Unit Outline

MGMT3002 Managing Change
Trimester 3A, 2016

Unit study package code: MGMT3002
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 1 Hours Weekly
Tutorial: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:
Title: Mr
Name: Chin Tu
Phone: please email
Email: J.Tu@curtin.edu.au
Location: Building: please email - Room: please email

Teaching Staff:

Administrative contact:
Name: Cheryl Tien
Phone: Please email
Email: CBSMANTeachingSupport@curtin.edu.au
Location: Building: Please email - Room: Please email

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.
Syllabus
The unit examines the theoretical and practical perspectives used as a framework to identify change. The change strategy, tools and measurement of change are analysed.

Introduction
Welcome to the Unit, Managing Change, which is concerned with the phenomenon of change in and of organisations (in both the private and public sector). 'Change' is a phenomenon that is exceptionally common and influential, but surprisingly, quite difficult to define. Virtually every facet of an organisation's functioning and practically every managerial initiative or action, unavoidably entails some form of change. Yet, despite this, change is most often a disruptive, costly and distracting dynamic which demands attention from all parties involved or impacted by it. For this reason the notion of 'managing change' or 'change management' as it is commonly known, has become a very important focus and competence area in the Management domain. The character and features of organisational change and the many ways in which it manifests in organisations are consequently the central foci of this Unit. Knowledge so obtained is further supplemented with a work-based change project that brings an experiential dimension to your study of change and further enhances understanding and learning. We trust that you will find the dynamism and often unpredictability of 'change' a compelling subject and an enjoyable learning experience. We look forward to engaging you on the subject.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1 Apply the different perspectives of managing organisational change</td>
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<tr>
<td>2 Analyse the strategy-making process and its application within a changing environment</td>
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<td>3 Prepare concise and coherent arguments relating to change theory and practice in organisations</td>
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<tr>
<td>4 Assess and prepare solutions to practice situations in organisations undergoing change</td>
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</tbody>
</table>

Curtin’s Graduate Attributes

- **Apply discipline knowledge**
- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team)
- **Confidence to tackle unfamiliar problems**
- **Plan own work**

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities
A flexible learning approach, comprising the following main features, is employed in this Unit:

- Access to learning resources occur through contemporary technologies such as e-Reserve and Blackboard
- Learning opportunities and events but also learning assessments are delivered, among other, through case studies and work-based projects.

## Learning Resources

### Recommended texts

You do not have to purchase the following textbooks but you may like to refer to them.

### Recommended Texts

Most of the lecture content in this unit will be structured around chapters taken from the following/listed textbooks. **You DO NOT have to purchase** these / the following textbooks but you may wish to refer to them for a more detailed perspective. Note however that the material covered in these chapters can readily be sourced in any of the many texts available on Organisational Change.


## Assessment

### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1. Work-integrated Project | 35 percent | **Week:** Week 5  
**Day:** Friday, 9th Dec 2016  
**Time:** 11.59pm WST | 1,2 |
| 2. Case study         | 25 percent | **Week:** Week 9  
**Day:** Friday, 6th Jan 2017  
**Time:** 11.59pm WST | 1,2,3 |
| 3. Final Examination  | 40 percent | **Week:** Exam Week  
**Day:** TBA  
**Time:** TBA | 2,3,4 |

### Detailed information on assessment tasks

1. **Assessment 1 – Work-Integrated Change Project (35%)**

**Purpose:**

This assignment aims to:

- Expose you to actual organisational change in real-time, and
- Provide you with an opportunity to apply relevant change theory to the organisational change situation (intervention). Application means, more specifically, to analyse, interpret and evaluate the appropriateness and effectiveness of a change process in an organisation by using available theory and logical thinking.

**Description:**

1. You need to identify a ‘change intervention’ in an actual organisation with which you are familiar, or
where you, your family or friends may be currently working or have worked in the past.

2. Establish clearly whether the change intervention was introduced to bring about change OR a response/reaction to change that was introduced/imposed by other parties (external or internal). It is important to distinguish between:
   a. A situation that called for / necessitated a change and the change action or intervention (a reactive form of change) that was introduced by the company official. As an example: sales are going down (a situation necessitating some form of action)... the action or intervention taken by the company to stop the decline and bring about an increase in sales e.g. training of sales staff, will be regarded as the change intervention.
   b. A change that was proactively introduced i.e. the situation did not necessarily require or demand a change. Deciding to introduce work uniforms where there were none before can be considered a proactive change

3. You need to conduct an interview with a person in the organisation who was closely involved with this (any) change intervention e.g. a manager in whose department/division the change intervention took place, or a member of the ‘change management team’ who was responsible for introducing and implementing the intervention, or the change facilitator /consultant who actively worked with employees to bring about the change (could also be a human resource management official working for the organisation, etc.)

