

COURSE OUTLINE: BH3604/BU5605 Managing Organisational Change

Academic Year	2022-2023	Semester	1
Course Coordinator	Associate Professor Nigel Phang		
Course Code	BH3604/BU5605		
Course Title	Managing Organisational Change		
Pre-requisites	AB1601 Organizational Behavior and Design		
No of AUs	3		
Contact Hours	39		
Proposal Date	June 2022		

A) Course Aims

Before the outbreak of the global pandemic, change management was already one of the top leadership priorities in organizations. Yet a significant number of organizations reported a high failure rate in driving change initiatives. The process of change and the resistance to change, if not well managed, could result in unproductive work or even unintended negative consequences. The disappointing outcomes occurred because changes often affected multiple levels, from individuals' mindset, group routines, to organizational inertia. Fortunately, there are ways to mitigate such risks and increase the probability of successful change implementation. Organizational leaders, together with their human resource practitioners, are often involved in the planning and executing of change for their teams and organizations.

This course aims to equip seminar participants with the necessary knowledge of the different forms of change that take place in organizations, and the processes entailed in leading and managing change. Using seminars and discussion groups, the course will cover change management frameworks and concepts, explore the nature and context of change, examine alternative change management approaches and examine how best to implement predetermined change strategies, especially in the context of digital disruption.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Explain a range of change management methodologies and identify the value assumptions and orientations which lie behind them
2. Critically evaluate change approaches and explain the value of systems intervention strategies and components in change situations.
3. Develop critical change agent competencies such as oral communication, problem-solving & decision making, and critical thinking.
4. Present and work effectively with others in a group setting.

C) Course Content

- Introduction to leading and managing Change
- Business Case for Change
- Essential Skills and Readiness of Change Agent
- Team Project presentation: Part 1
- Diagnosis for Change
- Leading & Managing People Issues – Leadership & Stakeholders Management
- Leading & Managing People Issues – Communicating and Motivating Others to Change
- Planning & Preparing for Change – Implementation Strategies & Change Plan
- Planning & Preparing for Change – Types of Intervention & Action Research
- Implementing Change

- Organizational Culture Change
- Sustaining Change
- Project Team Presentation: Part 2

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/ Individual	Assessment Rubrics (Please insert rubrics as Appendix)
Team Project Part 1 presentation and Team Project Part 2 presentation (Part 2) * with Peer Evaluation **	ILO2, ILO3, ILO 4	Oral Communication Teamwork & Interpersonal skills Motivation & Development of Self and Others	30% (5% Team Project Part 1 presentation. 10% Team Project Part 2 presentation, plus 15% individual oral presentation)	Group	Oral Communication Teamwork & Interpersonal skills Motivation & Development of Self and Others
Change Management Topic (presentation in group)	ILO1, ILO2	Problem Solving and Decision Making	10%	Individual	Problem Solving and Decision Making
Personal Learning Journal (minimum 14 entries) *	ILO3	Critical Thinking	20%	Individual	Critical Thinking
Quiz	ILO1, ILO3	Acquisition of knowledge	20%	Individual	Acquisition of knowledge
Classroom Participation *	ILO3, ILO4	Class Participation	20%	Individual	Class Participation
Total			100%		

* Closed assessment components

** Peer Evaluation Instructions – Sat the end of the course, students are required to complete a peer evaluation for each member of the team. The completed peer evaluation form must be submitted individually to the instructor immediately after the final team project has been submitted for grading. The identity of appraisers will be kept **confidential** and will not be revealed to other team members.

The course instructor will use a student's ratings (on a scale ranging from 1 to 7) to award marks for the team project to other students by computing the average rating that a student receives from other students (i.e., excluding each member's self-rating). A student's mark for the team project will be computed as follows:

1. If a student's average rating is ≥ 4 , the student will receive **100%** of the overall mark awarded to the team project.
2. If a student's average rating is < 4 but ≥ 3 , the student will receive **80%** of the overall mark awarded to the team project.
3. If a student's average rating is < 3 but ≥ 2 , the student will receive **50%** of the overall mark awarded to the team project.
4. If a student's average rating is < 2 , the student will receive **30%** of the overall mark awarded to the team project.

