

**NANYANG TECHNOLOGICAL UNIVERSITY
NANYANG BUSINESS SCHOOL
BH3604/BU5605
MANAGING ORGANISATIONAL CHANGE**

Academic Year	: 2023/2024	Semester	: 2
Course Coordinator	: A/P Nigel Phang		
Pre-requisites	: AB1601		
No. of AUs	: 3		
Contact Hours	: 39 hours		

A) Course Aims/Description

Leading and managing change is often cited as one of the top leadership priorities in organizations, especially with this global pandemic. Yet a significant number of organizations reported high failure rate in driving change initiatives. While employees are told that “the only constant is change”, they often do not get much positive experience when supporting organizational change efforts. The process of change and the resistance to change, if not well managed, could result in unproductive work or even unintended negative consequences. This is because change occurs at multiple levels, from changes to individual’s mindset to group processes, and even to organization culture. Fortunately, there are ways to mitigate such risks and increase the probability of successful change implementation. Business leaders, together with their Human resource practitioners, are often involved in the planning and execution of change for their teams and organizations.

If you want to understand how individuals should adapt to change and how organizations should be leading and managing change, this course is for you. The aim of this course is 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 both physical and online seminars, group discussions and sharing, mini team assignments, class quizzes, weekly reflections, and a semester long team project, the course will cover change management frameworks and concepts, explore the nature and context of change, and examine different change management approaches and strategies.

B) Intended Learning Outcomes (ILO)/Objectives

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

1. Describe different process models of change
2. Explain the 7 core activities in a change process
3. Recognise the need for change and start the change process
4. Diagnose what needs to be changed
5. Lead and manage the people issues
6. Plan and prepare for change
7. Implement change and review progress
8. Sustain change
9. Explain the learning process (individual and collective)

10. Engage other students in a meaningful and supportive way
11. Collaborate with other students to develop teamwork skills

C) Course Content

1. Process models of change
2. Need for change and start the change process
3. Diagnose what needs to be changed
4. Lead and manage the people issues
5. Plan and prepare for change
6. Implement change and review progress
7. sustain change

D) Course Assessments (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Appendix 1 for list)	Weightage	# Team/ Individual	Assessment Rubrics (attach rubrics in appendix 2)
1. Team Project (Part 1 & 2) with peer evaluation	ILO1-11	Problem Solving and Decision Making	30	Team* - all members must present (Individual presentation 15% & Project content 15%)	Problem Solving & Decision Making Teamwork & Interpersonal skills Motivation & Development of Self and Others Oral Communication
2. Personal weekly Learning Journal (min 14 entries including summary/ conclusion)	ILO1-9	Critical Thinking	30	Individual	Critical Thinking
3. Quizzes	ILO1-9	Acquisition of knowledge	10	Individual	N.A.
4. Mini Table Assignments	ILO1-11	Critical thinking Problem Solving & Decision Making	20	Group** - any member can present	Critical thinking Problem Solving & Decision Making
5. Class participation	ILO10	Class Participation	10	Individual	Class Participation

Total	100%		
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*Team – This refers to your project team. You will remain with the same team for the duration of the semester.

**Group – this refers to the group you are seated with during individual sessions. Table assignment groups may change if the situation allows.

E) Formative feedback

You will be provided with feedback on your class quizzes and mini table assignments during the seminars.

F) Learning and Teaching approach

This 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. **Students are EXPECTED to read assigned chapters (with class quizzes) and journals, complete mini-table assignments and team projects and participate actively in class discussions.**

To enrich learning, real-life cases of change interventions will be discussed in class. Students are required to reflect key learnings using the Learning Journal regularly throughout the course.

Specifically, there will be 2 **class quizzes** to test foundational knowledge, 2 **mini-table assignments** to facilitate peer sharing and **weekly reflection questions** to facilitate deep-learning throughout the course. All the learning in class will culminate into a **semester long team project** (Part 1 & 2) presentation to the “company management” on a proposed change management effort.

