



HRM 317
Management of Change and
Sustainability

Semester 2, 2010

Department of Business

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Year and Semester: 2010, Semester 2

Unit convenor: Robert Perey

Prerequisites: HRM250 or BBA250

Credit Points: 3cp

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

This is an advanced unit examining contemporary change management theory and the various contexts in which it may 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. Two themes will be explored, the first is organisations and organising, and the second is Sustainability. These two themes will provide the context for exploring change management theories and their application. The relevance of lenses such as power, learning, and culture to inform approaches to change will be studied, and change processes will be examined in light of these. The phenomenon of Sustainability will be used to critically assess approaches to change and provide the opportunity for students to apply their theoretical insights to current practical change problems.

TEACHING STAFF

Lecturer: Robert Perey

Phone: 9850 8172 (leave message) – robert.perey@mq.edu.au

Tutor: Ekaterina Zhuravleva

Phone: 9850 9096 (leave message) - ekaterina_zhuravleva@hotmail.com

Please note email is preferable.

CLASSES

The format for the sessions will be a weekly two-hour lecture and a one-hour tutorial. The timetable for classes can be found on the University website at:

<http://www.timetables.mq.edu.au>

CONSULTATION TIMES

Robert Perey is available for student consultation by prior arrangement. Alternatively after lectures and tutorials for brief meetings.

Ekaterina Zhuravleva is available for student consultation by prior arrangement.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed Text:

Palmer, I, Dunford, R & Akin, G (2009) *Managing Organisational Change – A multiple Perspectives Approach* 2rd ed. McGraw-Hill New York

Grey Chris (2005) *A very short, fairly interesting and reasonably cheap book about studying organizations* Sage Lon, Thousand Oaks, New Delhi

Recommended Texts:

Andriopolous, C. and Dawson, P. (2009) *Managing Change, Creativity and Innovation* Sage Los Angeles Lon New Delhi Singapore Washington DC

Bolman, L.G. and Deal, T.E. (2008) *Reframing Organizations: Artistry, Choice and Leadership* 4th Ed. Jossey Bass San Francisco

Cummings, T & Worley, C (2005) *Organisation Development and Change* 8th ed. Thomson learning Ohio

Doppelt Bob. (2010) *Leading Change Toward Sustainability: A change management guide for Business, Government and Civil Society* 2nd Ed. Greenleaf UK (alternately the 1st Ed. 2003)

Doppelt, Bob. (2008) *The Power of Sustainable Thinking: How to create a positive future for the climate, the planet, your organization and your life* Earthscan Lon

Dunphy, D., Griffiths, A. and Benn, S. (2007) *Organizational Change for Corporate Sustainability* 2nd ed. Routledge Lon NY

Graetz, F, Rimmer, M, Lawrence, A & Smith, A. (2002) *Managing Organisational Change* 2nd ed. John Wiley & sons. Qld.

Senior, B & Fleming, J (2006) *Organisational Change* 3rd ed. Prentice-Hall Scotland

Waddell, D, Cummings, T & Worley, C (2007) *Organisational Development and Change – Asia Pacific* 3rd ed. Thomson learning Australia

Walsh, P, Lok, P & Jones, M (2006) *The Measurement and Management of Strategic Change* Pearson Education Sydney.

Note: Students are expected to have read daily newspapers and magazines prior to seminar each week, especially i.e. The Australian; The Sydney Morning Herald, BRW, Time; etc. There will be at the beginning of each tutorial a session (facilitated by the lecturer) discussing the human resource /change oriented news of the week. The expectation is that all students will be contributing via discussion of such events

UNIT WEB PAGE

The web page for this unit can be accessed via the “login” button on <http://learn.mq.edu.au>

Please check this website **at least weekly** for announcements and to access teaching materials that will be loaded onto the site as the course progresses.

A discussion forum will also be made available for student led conversations on change and sustainability theory and practice.

LEARNING OUTCOMES

At the completion of this subject students should demonstrate their ability to:

1. Identify between different types of change and why ongoing change is important
2. Recognise and outline specific contexts that influence change attempts such as organizational learning, power, culture, strategy, and systemic pressures
3. Match various theoretical solutions to actual change practices through diagnostic processes
4. Determine how change attempts might be implemented over a number of broad contexts

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

- Communication skills;
- Critical analysis skills;
- Problem-solving skills;
- Creative thinking skills.

TEACHING AND LEARNING STRATEGY

You are expected to read and research each topic in advance, participate in class discussions and to maintain a strong interest in current issues and changes in Human Resource Management.