E) Formative feedback

You will be provided with feedback on your class quizzes and mini table assignments during the seminars. You get to see the immediate quiz score after completing the online quest test.

F) Learning and Teaching approach

BH3604/BU5605 is a very DEMANDING course. The course is delivered through 13 seminar lessons, ongoing self-reflection, multiple mini table assignments, quizzes, team projects, and assessments by peers, instructor, and external subject matter experts.

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The weekly seminar is designed to enable participations and learnings. Course instructor and students will take turn to lead change management topic discussion. Quizzes are administered at appropriate interval to reinforce learning.
Personal Learning Journal	The Personal Learning Journal is an individual assignment which requires you to keep track of weekly learning points from class discussion and learning activities. Guided self-reflection questions are provided at the end of weekly seminar to help you to reflect the essential learning points. This assignment will facilitate your continuous reflection /learning on the various change management topics discussed in class and in the readings.
In-Class activities	The weekly seminar will require you to participate in online and classroom interactive learning environment. Multiple small breakout sessions are organized to allow you to work with different fellow students in each breakout session. The breakout session aims to encourage students to learn to work as a team, to learn a specific change management topic or case study in details, and share the learning and insights with the class. Finally, there will be a team presentation to a panel of judges (which may include external judges) at the end of the course. You are given 10 weeks to prepare a change management plan for an organization. You will learn critical change agent competencies such as oral communication, teamwork, problem-solving & decision making, and critical thinking.

G) Reading and References**Textbook (compulsory)**

(1) Hayes, J. 2018. *The Theory and Practice of Change Management*. 5th Edition, Palgrave Macmillan.

Journal / Article

(2) Relevant articles (both compulsory and recommended) will be provided for each seminar in NTULearn course folder

H) Course Policies and Student Responsibilities**(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Late submission policy: Late submission will automatically receive a penalty of one grade for every 24 hours.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Raymond Tan	-	-	raymond.tan@ntu.edu.sg	See below
Consultation will be conducted online. Send me an email to arrange for a Zoom or Teams call for team or individual consultations				

K) Planned Weekly Schedule

Friday 9.30 am to 12.30 pm

Friday 2.30 pm to 5.30 pm

Week (Online / Classroom)*	Topic	Learning Objectives
Session 1 12 August (Online)	Introduction to leading and managing Change Textbook Chapter 1 & 2	<ul style="list-style-type: none"> ▪ Understand change framework ▪ States and processes of change ▪ Haye's Seven Core Activities

	Kotter (1995)	
Session 2 19 August (Online)	Business Case for Change Textbook C3 & 4 Schneider et al (2003)	<ul style="list-style-type: none"> ▪ Patterns of change ▪ Forces of change ▪ Using tools/models to assess the need for change
Session 3 26 August (Classroom)	Essential Skills and Readiness of Change Agent Textbook C5 & 6	<ul style="list-style-type: none"> ▪ Essential competencies of change consultant ▪ Dispositions and characteristics of successful change agent ▪ Building change relationships
Session 4 2 September (Online)	Team Project presentation: Part 1 (5%) <i>Team Project Presentation #1 and submit slides (Due 5 September)</i>	<ul style="list-style-type: none"> ▪ Peer learning ▪ Learn the business models of at least 8 companies ▪ Confirmation of team project scope
Session 5 9 September (Classroom)	Diagnosis for Change Textbook C7 & 8 <i>Quiz Test 1 (C5, 6, 7 & 8; 15 min. 20 items)</i>	<ul style="list-style-type: none"> ▪ Using models to aid diagnosis process, minimize personal biases ▪ Examine Component versus Holistic models ▪ Gathering and interpreting information ▪ Using diagnostic information to develop action plans
Session 6 16 September (Classroom)	Leading & Managing People Issues – Leadership & Stakeholders Management Textbook C9 & 10 Optional C11 & 12 <i>MiniT A1-BESTCar (Due 19 Sep)</i>	<ul style="list-style-type: none"> ▪ Create vision for change ▪ Collective leadership ▪ Power, politics, and stakeholder management ▪ Influencing others to support change ▪ Ethical approach in leading change
Session 7 23 September (Classroom)	Leading & Managing People Issues – Communicating and Motivating Others to Change Textbook C13, 14 & 15	<ul style="list-style-type: none"> ▪ Causes of resistance to change ▪ Inspiring and motivating others to change ▪ What are the options to manage resistance to change
Recess Week 26 – 30 September		
Session 8 7 October (Classroom)	Planning & Preparing for Change – Implementation Strategies & Change Plan Textbook C16, 17 & 18 Optional C19 & 20 <i>Quiz Test 2 (C13,14,15,16,17 & 18; 15 min. 20 items)</i>	<ul style="list-style-type: none"> ▪ Economic & organization development strategies ▪ Contingency model ▪ Preparing implementation Plan ▪ Develop feedback mechanisms to enhance coordination

