HRM 317

Change Management and Sustainability

S3 Day 2014

Dept of Marketing and Management

Contents

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General Information

Unit convenor and teaching staff
Lecturer in charge
Sabine Ludewig
sabine.ludewig@mq.edu.au
Contact via email
N/A
By appointment

Credit points
3

Prerequisites
6cp at 200 level including (HRM201 or HRM207 or HRM250 or BBA250)

Corequisites

Co-badged status

Unit description
This unit examines contemporary change management and sustainability theory and how it can be applied in practice. Students will be able to explore a number of theoretical models through a process of critical evaluation. 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. From a critical thinking perspective, students determine how organisational culture fosters and restricts innovation, and why learning methodologies are required. Further, the unit focuses on the techniques and practices necessary to develop a learning organisation in a rapidly changing environment.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

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

General Assessment Information

The assessment will be continuous and designed to test the students understanding of change and organisational learning including knowledge, comprehension and application. Progressive feedback will be given for assessments one through three.

Marks will be allocated on the following basis:

First Assessment – Individual essay 30%

Second Assessment- Group presentation & facilitation 30%

Third Assessment - Exam (Examination period) 40%

Assessments:

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Total
Title/Name	Group Presentation and tutorial facilitation	Essay	Exam	
Description	Discussion, analysis and critique of weekly topic, development and implementation of related activity.	1500 words	Closed Book Exam - 2 hours; long answer questions	
Due date	Ongoing	Day 8	Exam Period	
% Weighting	30%	30%	40%	
Marking criteria/ standards/ expectations	See course guide	TBA	n/a	
Submission method	In class to tutor and peers	In class to tutor	n/a	
Feedback	Written feedback from day 6	Written feedback before final test	n/a	

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Total
Estimated student workload (hours)	10 hours	30hours	40 hours	

Points to note about these assessments:

1. You will need to allow at <u>least three hours</u> of reading per week to prepare for class including course notes and your own research. **Good preparation leads to good outcomes.**

2. Students **must complete all components** to register a pass or better final grade.

3. Please note that pressures relating to work or normal academic study loads are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.

4. As a guiding rule **extensions** for completion of assignments require an **application for special consideration** with the student office.

5. Late submissions of assignments will attract a penalty of a 5% deduction per day of the mark awarded. Work submitted more than seven days late will not be marked (exceptions apply for special consideration).

6. Students must attend at least 10 out of 12 tutorials without special consideration.

7. For tutorials where group facilitation is to be undertaken, the expectation is for all students to attend and participate in the discussion.

<u>**Total Marks 100%**</u>

Assessment Tasks

Name	Weighting	Due
Group presentation & activity	30%	Throughout the semester
Essay	30%	05/01/2015 by 6pm
Final Exam	40%	End of the semester

Group presentation & activity

Due: **Throughout the semester**

Weighting: **30%**

The purpose of this exercise is for each group to facilitate the discussion on the tutorial topic for their selected week. This will involve analysis, critique and demonstration of their understanding of the tutorial topic question.

On day 1 in your tutorial you are to form eight groups (maximum group size is 4 students). The groups need to be finalised in week 2 and the lecturer/tutor notified of group member names, student numbers and email details. On day 2, each group will be assigned a week and the tutorial topic question for their facilitation. Presentations begin on day 4.

To support the theoretical knowledge of the tutorial weekly topic question each group should critically analyse examples from the literature, this may be the text or any other source that shows that they understand all aspects of that image. These cases/vignettes can come from journal articles, newspapers or magazines, or cases studies.

The group will prepare a facilitation plan and lead a discussion on the application and interpretation of their tutorial topic question.

The following criteria will need to be addressed:

The facilitation includes a presentation (20 min) plus a related activity (10 minutes) not including time for questions from the audience

The purpose of this exercise is for each group to facilitate the discussion on the tutorial topic for their selected week. This will involve analysis, critique and demonstration of their understanding of the tutorial topic question.

