



PSYO915

Organisational Change and Development

S2 Day 2017

Department of Psychology

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General Information

Unit convenor and teaching staff

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By appointment

Lecturer

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Credit points

4

Prerequisites

Admission to DOrgPsych or MOrgPsych or GradCertBusPsy or GradDipBusPsy

Corequisites

Co-badged status

Unit description

This unit is designed to enable students to acquire the knowledge necessary to identify the need for organisational change, establish the principles of organisational change from an organisational psychological perspective, and evaluate the outcomes of organisational change, particularly in terms of the psychological demands on workers. Students will be introduced to survey design and development to meet a range of purposes and will learn about the practical aspects of survey administration.

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:

Describe theories and models of change management and organisational development

Describe the differences between individual, group, and organisational-wide approaches to organisational change and development interventions

Select and apply an appropriate theory/model to a given organisational change/development scenario

Describe evidence-based approaches to diagnosing, planning, implementing, and evaluating organisational change/development interventions

Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention

Describe the ethical issues and other risks that may arise when conducting organisational change and development projects in organisational settings, and how to appropriately manage them.

Demonstrate a basic level of interpersonal skills that enable effective oral and written communication with organisational clients throughout a change/development process.

Demonstrate an understanding of the considerations required when designing, administering, and reporting surveys in an organisational setting

General Assessment Information

All assessments are to be submitted through iLearn. Instructions are available under 'Assignments' on the iLearn unit website.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|------------------------------|-----------|--------|-----|
| Assessment 1 | 40% | No | TBA |
| Assessment 2 | 60% | No | TBA |

Assessment 1

Due: **TBA**

Weighting: **40%**

This will assess student skill and understanding in a range of areas related to organisational change and development survey design, administration, and reporting.

On successful completion you will be able to:

- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Describe the ethical issues and other risks that may arise when conducting

organisational change and development projects in organisational settings, and how to appropriately manage them.

- Demonstrate an understanding of the considerations required when designing, administering, and reporting surveys in an organisational setting

Assessment 2

Due: **TBA**

Weighting: **60%**

The case study analysis is intended to link culture and culture change theories with organisational development interventions in a real business situation. It highlights the practical and theoretical issues involved in identifying cultural challenges and designing and implementing a culture change intervention.

On successful completion you will be able to:

- Describe theories and models of change management and organisational development
- Describe the differences between individual, group, and organisational-wide approaches to organisational change and development interventions
- Select and apply an appropriate theory/model to a given organisational change/development scenario
- Describe evidence-based approaches to diagnosing, planning, implementing, and evaluating organisational change/development interventions
- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Describe the ethical issues and other risks that may arise when conducting organisational change and development projects in organisational settings, and how to appropriately manage them.
- Demonstrate a basic level of interpersonal skills that enable effective oral and written communication with organisational clients throughout a change/development process.

Delivery and Resources

This unit is taught via on-campus workshops (3 x 7 hours per workshop). The time and venue information for on-campus classes can be obtained through the university's timetable site.

Students are expected to attend all scheduled classes. Learning objectives and assessment activities are based on the requirements of a minimum 80% class attendance.

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Select and apply an appropriate theory/model to a given organisational change/development scenario
- Describe evidence-based approaches to diagnosing, planning, implementing, and evaluating organisational change/development interventions
- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Describe the ethical issues and other risks that may arise when conducting organisational change and development projects in organisational settings, and how to appropriately manage them.
- Demonstrate a basic level of interpersonal skills that enable effective oral and written communication with organisational clients throughout a change/development process.

Assessment task

- Assessment 2

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Describe theories and models of change management and organisational development

- Describe the differences between individual, group, and organisational-wide approaches to organisational change and development interventions
- Select and apply an appropriate theory/model to a given organisational change/development scenario
- Describe evidence-based approaches to diagnosing, planning, implementing, and evaluating organisational change/development interventions
- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Demonstrate an understanding of the considerations required when designing, administering, and reporting surveys in an organisational setting

Assessment tasks

- Assessment 1
- Assessment 2

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Select and apply an appropriate theory/model to a given organisational change/development scenario
- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Demonstrate an understanding of the considerations required when designing, administering, and reporting surveys in an organisational setting

Assessment tasks

- Assessment 1
- Assessment 2

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and

problem solving.

This graduate capability is supported by:

Learning outcomes

- Select and apply an appropriate theory/model to a given organisational change/development scenario
- Describe evidence-based approaches to diagnosing, planning, implementing, and evaluating organisational change/development interventions
- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Demonstrate an understanding of the considerations required when designing, administering, and reporting surveys in an organisational setting

Assessment tasks

- Assessment 1
- Assessment 2

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Describe theories and models of change management and organisational development
- Describe the differences between individual, group, and organisational-wide approaches to organisational change and development interventions
- Describe evidence-based approaches to diagnosing, planning, implementing, and evaluating organisational change/development interventions
- Demonstrate a basic level of competence in diagnosing, planning, implementing, and evaluating an organisational change/development intervention
- Describe the ethical issues and other risks that may arise when conducting organisational change and development projects in organisational settings, and how to appropriately manage them.
- Demonstrate a basic level of interpersonal skills that enable effective oral and written communication with organisational clients throughout a change/development process.

Assessment task

- Assessment 2

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Describe the ethical issues and other risks that may arise when conducting organisational change and development projects in organisational settings, and how to appropriately manage them.
- Demonstrate an understanding of the considerations required when designing, administering, and reporting surveys in an organisational setting

Assessment task

- Assessment 1