Session 9 14 October (Classroom)	Planning & Preparing for Change – Types of Intervention & Action Research Textbook C21, 22 & 23 <i>MiniT A2-Change Management Intervention (Due 17 October)</i>	<ul style="list-style-type: none"> ▪ Interventions using subject matter experts and groups ▪ Facilitator in focus group meeting ▪ The process of action research ▪ Three dimensional model of interventions
Session 10 21 October (Classroom)	Implementing Change Textbook C28 & 29 <i>MiniT A2-Re-submit Change Management Intervention (Due 24 Oct)</i>	<ul style="list-style-type: none"> ▪ Examine key elements in implementing and keeping track of change
Session 11 28 October (Classroom)	Organizational Culture Change Textbook C23, 25 & 26 Optional C24, 27	<ul style="list-style-type: none"> ▪ Definition on organisational culture change ▪ Implications to culture change ▪ Business process re-engineering ▪ Culture integration in merger and acquisition ▪ Value innovation
Session 12 4 November (Online)	<u>E-Learning Week</u> Sustaining Change Textbook C30, 31 & 32 <i>Team Project Presentation #2 slides (Due 7 November)</i>	<ul style="list-style-type: none"> ▪ Sustaining and spreading change ▪ Practical tips in addressing recurrent problems in sustaining change ▪ Individual and organizational attributes that spread change
Session 13 11 November (Online or Classroom - TBC)	Project Team Presentation: Part 2 <i>Project team members take turn to present to the panel judges</i>	<ul style="list-style-type: none"> ▪ Team presentation on proposed change interventions to panel judges.

ANNEX A: ASSESSMENT RUBRICS**Group Presentation and Oral Communication (Assessment Component: Team Project Part 2)**

Criteria	Weight %	Unacceptable	Significantly Below	Below Average	Average	Above Average	Significantly Above	Excellent
		1	2	3	4	5	6	7
Knowledge Application <ul style="list-style-type: none"> Applies appropriate theories and concepts to the case example 	15							
Integration <ul style="list-style-type: none"> Identifies main issues of the case example Demonstrates research effort Brings in supporting data from multiple sources 	15							
Presentation Structure <ul style="list-style-type: none"> States the main point clearly and early to maintain the audience's attention Organizes content coherently Has strong, attention grabbing opening and closing Signals transitions and relationships between main points 	10							
Non-Verbal <ul style="list-style-type: none"> Stands poised and confidently Establishes meaningful eye contact with all members of the audience Looks poised and in control; effectively conceals nervousness Uses appropriate facial expressions to show enthusiasm and energy 	30							
Communication Outcome <ul style="list-style-type: none"> Appropriately recognizes the change requirements Conveys a message with a clear take-away for audience Effectively addresses the business and organizational needs and concerns of the given audience Successfully meets the most important objectives of the change message 	30							

Peer Evaluation: Teamwork & Interpersonal Skills (Assessment Component: Team Project Part 1 & 2)

Criteria	Performance	
<u>1. Roles and Responsibility (RR)</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed	
<u>2. Communication (CM)</u> Identifies appropriate mechanisms to coordinate and correspond with team members.	Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.	Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.
	Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed	
<u>3. Conflict Resolution (CR)</u> Resolves conflicts using a variety of approaches.	Scant Does not recognize conflicts or is unwilling to resolve conflicts.	Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.
	Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed	
<u>4. Contributions (CT)</u> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.	Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	Substantially Developed <u>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</u>
	Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed	
<u>5. Relationship (RS)</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed	