On day 1 in your tutorial you are to form eight groups (maximum group size is 4 students). The groups need to be finalised on day 2 and the lecturer/tutor notified of group member names, student numbers and email details. On day 2 each group will be assigned a day and the tutorial topic question for their facilitation. Presentations begin on day 4.

To support the theoretical knowledge of the tutorial weekly topic question each group should critically analyse examples from the literature, this may be the text or any other source that shows that they understand all aspects of that image. These cases/vignettes can come from journal articles, newspapers or magazines, or cases studies.

The group will prepare a facilitation plan and lead a discussion on the application and interpretation of their tutorial topic question.

The following criteria will need to be addressed:

The facilitation includes a presentation (30 min) PLUS a related activity (10 min including questions).

 A one page critical summary needs to be handed to the lecturer on the day of the presentation. This handout should contain the main points in your facilitation and serve as a learning summary and a critical reflection on your learning experience.

- You may **not** use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
- Demonstration of the level of knowledge and understanding of the tutorial topic and its relation to organisation and change theories and practice.
- Demonstration of the level of knowledge and understanding about the practical implications for change agents and change projects of the tutorial topic question being discussed
- Maintaining the interest of the audience will be expected.
- Each group can choose how they facilitate the class; however, all group members should prepare a relevant activity and be prepared to answer questions from the class/and or lecturer/tutor during the session. The use of presentation aids is encouraged, but emphasis should be placed on important material researched and use of organisational examples.
- Please **do not repeat** the lecture content. You are expected to **extent, apply and critically evaluate** the weekly material and **generate new information**.
- Quality of the facilitation (e.g.: clarity of communication, originality, how well any material (posters, slides, exercises, readings) supports the learning aims and helps the audience to understand the topic question issues and engage in dialogue, indication of critical and independent thinking, quality of class activity, reference to real life experience.

The presentation - Task description

The facilitation entails a group presentation which includes all group members to the whole class. The same mark will be awarded to every member of the group, unless there are clear imbalances in the division of labour. Assessment will be based on the ability of group members to work as a team as well as on the quality of the group's presentation. Discussions during the seminars will provide opportunity for formative feedback.

On successful completion you will be able to:
- 1. Identify different types of change and why ongoing change is important
- 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

Essay

Due: **05/01/2015 by 6pm**
Weighting: **30%**

Submit on both **Turnitin on the 5th of January 2015 before 6 pm** + a **hard copy** in class at the beginning of the tutorial **on the 6th January 2015**.

Word length: 1,500 words as well as a 100 word synopsis in addition to the 1,500 words, e.g. 1,600 words in total.

Please indicate your word count directly after the conclusion. The reference list is not part of the word count.

What is a critical discussion?

The goal of a critical discussion is to increase understanding. It establishes a clear position and presents a clear and logical argument and conclusion. It requires critical reading and critical writing. Please see this link http://www.interlink.edu/claroline/uncg/claroline/backends/download.php?url=L0NyaXRpY2FsX1RoaW5raW5nX1JlYWRpbmdfYW5kX1dyaXRpbmcucGRm&cidReset= and the article on critical thinking also posted on I-learn for more details.

In answering the essay question, you should refer to at least 8 different readings.

What is the purpose of the critical discussion assignment?

The assignment is designed to test your critical, analytical and research skills. For the purpose of this essay you are expected to find your own sources to display that you can undertake research independently and use material effectively to critically discuss critically discuss the following statement and illustrate your findings with examples from your research.

"Against a backdrop of increasing environmental concern, the primary task for organisational management today is the leadership of organisational change towards sustainable development."

What do you need to do?

In answering the essay question, you should refer to at least 8 different readings. You need to present an essay with an introduction, a carefully considered logical argument, a clear critical position and an appropriate conclusion. Your essay will also be assessed on your ability to present and evaluate specific examples and arguments drawn from your research findings.