Week	Week Starting.	Topic	Advance Reading
1	2/08	Intro to Change Management	CG - Intro; PDA - Ch1
2	9/08	Organisations and Organising	CG - Ch1, Ch2, Ch3
3	16/08	Change for Sustainability	Doppelt - Ch3
4	23/08	Why and What Changes	PDA - Ch3, Ch4
5	30/08	Images of Managing Change	PDA - Ch2
6	6/09	Diagnosis and Vision	PDA - Ch5, Ch9
7	13/09	Implementing Change - controlling	PDA - Ch8
	20 Sept - 1 Oct	Mid-semester Break	
8	4/10	Implementing Change - shaping	PDA - Ch7
9	11/10	Resistance	PDA - Ch6
10	18/10	Communication and Learning	PDA - Ch10, Ch11
11	25/10	Power and Leadership	B&D - Ch9
12	1/11	Culture	CG - Ch5
13	8/11	Sustaining Change	PDA - Ch12
Abbreviations of sources for advance reading: B&D - Bolman L.G. and Deal T.E. (2008) <i>Reframing Organizations: Artistry, Choice and Leadership</i> CG - Chris Grey (2005) <i>A very short, fairly interesting and reasonably cheap book about studying organizations</i> Doppelt - Doppelt B. (2010 or 2003) <i>Leading Change Toward Sustainability: A change management guide for Business, Government and Civil Society</i> PDA - Palmer, Dunford and Akin (2009) <i>Managing Organisational Change – A multiple Perspectives Approach</i>			

TUTORIAL SESSIONS:

Tutorials will start in week 2. In week 1, the tutorial content will be available on Blackboard. Groups for presentations (see Assessment 3) will be formed in week 2 and group member details will be emailed to the lecturer/tutor by no later than week 4, containing all group members full names, email address and student numbers.

It is encouraged that group members exchange phone contact details and email addresses

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessments for this subject are to help you learn the broad issues and contexts of the theoretical aspect of the course and apply them to real work environments. There are individual components, which allow you to demonstrate your ability to analyse information and relate it to your reading and course materials and class discussions. The mid semester test allows you to articulate what you have learned and identify areas of self development. The other assessments are group and individual based and help you to learn to work as a team and develop your interpersonal skills including speaking in public and presenting concise written discussion papers. There is no final examination for this unit.

ASSESSMENT

The assessment will be continuous and designed to test the students understanding of change and organisational learning including knowledge, comprehension and application. Individual feedback will be given for each assessment and in addition, for the first assessment, feedback on the overall performance on the test will be given in the week 8 lecture.

Marks will be allocated on the following basis:

First Assessment - Individual Written Assignment (due week9)	40
Second Assessment - Group Assignment (due weeks 11&12)	20
Third Assessment - Exam (exam period)	40
Total Marks	100%

Points to note about these assessments:

- 1) You will need to allow at least three hours of reading per week to prepare for class including course notes and your own research. **Good preparation leads to good outcomes.**
- 2) Students **must complete all components** to register a pass or better final grade.
- 3) Please note that pressures relating to work or normal academic study loads are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.
- 4) As a guiding rule **extensions** for completion of assignments **will not** be granted except in cases of documented illness or unavoidable disruption.
- 5) Late submissions of assignments will attract a penalty of a 10% deduction per day of the mark awarded.
- 6) Students must attend at least 80% of tutorials.

7) Tutorials where group presentations are to be delivered, the expectation is for all students to attend and participate in the discussion after the presentations.

8) **Special consideration for documented illness or unavoidable disruption:** The only exception to not meeting the submission requirements for all assessments is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>.

9) **Determination of overall grade:** 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. 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/rules/Guidelines2003.doc> or <http://www.mq.edu.au/senate/rules/detailedguidelines.doc>

Assessments:

1. First Assessment - Individual Written Assessment: Value 40%

Genre - narrative essay style with abstract

Length - abstract 100 words; essay 1200 words maximum (exceeding these limits will incur a penalty of 30%). Essay word limit does not include references. Essay word count is to be listed at the end of the essay before the reference list.

Format guide - use 12pt Times Roman font with 1.5 line spacing; **HEADING LEVEL 1** bold uppercase, **Heading level 2** bold; header to contain name and student number, footer to contain page number; electronic copy should be in MSWord and **the file name** should use this format - initial name and assign2 eg 'ghsmith assign2'.

Choose a medium to large sized organisation you are familiar with. This may be an organisation in which you are or have been employed, or, it may be an organisation you have studied or wish to study.

The CEO of your organisation has recently established a team to implement sustainability throughout the organisation. This team is headed by the

Director People, Learning and Development (or equivalent for your chosen organisation) and reports directly to the CEO. You are a member of this team.

The senior executive team has one or two members that are neutral or antagonistic towards this project.

As part of the vision for sustainability the CEO's goal is to halve the ecological footprint of the organisation in three years.

The sustainability team has developed a draft plan and you have been asked to prepare a position paper on the draft plan for the CEO.

Your essay needs

- A brief overview of your organisation that provides context and support for your change approach.
- To demonstrate your interpretation of the CEO's goal and the implications for organisational change.
- Outline the change approach you propose and the reasons for this, including strengths and weaknesses of this approach.
- To demonstrate how your interpretation of organisational theories and change theories informed the change approach adopted by the sustainability team.
- To present a strong compelling argument that the CEO can deliver.