Approach	How does this approach support you in achieving the learning outcomes?
Compulsory Readings/Class Quizzes	This approach will equip you with the foundational knowledge to explain the theory and frameworks of managing organizational change in the context of the work environment.
Mini table assignments	This approach will provide you with ample opportunities to work on the different aspects of change management and develop critical competencies such as oral communication, teamwork and interpersonal skill and critical thinking
Personal Learning Journal	This assignment will facilitate your continuous reflection /learning on the various change management topics discussed in class and in the readings. Every week, specific reflection questions will be suggested.
Team project (Part 1 and 2)	This approach will provide you with a unique opportunity to develop a change management plan for a specific company. Working with other team members, you will have an opportunity to convince a panel of judges (role playing the company management) your proposed plan. In the

	process, you will be able to develop critical competencies such as oral communication, teamwork and interpersonal skill and critical thinking.
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G) Readings and References

Textbook

- (1) Hayes, J. 2022. *The Theory and Practice of Change Management*. 6th^d Edition, Macmillan international.

Journal / Article

- (2) Relevant articles (both compulsory and recommended) will be provided for each seminar

H) Course Policies and Student Responsibilities

(1) General

This is a very demanding course. 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 you have missed. You are expected to participate in all seminar discussions and activities.

(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.

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

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 Instructor

Instructor	Office Location	Phone	Email	Consultation Hours
Raymond Tan	-	-	Raymond.tan@ntu.edu.sg	See below
A Zoom meeting has been set up within the course site for ease of communication			Send me an email to arrange for a Zoom call for team or individual consultations	

K) Planned Weekly Schedule

(Classes will be conducted Online or Face to Face depending on the emerging situation)

Week	Topic	ILO	Readings/ Activities
Week 1 19 Jan	Introduction to leading and managing change	ILO1&2	Textbook C1 & 2
Week 2 26 Jan	Business case for change	ILO2&3	Textbook C3, 4 & 5
Week 3 2 Feb	Essential skills and readiness of change agent	ILO3&5	Textbook C7 & 15
Week 4 9 Feb	Team project Part 1 presentation	ILO10&11	
Week 5 16 Feb	Diagnosis for change	ILO4	Textbook C8 & 9
Week 6 23 Feb	Planning & Preparing for change – implementing strategies & change plan	ILO5	Textbook C10 & 11
Week 7 1 Mar	Planning & preparing for change II – types of intervention	ILO5	Textbook C12 & 13
Recess 4 to 8 Mar	Recess		
Week 8 15 Mar	Leading& managing People issue - leadership & stakeholders management	ILO6	Textbook C16 & 17
Week 9 22 Mar	Leading and managing People issues – communicating and motivating others to change	ILO6	Textbook C20, 21 & 22
Week 10 29 Mar (Public Holiday. TBC)	Implementing change	ILO7	Textbook C23 & 24
Week 11 5 Apr	Sustaining change	ILO7&8	Textbook C25 & 26
Week 12: e-learning 12 Apr	Organizational learning	ILO8&9	Textbook C27 & 28
Week 13 19 Apr	Team project Part 2 presentation	ILO10-11	

List of NBS Learning Goals

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
TASK SKILLS		
Acquisition of Knowledge	Foundational knowledge to explain the theory and frameworks of talent sourcing and acquisition in the context of the work environment.	
Ethical Reasoning	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	
Critical Thinking & Creative Thinking	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	
Problem Solving & Decision Making	The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.	
Planning & Execution	The ability to set clear priorities and plans of action for the task and define task objectives to fulfill goals within a planned schedule for execution.	
PEOPLE SKILLS		
Oral Communication & Written Communication	The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.	
	The ability to communicate well with others in writing so that it clearly expresses the intended message and is understandable and useful to the receiving party.	
Negotiation	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	
Cultural Intelligence	The ability to function effectively in situations characterized by cultural diversity.	
Teamwork & Interpersonal Skills	The ability to work effectively with others in a group setting.	
Motivation & Development of Self & Others	The ability to develop a better understanding of one's strengths and weaknesses, and learn to view others and mistakes positively as sources of personal and professional development.	

Please write to NBS Accreditation office (nbsaccro@ntu.edu.sg) for sample rubrics.

Appendix 2: Assessment Rubrics

Critical Thinking Rubric (Personal Learning Journal and Mini Table Assignments)

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

	Poor (1-3)	Average (4-5)	Good (6-7)	Excellent (8-10)
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) (if any) 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 (if any) and provides additional data/evidence related to the issue (if any) (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 (if any) 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.

