College of Commerce
Division of Economic and Financial Studies
Department of Business

HRM317
MANAGEMENT OF CHANGE AND LEARNING

UNIT OUTLINE
SEMESTER1, 2007

Lecture/Tutorial: Monday, 6.00pm~9.00 pm, E7B 263

Tuesday, 2:00pm~5:00pm, E5A 119

Unit Convenor: Dr. Peter Murray

Prerequisites: Admission to BHRM & HRM201

& (BBA207 or HRM 207)

Students should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything is unclear, please consult the unit convenor.

HRM 317: MANAGEMENT OF CHANGE AND LEARNING

HRM317 is a 3 credit point unit.

1.0   General Aim

This is an advanced unit examining contemporary change management theory and the various contexts in which it might be applied. A prescriptive focus however is not the essence of the unit. Rather, a descriptive and interpretive approach is used to highlight the differences between theories for change and in what contexts these may be more appropriate. Several contexts are relevant such as power, learning, culture, and strategy. Organizational archetypes are examined in some detail and students will be able to explore why various industries display different structured patterns. Change processes will be examined in the light of these. Students will gain insight into the link between organizational learning and change given that learning occurs at the level of the individual, the group, and the organization. From an innovation perspective, students will determine how cultural embedding and learning methodologies both foster yet restrict strategic renewal. From a strategy perspective, the unit explores the link between strategy and change. Students will be able to recognize what competency types are useful to firms and link them to learning methodologies. The link between HR and change is noted throughout.

2.0   Learning Outcomes

At the conclusion of this unit, students should be able to:

2.1   Identify between different images of change and why ongoing change is important;

2.2   Explain the different types of change and the contexts in which these mostly take shape;

2.3   Distinguish between various change archetypes and radical versus adaptive change attempts across different industry contexts;

2.4   Recognize and outline specific contexts that influence change attempts such as organizational learning, power, culture and strategy;

2.5   Match various theoretical solutions to actual change practices through diagnostic processes where appropriate;

2.6   Determine how change attempts might be implemented over a number of broad contexts;

2.7   Explore the link between organisational learning and strategic renewal;

2.8   Relate strategic renewal and learning efforts to change processes over time.

3.0 Teaching Staff

Lecturer:	Dr Petter Murry	Jacqui Larkin
Email:	pmurry@efs.mq.edu.au	jlarkin@efs.mq.edu.au

4.0 Web Page

Please note the units logon web page address is http://online.mq.edu.au/ To log on, you must first obtain a log on password from IT services or the library then click through to HRM 317. Please check this site each week for possible lecture slides. Slides are not used every week in HRM 317 so you should check in case they are. Also, all examination, results, and other notes will be posted on the site from time to time.

5.0 Lecture and tutorial content

Lecture 1: Images of change and organisations.

Useful images for managing change and how these may be used. What are the real reasons why organisations change? Mechanistic responses to change in the technical core and why organisations eventually confront change issues.

Tutorial: there is no tutorial this week
Readings: Please read chapter 2 and 3 of your text for next week

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Lecture 2:

Different ways of exploring change. Change managers and lessons of change from industry. Distinguish between evolution versus revolution and different lenses for reviewing convergence and upheaval.

Tutorial Week 2

Review case study (P41) text and answer all questions in class.
Review second case (P67) and answer the first 3 questions.
Readings: Please read chapter 4 plus reading 1 and 2 for next week

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Lecture 3:

Explore the patterns of evolution and innovation and review the paradox of culture. Define punctuated equilibrium and how it differs from traditional paradigms. Specifically, why do organisations trend towards becoming more internally consistent. Compare evolutionary periods to revolutionary one's.

Tutorial Week 3

Break into groups
Question 1: Think of any organization that gone through periods of evolution followed by periods of revolution. Explain (Reading 1)
Question 2: What is meant by convergence and upheaval? (Reading 1)
Question 3: What is 'frame-breaking' change? How does it work? (Reading 2)
Question 4: What happens when an organisation is faced with environmental threat yet has strong momentum? (Reading 2)
Readings: Please read reading 3 and 4 for next week

Lecture 4

How do firms change continuously despite the lessons of punctuated equilibrium? How would we explain an organisation in which its internal processes are neither so rigid as to control the process nor so chaotic that the process falls apart? What do fast decision makers do? How do core rigidities get in the way however of constant change?

Tutorial week 4:

Form into groups
Required 1: Think of any bank that is in a state of <u>evolution and convergence</u>. Explain this likely scenario by listing down what will be happening to the following systems the organisation uses: HR, manufacturing, innovation efforts, management processes.
Required 2: Now using the same organisation, how will the same systems change in times of <u>upheaval and revolution</u>? Make notes.
Question 1: Why is it that systems do not inevitably evolve towards improvement in the punctuated equilibrium paradigm?
Readings: Please read readings 5 and 6 for next week.