Reference:

Teamwork Value Rubric - Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/value/rubrics/pdf/teamwork.pdf>

Critical Thinking Rubric (Assessment Component: Personal Learning Journal)

Criteria	Poor	Average	Good	Excellent
Identifies & Summarizes the Issues at Hand (10%)	Fails to identify, summarize or explain the main issues. Represents the issues inaccurately/inappropriately	Identifies the main issues but does not summarize or explain them clearly	Identifies & summarizes the main issues but does not explain how or why they are related	Identifies & summarizes the main issues & explains how or why they are related. Identifies implicit issues and nuances
Identifies & considers theoretical perspectives(s) that are important to the analysis of the issue (20%)	Fails to identify and explain more than one theoretical perspective	Correctly identifies some of the theoretical perspectives	Correctly identifies all the theoretical perspectives	Correctly identifies all the theoretical perspectives and highlights the relationship and/or tensions between them
Identifies & assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue (20%)	Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect.	Identifies the evidence and source of evidence but fails to evaluate fully its accuracy, precision, relevance, and/or completeness	Identifies the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect.	Identifies the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect. Provides new data or information for consideration
Identifies and considers Key assumptions and the influence of the context on the issue (20%)	Fails to identify or evaluate more than one of the assumptions that underlie the issue	Identifies some of the important assumptions but does not evaluate them for plausibility or clarity	Identifies and evaluates all of the important assumptions but does not analyse them in the context of the issue	Identifies and evaluates all of the important assumptions and analyses the issues with a clear sense of scope and context.
Identifies and assesses conclusions, implications and consequences (30%)	Fails to identify conclusions, implications, and consequences of the issues or the key relationships among the various elements such as context, evidence or assumptions.	Suggests some implications, conclusions and consequences but without clear reference to context, assumptions, data and evidence	Identifies and briefly discusses implications, conclusions and consequences considering most but not all the relevant assumptions, contexts, data and evidence	Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions.

Reference:

Adapted from North-eastern Illinois University's General Education Critical Thinking Rubric

Problem Solving and Decision Making (Assessment Component: Change Management Presentation Topic)

Criteria	Not Present	Developing	Proficient	Exemplary
Define the Change Issue and Challenge (10%)	<ol style="list-style-type: none"> Does not identify the problem/issue clearly Demonstrates limited understanding of the problem or related contextual factors Weak introduction that repeats information from materials Identifies purpose of report and issues to be addressed but is vague, ambiguous, or out of point 	<ol style="list-style-type: none"> Adequate scope in identifying the problem/issue moderately Adequately demonstrates understanding in constructing a problem statement with some evidence of relevant contextual factors 	<ol style="list-style-type: none"> Identifies the problem/issue moderately Demonstrates understanding by constructing clear and insightful problem statement with evidence of relevant contextual factors 	<ol style="list-style-type: none"> Identifies the problem clearly and thoroughly Demonstrates the ability in constructing a clear and insightful problem statement with evidence of relevant contextual factors
Stakeholder Analysis (10%)	Fails to identify and explain more than one stakeholders' perspective	Correctly identifies some of the stakeholders' perspectives	Correctly identifies all the stakeholders' perspectives	Correctly identifies all major stakeholders' perspectives and highlights the relationship and/or tensions between them
Devise Strategies to Solve the Problem (35%)	<ol style="list-style-type: none"> Identifies strategies without regard to fit, which does not solve problem that apply within a specific context Does not demonstrate the ability to form a plan and clearly articulates the decision making Unable to identify alternative which reflect limited understanding of the situation 	<ol style="list-style-type: none"> Limited strategies adopted in solving the problem that apply within a specific context Adequate demonstration in the ability to form a plan and clearly articulates the decision making Provides an alternative that reflect reasonable understanding of the situation 	<ol style="list-style-type: none"> Adequate strategies adopted in solving the problem that apply within a specific context Demonstration in the ability to form a basic action plan and articulates the decision making Provides some alternatives that reflect reasonable good understanding of the situation 	<ol style="list-style-type: none"> Identifies strategies for solving the problem that apply within a specific context Demonstrates the ability to form a clear action plan and clearly articulates the decision making Identifies good alternatives that reflects an in-depth understanding of the situation
Assess Implementation Feasibility (35%)	<ol style="list-style-type: none"> Does not examine how well the stakeholders are involved or engaged Not able to identify areas of risk and possible side-effects Does not specify how the implementation will be monitored and controlled No indicators or instruments to review or analyze the success of the action 	<ol style="list-style-type: none"> Basic amount of assessment performed on stakeholders' engagement Considers limited areas of risks and provides basic insights in addressing possible side-effects Basic attempt on how the implementation will be monitored effectively Identifies just one progress measure and explain what results are expected to have been achieved at this stage 	<ol style="list-style-type: none"> Sufficient amount of assessment performed on stakeholders' involvement and engagement Considers some areas of risks and provides a fair amount of insights in addressing possible side-effects Some evidence on how the implementation will be monitored effectively Identifies some stages at which progress should be measured and specify what results are expected to have been achieved at these stages 	<ol style="list-style-type: none"> Thorough assessment on how well the stakeholders are involved Considers areas of risk and provides insights in addressing possible side-effects Able to state how the implementation will be monitored effectively Identifies the stages at which progress should be measured and specify what results are expected to have been achieved at these stages