Problem Solving and Decision Making (Team Project and Mini Table Assignments)

Criteria	Not Present (1-3)	Developing (4-5)	Proficient (6-7)	Exemplary (8-10)
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 (if any) (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 (50%)	<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 reasonably 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 (if any) (20%)	<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
Evaluate Outcomes (10%)	<ol style="list-style-type: none"> Reviews results superficially in terms of the problem defined with no consideration of need for further work Concludes with a weak and unbalanced views, with poor summary of findings and discussions 	<ol style="list-style-type: none"> Review results moderately in terms of the problem defined with reasonable considerations for further work Organized, clear, adequate views with reasonable amount of work on the 	<ol style="list-style-type: none"> Review results sufficiently in terms of the problem defined with good considerations for further work Organized, clear, adequate views with reasonable amount of work 	<ol style="list-style-type: none"> Reviews results relative to the problem defined with thorough, specific considerations of need for further work Well organized, very concise, clear, with proper conclusion with well-grounded, balanced views

		summary findings and discussions	on the summary findings and discussions	and incisive summary of findings and discussions
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Oral Communication (team Project Presentation)

Criteria	Weight %	Unacceptable	Significantly Below	Below Average	Average	Above Average	Significantly Above	Excellent
		1	2	3	4	5	6	7
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 	20							
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 challenges 	50							

Teamwork and Interpersonal Skills and Motivation and Development of Self and Others Rubrics
(assessed via Peer Evaluation)

Criteria	Weight	Performance			
		1	2	3	4
Knowledge Application (KA): This member made change management knowledge relevant by applying it to the case and context well	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Drive to Learn (DL): This member shared unique insights not found in the basic text.	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Knowledge Sharing (KS): This member was generous in sharing his knowledge on the subject.	15	Strongly Disagree	Disagree	Agree	Strongly Agree
Enthusiasm and Optimism: This member made the discussions interesting.	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Responsibility and Commitment (RC): This member accepted full responsibility for assigned roles, completed assigned tasks and helped others when needed.	15	Strongly Disagree	Disagree	Agree	Strongly Agree
Value of Contribution (VC): This member contributed effectively, creatively and enthusiastically to the assignment.	10	Strongly Disagree	Disagree	Agree	Strongly Agree
Team Spirit (TS): This member helped to resolve interpersonal conflicts amicably, moderated conversations, managed differing views and worked to foster teamwork.	15	Strongly Disagree	Disagree	Agree	Strongly Agree
Team Goals (TG): This member demonstrated selfless behaviour by placing the achievement of team goals above self-interest. This member would go the extra mile for the team	15	Strongly Disagree	Disagree	Agree	Strongly Agree

Peer Evaluation Instructions

We will use a member's ratings (on a scale ranging from 1 to 4) to award marks for the team project to other members by computing the average rating that a member receives from other members. A team member will be informed if his/her average rating is < 2.5. The mark for the team project component will be computed as follows:

1. If a member's average rating is < 2.5 but ≥ 2.0 , the member will receive **75%** of the overall mark awarded to the team project.
2. If a member's average rating is < 2.0 but ≥ 1.5 , the member will receive **50%** of the overall mark awarded to the team project.
3. If a member's average rating is < 1.5, the member will receive **25%** of the overall mark awarded to the team project.

Class Participation

Criteria	Weight %	Unacceptable	Significantly Below	Below Average	Average	Above Average	Significantly Above
		1	2	3	4	5	6
Attitude	30	<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 like text-messaging, Web surfing, etc. 			<ul style="list-style-type: none"> Occasionally displays a lack of interest in class/group discussions and comments/questions by peers and/or tutor Occasionally engages in distracting activities like text-messaging, Web surfing, etc. 		
Contribution (Frequency, Quality & Collaboration during Class sharing, Class presentation Q&A, Course Blogs etc)	70	<ul style="list-style-type: none"> Seldom speaks up/participate Makes comments that are vague and reflect little preparation Makes comments/ask questions that reflect little attention or respect for peers/ instructor 			<ul style="list-style-type: none"> Occasionally speaks up/participate Contributes comments, some of which are relevant Asks questions that clarify or focus conversation/discussion 		