Lecture 5:

Define organisational learning within the dimension of complete and incomplete cycles. Explore the links between unbounded learning and learning levels. Compare the learning typologies and how they might be linked to both punctuated equilibrium versus continuous change. Which learning types might be need for continuous learning?

Tutorial week 5
Question 1: What comparison exists between punctuated equilibrium and continuous change such as that found in high velocity industries?
 Question 2: What is the link to complexity theory in organisations that adopt continuous change?
Question 3: What is the difference between Titan and Cruising (Reading 5) versus NewWave and Saturn? What were the differences between unstructured processes and improvisation in these companies if any?
Question 4: How did managers evolve from the present to the future? (Reading 5)
Question 5: What do core capabilities enhance and how can they be compared to core rigidities?
Readings: Please read reading 7 and 8 for next week.

Lecture 6:

Define and explain exploration and exploitation. How does this relate to the various change scenarios discussed thus far? Discuss the tradeoffs between exploitation and exploration. What is the 4I framework and how does it relate to the individual, group, and organisation?

Tutorial Week 6
Watch this week's video, then form into groups:
Required: To what extent did the company's activities fall into complete learning? Explain. How did the consultant try to revolutionise learning and change and how did this related to incomplete learning? Identify the levels of learning. To what extent were these evident and how? Which typology/s of learning best describes the events in the video?
Readings: Please read reading 9 and 10 for next week.

Lecture 7:

Determine the differences between a social architecture approach to innovation versus a more structured and systematic one. What role do higher level learning routines play in social architecture? Explain a dialogic approach to organisational learning and why it is important.

Tutorial Week 7
This week we will have a debate about exploitation and exploration while relating both these variables to the different change processes discussed earlier in the unit. First, define the difference between exploitation and exploration then form into two debating groups. Required:

Debate topic: In a fickle world of 'throw-away' consumerism, there is no need for exploration at all. This is just greed. People really want good solid products and more certainty related to existing products.

Readings: Please read reading 11 and 12 for next week.

Lecture 8:

The importance of linking strategic leadership and organisational learning. Discuss the 4I framework and how this is linked to the need for a combined leadership style. Relate strategic leadership with learning flows. Determine the difficulty of implementing and integrating change from top leaders.

Tutorial Week 8
Question 1. What is the difference between a structural perspective of knowledge versus a processual and constructivist perspective? (Reading 11)
Question 2: What is a 'social architecture' approach to knowledge and how does this relate to innovation?
Question 3: What is a dialogic approach to organisational learning? What does the latter really promote? (Reading 12)
Question 4. What does the term 'dialogic scripting' refer to? How does this add to a social architecture approach?
<u>Practice scripting generative dialogue:</u> Having read through reading 12, practice the reflective element and the projective element (actual scripting), in a team exercise. Imagine your preconceived thoughts on the lecturer of the unit (before knowing who this person is). What are your concerns re his/her management style, lecturing style, actual ideologies of what lecturing is or should be, how the tutes will be run etc. Discuss and script out the process of dialogue (duration ½ hour). For example, you could start with your actual expectations then work forward from there. Then, measure the outcomes at the end. Compare it with the dialogic outcomes presented in the article under the heading 'Dialogue, real dialogue and organizational learning'.
Readings: Please read reading 13 and 14 for next week

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Lecture 9:

Explore a range of more prescriptive and descriptive diagnostic tools in applying change. Why are such models useful in 'mapping' the environment? Apply a range of tools to various organisational issues.

Tutorial Week 9
Question 1. In discussing the need for a combined leadership style, what are the issues raised by the authors (reading 13).
Question 2. Discuss the link between strategic leaders and learning flows. What are they?
Question 3. And what of learning stocks? What is the link to leadership here?
Question 4: From your knowledge of reading 14, discuss the difficulties a new CEO might have in bringing about radical change in the Australian Broadcasting Commision (ABC). What difficulties will she have with the different forms of integration? What about different department heads in the ABC?
Readings: Please read chapter 5 of your text for next week.

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Lecture 10:

Define the importance of implementing change. Contrast the different OD roles and explore the eight features of sense-making. Explore the different change management models and understand change management debates.

Tutorial Week 10
Required:
- Watch the video on EDS. What type of change occurred here and how did they do it. How are the issues similar to change and learning?
- If time permits, complete the case on Boeing, page 138 of your text and answer both questions.
Readings: Please reading chapter seven and eight of your text for next week.

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Lecture 11:

Different contexts in managing change such as power and culture. Which instruments of power are important and how does culture influence change?