<p>Evaluate Outcomes (10%)</p>	<p>1. Reviews results superficially in terms of the problem defined with no consideration of need for further work 2. Concludes with a weak and unbalanced views, with poor summary of findings and discussions</p>	<p>1. Review results moderately in terms of the problem defined with reasonable considerations for further work 2. Organized, clear, adequate views with reasonable amount of work on the summary findings and discussions</p>	<p>1. Review results sufficiently in terms of the problem defined with good considerations for further work 2. Organized, clear, adequate views with reasonable amount of work on the summary findings and discussions</p>	<p>1. Reviews results relative to the problem defined with thorough, specific considerations of need for further work 2. Well organized, very concise, clear, with proper conclusion with well-grounded, balanced views and incisive summary of findings and discussions</p>
---------------------------------------	---	--	--	--

Class Participation

Criteria	Weight (%)	Performance			
		1	2	3	4
Attendance	35	<ul style="list-style-type: none"> Attends less than 80% of classes without valid reasons Is often late for class 	<ul style="list-style-type: none"> Attends at least 80% of classes and may have valid reasons when absent Is occasionally late for class 	<ul style="list-style-type: none"> Attends at least 90% of classes and has valid reasons when absent Is always punctual for class 	<ul style="list-style-type: none"> Attends 100% of classes Is always punctual for class
Attitude	25	<ul style="list-style-type: none"> Displays lack of interest in class/group discussions and comments/questions by peers and/or instructor Often engages in distracting activities 	<ul style="list-style-type: none"> Occasionally displays a lack of interest in class/group discussions and comments/questions by peers and/or instructor Occasionally engages in distracting activities 	<ul style="list-style-type: none"> Shows interest in class/group discussions, and listens actively to comments/questions by peers and/or instructor Does not engage in distracting activities 	<ul style="list-style-type: none"> Shows great interest in class/group discussions, and listens actively to comments/questions by peers and/or instructor Does not engage in distracting activities
Contribution	40	<ul style="list-style-type: none"> Gives comments that are vague and reflect little preparation Asks questions that reflect little preparation or lack of attention Seldom speaks up in small group discussion 	<ul style="list-style-type: none"> Gives comments, some of which are relevant Asks questions that clarify or focus conversation/discussion Occasionally speaks up in small group discussion 	<ul style="list-style-type: none"> Gives comments that are often relevant Asks questions that advance the level and depth of conversation/discussion Frequently speaks up in small group discussion 	<ul style="list-style-type: none"> Gives comments that are often relevant and insightful Asks questions that advance the level and depth of conversation/discussion Frequently speaks up in small group discussion