Marking Criteria

- Quality of selected sources

- Overall structure & cohesion

- Evidence of critical thinking

- Analysis, synthesis and evaluation

- Presentation of clear and consistently sustained line of argument throughout the essay

- Control of academic modality

- Appropriate use of grammar, vocabulary and punctuation

- Conforming with instructions (e.g. Harvard referencing style, word count etc)

On successful completion you will be able to:

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

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Final Exam

Due: **End of the semester**
Weighting: **40%**

A final examination is included as an assessment task for this unit to provide assurance that:

1. the product belongs to the student and

2. the student has attained the knowledge and skills tested in the exam.

A 2 hour final examination for this unit will be held during the University Examination period.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University's policy on special consideration process is available at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Disruption of Study process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations

at the University. The policy is available at: http://www.mq.edu.au/policy/docs/examination/policy.htm

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Delivery and Resources

Classes

The mode of the course is intensive based on 3 hours face-to-face teaching over a period of three days in two consecutive weeks in December 2013 and January 2014. The format for the sessions will be a daily two-hour lecture and a one-hour tutorial.

Important: This course is not developed as an online unit. Lectures will not be recorded.

Slides are designed to support the lecturer during the lectures. They are not designed as a learning tool for students. They do not replace a lecture! A skeleton (not the full set!) of slides will be made available to students after the lecture for your convenience. However, you are expected to take your one notes and extent lecture content with your own research. Please remember: Slides are the lecturers property and students are not entitled to them.

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

Important things to remember:

- Once the tutorial groups are formed, students **cannot change** their classes.

- Attendance will be taken in all tutorials.

- 10 out of 12 tutorials must be attended.

- Special consideration must be applied for formally with the Student Office in case of sickness or misadventure. Teaching staff is not in the position to grand special consideration.

- 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.

Lecturer and tutors have the final say in the adjustment of group-work marks taking into account peer assessment ratings

Prescribed Text:

The two core texts for this unit are listed below. Students are expected to read all of the weekly chapters and be prepared to discuss them in seminars as well as answer questions on them.

Palmer, I, Dunford, R & Akin, G (2009) *Managing Organisational Change – A multiple Perspectives Approach* 2nd ed. McGraw-Hill New York **(required each week)**

Grey Chris (2005) *A very short, fairly interesting and reasonably cheap book about studying organizations* Sage Lon, Thousand Oaks, New Delhi **(required in weeks 1 & 2)**

Additional and Recommended Texts:

Andriopolous, C. and Dawson, P. (2009) *Managing Change, Creativity and Innovation* Sage Los Angeles Lon New Delhi Singapore Washington DC

Bolman, L.G. and Deal, T.E. (2008) *Reframing Organizations: Artistry, Choice and Leadership* 4th Ed. Jossey Bass San Francisco

Cummings, T & Worley, C (2005) *Organisation Development and Change* 8th ed. Thomson learning Ohio

Doppelt Bob. (2010) *Leading Change Toward Sustainability: A change management guide for Business, Government and Civil Society* 2nd Ed. Greenleaf UK (alternately the 1st Ed. 2003) **(required reading in week 3)**

Doppelt, Bob. (2008) *The Power of Sustainable Thinking: How to create a positive future for the climate, the planet, your organization and your life* Earthscan Lon

Dunphy, D., Griffiths, A. and Benn, S. (2007) *Organizational Change for Corporate Sustainability* 2nd ed. Routledge Lon NY

Garvin & Roberto (2005) *Change through Persuasion*, Harvard Business Review, 83 (2), pp. 104-112 **(required reading in week 12)**

Graetz, F, Rimmer, M, Lawerence, A & Smith,A. (2002) *Managing Organisational Change* 2nd ed. John Wiley & sons. Qld.

Senior, B & Fleming, J (2006) *Organisational Change* 3rd ed. Prentice-Hall Scotland

Waddell, D, Cummings, T & Worley, C (2007) *Organisational Development and Change – Asia Pacific* 3rd ed. Thomson learning Australia

Walsh, P, Lok, P & Jones, M (2006) *The Measurement and Management of Strategic Change* Pearson Education Sydney.

