asked to leave.
- The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

**Required and Recommended Texts and/or Materials**

**Prescribed Text:**

**Unit Schedule**

<table>
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<tr>
<th>Week</th>
<th>Topic and Reading</th>
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| 1    | Introduction to Change Management  
Reading: CG - Intro; PDA - Ch1 |
| 2    | Organisations and Organising  
Reading: CG - Ch1, Ch2, Ch3 |
| 3    | Change for Sustainability  
Reading: Doppelt - Ch3 |
| 4    | Why and What Changes  
Reading: PDA - Ch3, Ch4 |
| 5    | Diagnosis and Vision  
Reading: PDA - Ch5, Ch9 |
| 6    | Images of Managing Change  
Reading: PDA - Ch2 |
| 7    | Implementing Change - shaping  
Reading: PDA - Ch7 |
|      | Mid semester break |
| 8    | Reading Week |
| 9    | Implementing Change - controlling  
Reading: PDA - Ch8 |
| 10   | Resistance  
Reading: PDA - Ch6 |

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at [http://www.mq.edu.au/policy/docs/academic_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:


Grading Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals/

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.
Equity Support

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

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Match various theoretical solutions to actual change practices through diagnostic processes.
- Determine how change attempts might be implemented over a number of different contexts.

Assessment tasks

- Tutorial presentation
- Group Report

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives; they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

• Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• Identify different types of change and why ongoing change is important.
• Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
• Match various theoretical solutions to actual change practices through diagnostic processes.
• Determine how change attempts might be implemented over a number of different contexts.

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:
Learning outcomes

• Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
• Match various theoretical solutions to actual change practices through diagnostic processes.
• Determine how change attempts might be implemented over a number of different contexts.

Assessment tasks

• Class Test
• Tutorial presentation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

• Match various theoretical solutions to actual change practices through diagnostic processes.

Assessment tasks

• Group Report
• Final Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

• Identify different types of change and why ongoing change is important.
Determine how change attempts might be implemented over a number of different contexts.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify different types of change and why ongoing change is important.
- Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures.
- Match various theoretical solutions to actual change practices through diagnostic processes.

Assessment tasks

- Class Test
- Final Examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Determine how change attempts might be implemented over a number of different contexts.

Research and Practice

- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research