Tutorial Week 11
Required: Complete the case studies on Page 195 and 221. Discussions will take place after each case.

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Lecture 12:

Bringing it all together. How do we integrate the factors of change and learning and what are the important factors for change managers? What frameworks exist to provide a guide for future reference?

Tutorial Week 12:
Note: First groups to present the group problem statement and presentation to class. Please note the requirements below.

Lecture 13:

No lecture

Tutorial Week 13:
Note: Second groups to present the group problem statement and presentation to class. Please note the requirements below.

6.0 Level of Difficulty

This is an advanced unit and requires a great deal of study and work. The readings in both the set text and change and learning are mandatory and require careful scrutiny in relation to the lectures and tutorials. All readings should be read in advance of tutorial sessions. Please note, high level concepts are introduced into the unit. While every attempt will be made by the lecturer to spell these out, much additional reading is required outside of normal lecture and tutorial hours. Advanced grades of credit and higher can only be obtained when students have demonstrated a high level of theoretical understanding making every attempt to distinguish between theory and context.

7.0 Unit Presentation

The unit consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial. Students must not miss more than **2 lectures and attend all tutorials**. A Doctor's certificate should be produced for all cases of non-attendance. Special permission must be obtained if you envisage missing any other compulsory classes.

8.0 Textbooks and Reading

Compulsory: The texts for this unit consist of:

Palmer, I. Dunford, R. Akin, G. (2006), *Managing organizational change: A multiple perspectives approach*. McGraw Hill: Sydney.
Murray, P. (2007), (Ed), *Managing Change and Learning*. Book of Readings, Macquarie University, Sydney.
Note: Please also see other article uploads from time to time. Please visit the webpage once every week to maintain regular updates.

9.0 Assessment

The assessment will be continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

1.	Individual case study 1	10
2.	Individual case study 2	10
3.	Group Problem Exercise & Presentation	20
	- Group Report	10
4.	Tutorial Participation	10
5.	Exam	40%
	Total Marks	100%

Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. For the final exam, you must record a satisficing mark of 17 out of 40. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. A lectures log will be kept each week to monitor attendance in lectures and tutorials.

9.1 Case Studies

Case studies need not be referenced. You should write the case study in such a way that you start your answers from line 1. That is, there is no need for large introductions. Your tutor already knows the case facts therefore there is no need to repeat them. You might only do so for brief reference to a particular aspect of the case to make your point. You should apply the principles you have learned from lecture material/tutorials/readings that are specific to the case study. Case study answers should be **written in narrative form (not bullet points),** and should be 2-3 typed pages long, single spaced. Case answers should be stapled in the left hand top corner and should **NOT be placed in plastic inserts,** and should also have a cover sheet with your name, tutor, and ID**.** Questions for each study can be found at the conclusion of the case.

9.2 Group Problem Exercise and Presentation

Your group should select any aspect of the unit for each week that is of interest to your presentation. You may use fact or fiction in creating a problem. Before you can solve the problem you either have to find one (i.e. a real case from industry), or make one up (i.e. based on a fictional set of facts). Think about how you might frame the problem with respect to the lecture and tutorial material. Ask yourself why it will be interesting for the rest of the class and how you will go about solving the problem. An **example only** of an actual problem (although the one you choose **will probably be different**) might be something like the following:

> Problem Statement: Mike Peters is the General Manager of *Surf Ridge* clothing manufacturers supplying a range of clothing apparel including zip fasteners and Velcro products throughout Australasia. Mike is enthusiastic about the new change management plan established by senior management to combat rising competition is Asia. The night before a public announcement to 300 staff from business level down about the change process, Mike goes through his notes. He jots down the reasons for the change (e.g. rising costs, need to outsource, factory layout inefficiencies, new off-shore factory planned, loss of customer base), and how he will justify them (e.g. continued jobs, viable production, long-term growth). He suspects that he will outline to staff a number of top management meetings that took place in deciding on the change. Later that night, he begins to wonder about the organizations readiness for change however and whether the organization can be reconfigured quickly in the short term. He has also heard of other manufacturers in the industry who tried to change in a similar fashion but ended up on a different direction or track from the one they projected. (Note: the problem statement should be about half a page. Practice writing it in succinct and specific terminology).

> Problem Question: As a change expert, what are your thoughts about this problem? What is the range of issues? How might the company learn from various theoretical approaches and the context in which they apply? How might Mike approach the problem differently and what solutions exist?