The following criteria will need to be addressed:

- Demonstrated research has been undertaken
- Evidence of theoretical underpinning
- Evidence that the student has read widely on the topic, from all types of sources, eg. Textbooks, journals and electronic sources
- Clarity of argument and discussion
- Presentation style, including grammar, spelling and proofreading
- Use of the Harvard Reference System (not footnoting)
- You may not use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
- Bibliography and/or Reference list (8 references minimum)

The essay will be handed in at the beginning of your Tutorial in HRM 317 on Monday 11 October 2010 (week 9). It must have attached an individual cover sheet which can be downloaded from the BESS website located at <http://www.businessandconomics.mq.edu.au/current/undergraduate/bess>.

Please do not insert your assignment in plastic covers or sleeves.

2. Second Assessment - Group Assignment – Case Study: 20% (Presentation in Week 10-12 tutorials and Written Essay in Week 12 tutorial)

The group assignment is in two parts, the first part is a 1000 word essay, and the second part is a presentation of the key points of that essay to your tutorial group.

The purpose of this assignment is for each group to analyse, synthesise and demonstrate their understanding of one of Palmer et al's images (2009).

In week 2 tutorial you are to form six groups (maximum group size is 5 students). The groups need to be finalised no later than week 4 and the lecturer/tutor notified of group member names, student numbers and email details. In week 4 each group will be given a different change image (Palmer et al 2009) upon which they must base their essay and presentation.

For both the written work and the presentation each group needs to demonstrate their knowledge of the theoretical background of that image and show how they apply that theoretical background in practice. To demonstrate their understanding of that theoretical background of their image each group will need to study Palmer et al's text and condense that material into a concise argument of the capabilities and constraints of their image.

To support the theoretical knowledge of the image each group should give examples from the literature, this may be the text or any other source that shows that they understand all aspects of that image. These cases/vignettes can come from journal articles, newspapers or magazines, or cases studies and should preferably be examples drawn from Corporate Sustainability (CS) and/or Corporate Social Responsibility (CSR).

To demonstrate their ability to apply their image in practice, each group needs to analyse the Lentil As Anything case study using their image as the critical frame; the case study of the Lentil As Anything provides a real context for the application of Palmer's images.

The group will prepare a presentation, and lead a discussion on the application and interpretation of their image for change. This presentation should be approached as a learning and development exercise to 'change agents' within the workplace, not as a sales pitch or proposal to a prospect.

The following criteria will need to be addressed:

Essay and Presentation

- You may not use lectures/tutorials as references for this assessment. Material that is presented in lectures or tutorials that you may wish to use must have their original references cited.
- Demonstration of the level of knowledge and understanding of the "image" and its relation to organisation and change theories and practice.
- Demonstration of the level of knowledge and understanding about the practical implications for change agents and change projects of the "image" being discussed/presented

Group Essay

Genre - narrative essay style with abstract

Length - essay 1000 words maximum (exceeding these limits will incur a penalty of 30%). Essay word limit does not include references. Essay word count is to be listed at the end of the essay before the reference list.

Format guide - use 12pt Times Roman font with 1.5 line spacing; **HEADING LEVEL 1** bold uppercase, **Heading level 2** bold; header to contain name and student number, footer to contain page number; electronic copy should be in MSWord and **the file name** should use this format - image name, tutorial time (24hr clock) and assign3 eg '**nurturer 1100 assign3**'.

The following criteria will need to be addressed:

- Demonstrated research has been undertaken
- Evidence of theoretical underpinning
- Evidence of practical implications for using 'images'
- Evidence that the group has read widely on the topic, from all types of sources, eg. Textbooks, journals and electronic sources
- Clarity of argument and discussion
- Presentation style, including grammar, spelling and proofreading
- Use of the Harvard Reference System (not footnoting)
- Reference list (8 references minimum)

Presentation

- The presentation is not a stage show but getting and maintaining the interest of the audience will be expected.
- Each group can choose how they present to the rest of the class; however, all group members should be prepared to answer questions from the class/and or lecturer/tutor at the conclusion of the presentation. The use of presentation aids is encouraged, but emphasis should be placed on important material researched and use of organisational examples.
- The presentation should not take any longer than 15 minutes and must involve class participation.
- A 1 page handout needs to be provided for all members of the class. This handout should be an abstract of your presentation that is suitable for use as a learning summary/study guide.
- Quality of the presentation (features we will look out for: clarity of the presentation, how well the poster or presentation supports the learning aims and helps the audience to understand these, how engaging the material is, does it make an impact, is it simple or too busy).

All group work is peer moderated

In Week 12, the last class, each student will submit a peer evaluation assessment (see appendix) for each member in their group (including themselves). This will then allow a peer factor to be allocated to the Group's raw score for each individual student, allowing a dispersion of marks within the same group. This peer factor is kept confidential.

Third Assessment - Exam: Value 40%

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

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.

CLASSROOM ETIQUETTE

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor. Students must be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes; not simply set to "silent".

STUDENT SUPPORT SERVICES

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

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals.

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.