Technology Used and Required

- Students are required to learn how to use word processing, I-learn and the library journals catalogue

Unit Web Page

Course material is available on the learning management system (ilearn). This does not necessarily include any lecture slides.

The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MQ/

Please check this website **at least weekly** for announcements and to access teaching materials that will be loaded onto the site as the course progresses.

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

Unit Schedule

Week/Date	Topic and Reading	Tutorials
Day 1 **9 Dec 2014**	*Introduction to Change Management* Reading: CG - Intro; PDA - Ch1	Introduction/ Group Allocation for Assignments
Day 2 **10 Dec 2014**	Organisations and Organising The role of critical thinking in CM Reading: CG - Ch1, Ch2, Ch3	Critical thinking Essay clinic
Day 3 **12 Dec 2014**	Change for Sustainability Reading: Doppelt - Ch3	Academic Honesty
Day 4 **16 Dec 2014**	Why and What Changes Reading: PDA - Ch3, Ch4	Group presentations begin: Change for Sustainability
Day 5 **17 Dec 2014**	Diagnosis and Vision Reading: PDA - Ch5, Ch9	Why and What Changes
Day 6 **19 Dec 2014**	Images of Managing Change Reading: PDA - Ch2	Diagnosis and vision
		Essay due via Turitin 6 pm 5 January 2015
Day 7 **6 Jan 2015**	Implementing Change - shaping Reading: PDA - Ch7	Images of Managing Change Essay hardcopy due in class today

Day 8 7 Jan 2015	Implementing Change - controlling Reading: PDA - Ch8	Implementing Change- shaping
Day 9 9 Jan 2015	Resistance Reading: PDA - Ch6	Implementing Change- controlling
Day 10 13 Jan 2015	Communication: Rhetoric & Persuasion Reading: Garvin & Roberto (2005)	Resistance
Day 11 14 Jan 2015	Power and Leadership Reading: B&D - Ch9	Communicating, Learning and Sustaining Change
Day 12 16 Jan 2015	Course Review	Exam revision

Abbreviations of sources for advance reading:

B&D - Bolman L.G. and Deal T.E. (2008) *Reframing Organizations: Artistry, Choice and Leadership*

CG - Chris Grey (2005) *A very short, fairly interesting and reasonably cheap book about studying organizations*

Doppelt - Doppelt B. (2010 or 2003) *Leading Change Toward Sustainability: A change management guide for Business, Government and Civil Society*

Garvin & Roberto *(2005) Change through Persuasion, Harvard Business Review, 83(2), pp.104-112*

PDA - Palmer, Dunford and Akin (2009) *Managing Organisational Change – A multiple Perspectives Approach*

TUTORIAL SESSIONS:

Tutorials will start on the first day. Groups for presentations (see Assessment 1) will be formed on the same day and group member details will be emailed to the lecturer/tutor by no later than day 3, containing all group members full names, email address and student numbers. Presentations will begin on day 4.

It is encouraged that group members exchange phone contact details and email addresses

Learning and Teaching Activities

L&T activities

You are expected to read and research each topic in advance, participate in class discussions and to maintain a strong interest in current issues and changes in Human Resource Management. This course exposes students to a number of different learning and teaching processes including but not limited to: • lectures; tutorials; case studies; project work and readings. These activities are aimed at ensuring that you will be able to achieve the learning outcomes listed in this unit of study guide.

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:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Grades

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

HD - High Distinction D - Distinction CR - Credit P - Pass F - Fail

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

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

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/how_d o_i/grade_appeals

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

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

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit 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.

Graduate Capabilities

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

- 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

- Group presentation & activity
- Essay
- Final Exam

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

- 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

- Group presentation & activity
- Essay

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

- 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
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Assessment tasks

- Group presentation & activity
- Essay
- Final Exam

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 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 task

- Final Exam

Changes from Previous Offering

N/A

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