4. You should transcribe the interview and use this interview transcription as your data.

5. Analyse and interpret the data about the change and change intervention and the (case) organisation

6. Write a carefully considered report on the change and change intervention

**Focus of the Report:**

In your report: critically analyse and discuss the following five (5) dimensions as they relate to the change and/or change intervention:

1. Consider the difference(s) between the ‘change’ situation and the ‘change action or intervention’ and then identify...
   a. the internal and external drivers of the change (situation) and,
   b. the rationale for, and objectives of, the change intervention

2. The change perspective(s) that you think might be driving the people who were responsible for the change intervention (see the topic dealing with perspectives on managing change); and

3. Indicate, what you believe the interviewee’s underlying assumptions were about the change and its nature (e.g. change can be imposed, can render results in a short period of time, etc.);

4. Indicate, also, whether the change was planned or emergent.

5. Indicate whether you believe the change action/intervention was effective, what its limitations were and what alternative change perspectives and possible alternative change interventions you would recommend to assist the organisation with similar change processes in future.

In your discussion of the above dimensions you should always support your views with evidence from your interview and the available literature.

Note also that we expect that your responses ('answers') to the issues indicated in points 1 to 5 above will go beyond the basic approaches presented in textbooks.

**Important Notes:**

This is a work-integrated assignment. You need to use an actual organisation and interview a person from this organisation. You cannot rely solely on information from the internet.

A copy of the transcribed interview MUST be attached to your assignment (as an annexure). Assignments without the interview attached, regrettably, will NOT be assessed.

Your work (Report), in general, will be assessed on the quality of

- your analyses, arguments and conclusions;
- the sources of information you utilised;
• how well you used these resources in support of your arguments; and
• your referencing skills.

**Formatting requirements:**
The length of your report should be **2500 words ± 10%** (excluding the reference list and the interview transcription), font **Arial**, font size 11; all page margins 2.5 cm; line spacing: 1.5. **Marks will be deducted if students do not follow the word count count guidelines.**

**Source requirements:**
You should use at least **EIGHT (8)** credible reference sources, correctly cited and referenced. **Reference Sources include:**

- "Academic/Scholarly" articles appearing in journals. See in this regard the list of major academic journals available in the library. The majority of your sources should be derived from such journals with a minimum of Five (5) journal articles. There is no maximum.
- Relevant academic books on the subject.

In addition please note:

- A single (one) internet source may be used in addition to the Five (5) academic sources. (Electronic journals, accessed through the library, are also considered as relevant reference sources). A penalty will be incurred if more than one non-academic internet source is used. **Avoid internet sources that do not have the author and the publisher’s names.** Note also that **Wikipedia is NOT allowed.**
- All sources should be cited and referenced in accordance with the **Chicago version 16 referencing style.**

**Assignment 1 Marking Criteria:**
Please refer to Blackboard

**Assignment is to be submitted electronically to Turnitin.**

2. **Assessment 2 – Change Case Study (25%)**

**Purpose:**
This assignment aims to provide a further opportunity for honing conceptual skills in the area of applying relevant theory to organisational change situations.

**Description:**
1. A bare bones case study about an organisation undergoing change is provided (on Blackboard).
2. You need to analyse the case and compile a report which addresses the questions provided as additional information in Blackboard.
3. In your discussion of the case you should make use of appropriate and relevant literature to support your views.

**Focus of the Report:**
The specific questions to address in your report are provided at the end of the case study – refer to Blackboard for the case study (and questions) and related materials.

**Note also that we expect that your answers (your report) to the questions indicated at the end of the case study will extend beyond the basic approaches presented in textbooks**

Your Report, in general, will be assessed on the quality of:

- your analyses, arguments and conclusions;
- the sources of information you utilised;
- how well you used these resources in support of your arguments; and
- your referencing skills.