Note that the problem statement above is similar to the one you should write in terms of 1) providing a background to the problem 2) outlining the actual problem 3) detailing case facts, and 4) providing a question that underpins the problem statement. You should then 5) prepare a presentation that briefly outlines the problem to the class while outlining the possible solutions designed to solve the problems and how you will implement them. **Your presentation should run for a maximum of 20 minutes.**

9.3 Group Report

You should write up a group report (4-6 pages) backed up by relevant material/theory from the unit lectures and course material. The report should be referenced appropriately as per the style guide references discussed next. The report should provide the detail you have discussed in your presentation in 8.2 above. The report should not include the actual slides of your presentation and should be single spaced. Rather, it should be a written response justifying why you have chosen the organizational change activities to solve the problem statement.

Please hand in your group report to your tutor immediately before or after your presentation.

9.4 Exam

The exam for this unit will be based on relevant book chapters plus all readings in the Book of Readings plus the lectures. You must have a thorough understanding of all the key ideas presented in the unit.

9.5 Tutorial Participation

Each week, your tutor will look for lively discussion and debate. Students will be awarded for a superior display of participation in the class.

Style Guide References:

If using references to other publications, these should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be abbreviated. References should be shown in the text by giving the author's last name followed by a comma and year of publication all in round brackets, e.g. (Fox, 1994). At the end of the report, there should be a reference list in alphabetical order as follows:

a)   for books
surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), Alternatives to the Multinational Enterprise, Macmillan, London.

b) for chapter in edited book
surname, initials and year, "title", editor's surname, initials, title, publisher, place, pages, e.g. Bessley, M. and Wilson, P. (1984), "Public policy and small firms in Britain", in Levicki, C. (ED), Small Business Theory and Policy, Croom Helm, London, pp. 111-26.

a)   for articles
surname, initials, year, "title", journal, volume, number, pages, e.g. Fox, S. (1994), "Empowerment as a catalyst for change: an example from the food industry", Supply chain Management, Vol 2 No 3, pp. 29-33.

10.0 Assessment Forms

The following forms will be used to assess your assignments. Please note the criteria used to assess your mark.

Group Problem Exercise and Presentation (20%)

Extensive evidence .... Minor evidence

		9	8	7	6	5	4	3	2	1
1	Quality of the presentation. Use of theory reflected in report, lively discussion, promotes interest, variations and surprises, strong intro and purpose, clear outcomes, believable plot established									
2	Quantity of your research - did you collect enough information to prepare the presentation									
3	How clearly you identified the major themes and issues in the readings and were able to convey this to the audience									
4	Your ability to captivate the class through the presentation									

5	The overall structure and logical development of your presentation problem to the class									
Communication aspects of your presentation										
6	Tertiary standard: Does the presentation reach a high standard of research, analysis and communication?									
7	Overall, the presentation is worth									

Group Report (10 marks)

Extensive evidence   Minor evidence

		9	8	7	6	5	4	3	2	1
1	Quality of your research i.e. Did answers make sense, relevance of your references, inclusion of journal articles or books as indication of your preparation.									
2	Quantity of your research - did you collect enough information and write enough to explain the problem and its solutions									
3	How clearly you identified the major themes and issues in the literature relevant to the problem									
4	Your ability to critically analyze the literature where required									
5	How well you applied the theoretical perspectives to each of the problems you posed in your group problem exercise									
6	The overall structure and logical development of your group report									
Communication aspects of your report										
7	**Referencing**									
8	**Writing Clarity**									
9	**Grammar**									
10	Tertiary standard: Does your journal reach a high standard of research, analysis and writing?									
11	Overall, your report is worth									

Peer Assessment Sheet: Group Problem Exercise and Presentation

The following sheet must be filled out by each participant of the group exercise. You must hand in this sheet with your final report **after you give the presentation**.

Group Members:

1. Allocate a reward to each member based on his or her contribution to each weeks tutorial discussion. You have $1m to split. For example, if you have all contributed equally, you will each allocate $.2m to each other. On the other hand, if one or two have not contributed equally, then you should allocate an amount based on their % contribution to the team report.

Group Member	Contribution Amount
Member 1:	
Member 2:	
Member 3:	
Member 4:	
Member 5	

2. Write a brief report on each others contribution to justify why you gave them the mark/allocation you did. This will be used for lecturer purposes.

Name: _____

Why does this person deserve this amount?

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3. Attach each individual report (i.e. each members peer assessment sheet) to your final report and please sign the report.

Note: The amount allocated will be used to calculate the marks out of 30 for both the group report, and the problem statement and group presentation .

11.0 Formal Examination Procedures

The University examination period in First Half Year 2007 is from 13 June to 29 June.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCon.pdf

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

12.0 Plagiarism

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

13.0 University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see
http://www.mq.edu.au/senate/issues.html

14.0 Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at http://www.student.mq.edu.au.