

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	A/P Nigel Phang
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Course Title	MANAGING ORGANIZATIONAL CHANGE
Course Code	BH3604
Academic Units	0
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	AB1601 Organizational Behavior and Design
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

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.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

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

Course Content

oIntroduction to leading and managing Change
oBusiness Case for Change
oEssential Skills and Readiness of Change Agent
oTeam Project presentation: Part 1
oDiagnosis for Change
oLeading & Managing People Issues – Leadership & Stakeholders Management
oLeading & Managing People Issues –Communicating and Motivating Others to Change
oPlanning & Preparing for Change –Implementation Strategies & Change Plan
oPlanning & Preparing for Change –Types of Intervention & Action Research
oImplementing Change
oOrganizational Culture Change
oSustaining Change
oProject Team Presentation: Part 2

Reading and References (if applicable)

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

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Introduction to leading and managing Change	<ul style="list-style-type: none">▪ Understand change framework▪ States and processes of change▪ Haye's Seven Core Activities	Textbook Chapter 1 & 2 Kotter (1995)		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
2	Business Case for Change	<ul style="list-style-type: none"> ▪ Patterns of change ▪ Forces of change ▪ Using tools /models to assess the need for change 	Textbook C3 & 4 Schneider et al (2003)		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
3	Essential Skills and Readiness of Change Agent	<ul style="list-style-type: none"> ▪ Essential competencies of change consultant ▪ Dispositions and characteristics of successful change agent ▪ Building change relationships 	Textbook C5 & 6		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
4	Team Project presentation: Part 1 (5%)	<ul style="list-style-type: none"> ▪ Peer learning ▪ Learn the business models of at least 8 companies ▪ Confirmation of team project scope 			
5	Diagnosis for Change	<ul style="list-style-type: none"> ▪ Using models to aid diagnosis process, minimize personal biases ▪ Examine Components 	Textbook C7 & 8		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
		nt vers us Holis tic mod els ▪ Gath ering and inter preti ng infor mati on ▪ Usin g diag nosti c infor mati on to devel op actio n plans			

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	Leading & Managing People Issues – Leadership & Stakeholders Management	<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 	Textbook C9 & 10 Optional C11 & 12		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
7	Leading & Managing People Issues – Communicating and Motivating Others to Change	<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 	Textbook C13, 14 & 15		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
8	Planning & Preparing for Change – Implementation Strategies & Change Plan	<ul style="list-style-type: none"> ▪ Economic & organization development strategies ▪ Contingency model ▪ Preparing implementation Plan ▪ Develop feedback mechanisms to enhance coordination 	Textbook C16, 17 & 18 Optional C19 & 20		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	Planning & Preparing for Change – Types of Intervention & Action Research	<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 	Textbook C21, 22 & 23		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	Implementing Change	<ul style="list-style-type: none"> ▪ Examine key elements in implementing and keeping track of change 	Textbook C28 & 29		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
11	Organizational Culture Change	<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 	Textbook C23, 25 & 26 Optional C24, 27		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
12	Sustaining Change	<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 	Textbook C30, 31 & 32		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
13	Project Team Presentation: Part 2	<ul style="list-style-type: none"> Team presentation on proposed change interventions to panel judges. 			

Learning and Teaching Approach

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	<p>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.</p> <p>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.</p>

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Project(Team Project Part 1 presentation and Team Project Part 2 presentation (Part 2) * with Peer Evaluation **)	2,3,4	Oral Communication, Teamwork & Interpersonal skills, Motivation & Development of Self and Others	30	Team		
2	Continuous Assessment (CA): Presentation(Change Management Topic (presentation in group))	1,2	Problem Solving and Decision Making	10	Individual		
3	Continuous Assessment (CA): Assignment(Personal Learning Journal (minimum 14 entries) *)	3	Critical Thinking	20	Individual		
4	Continuous Assessment (CA): Test/Quiz(Quiz)	1,3	Acquisition of knowledge	20	Individual		
5	Continuous Assessment (CA): Class Participation(Class Participation)	3,4	Class Participation	20	Individual		

Description of Assessment Components (if applicable)

* 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%ofthe 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.

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.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Communication	Advanced
Sense Making	Advanced
Transdisciplinarity	Intermediate
Value Creation	Intermediate
Critical Thinking	Advanced

Course Policy

Policy (Academic Integrity)

Policy (General)

(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.

Policy (Absenteeism)

(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.

Policy (Others, if applicable)

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Last Updated By: Koh Yi Jing