**Consult Blackboard for the full marking guide**

**Source requirements:**
You should use at least **EIGHT (8)** credible reference sources, correctly cited and referenced. Refer to assignment 1 for an outline of acceptable sources.
Additional case-relevant internet sources, apart from those supplied, can be used (highly encouraged). These must be correctly cited and referenced.

**Formatting Requirements:**

The length of your report should be 2500 words ± 10% (not including the reference list), font Arial; font size 11; all page margins 2.5 cm; line spacing: 1.5. Marks will be deducted if students do not follow the word count and formatting guidelines.

**Referencing requirements:**

You must use the Chicago Version 16 referencing style to acknowledge your sources of information.

Assignment is to be submitted electronically to Turnitin.

3. **Assessment 3 – Exam (40%)**

The exam will consist of questions that will test your ability to apply what you have learned in the unit. Questions may comprise several sub questions. The format of the exam will be discussed in detail in class before the end of the semester.

**Marking Criteria**

You will be assessed on your ability to develop and support reasoned arguments. You will be expected to clearly demonstrate that you have engaged with the course materials and practical activities provided to you throughout the unit.

**Pass requirements**

Students must obtain an overall mark of 50/100 (50%) AND attempt all assessments to pass this unit.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence, if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or
due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Deferred assessments**
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 27/02/2017 to 10/03/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

**Supplementary assessments**
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 27/02/2017 and 10/03/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

**Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies**
A [Curtin Access Plan](#) (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from [Disability Services](#) (disability.curtin.edu.au). [Documentation](#) is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact [Disability Services](#). If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

**Referencing style**
The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing).

**Copyright**
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at:
https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

1. Weightage for assignment 1 has been increased to 35% (from 25%)
2. Some changes to assignment 2
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7 Nov</td>
<td>The Nature of Change and Organisational Change</td>
<td>Available on BB</td>
<td>Understanding what change is about</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>14 Nov</td>
<td>The Organisation as Context for Change</td>
<td>Available on BB</td>
<td>Understanding the organisation in order to understand organisational change</td>
<td></td>
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<tr>
<td>3.</td>
<td>21 Nov</td>
<td>Perspectives on Change</td>
<td>Available on BB</td>
<td>Seeing change and its implications for ‘managing’ organisational change</td>
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<tr>
<td>4.</td>
<td>28 Nov</td>
<td>Change Types</td>
<td>Available on BB</td>
<td>Understanding the shapes and forms of change</td>
<td></td>
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<tr>
<td>5.</td>
<td>5 Dec</td>
<td>Strategy and Strategic Management</td>
<td>Available on BB</td>
<td>Understanding what strategy and strategic management are about</td>
<td>Assignment 1 Fri, 09 Dec 11.59pm WST</td>
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<tr>
<td>6.</td>
<td>12 Dec</td>
<td>Change Management</td>
<td>Available on BB</td>
<td>Facilitating and Managing Change</td>
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<td>7.</td>
<td>19 Dec</td>
<td>Change Management and Leadership</td>
<td>Available on BB</td>
<td>Understanding the role of leadership during change management</td>
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<td>8.</td>
<td>26 Dec</td>
<td>‘Organisational Development’ as Change</td>
<td>Available on BB</td>
<td>A social approach to managing change</td>
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<td>9.</td>
<td>2 Jan</td>
<td>Personal Change and Resistance to Change</td>
<td>Available on BB</td>
<td>Understanding the impact of change</td>
<td>Assignment 2 Fri, 6 Jan 11.59pm WST</td>
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<tr>
<td>10.</td>
<td>9 Jan</td>
<td>Culture</td>
<td>Available on BB</td>
<td>Understanding the major challenges in dealing with change</td>
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<td>11.</td>
<td>16 Jan</td>
<td>Successful change</td>
<td>Available on BB</td>
<td>The importance of adequate investment in change initiatives</td>
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<tr>
<td>12.</td>
<td>23 Jan</td>
<td>Exam Revision</td>
<td>Available on BB</td>
<td>Reviewing Unit contents</td>
<td></td>
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<tr>
<td>13.</td>
<td>30 Jan</td>
<td>Study Week</td>
<td></td>
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<tr>
<td>14.</td>
<td>6 Feb</td>
<td>Examinations</td>
<td></td>
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<tr>
<td>165</td>
<td>13 Feb</td>
<td>Examinations</td>
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