TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

Victoria Management School

MMBA 560
LEADING CHANGE

Summer Trimester 2005

COURSE OUTLINE

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Class Times: Tuesdays   17:40 – 20:30 pm
Room Number: RWW501

Purpose of the Course

It is now widely recognized that the organizations that can quickly react and adapt with minimal disruption are the ones that will be most likely to survive and thrive in an increasingly globalised and turbulent marketplace. Because of this, a proven capacity to manage change has become a crucial but frequently elusive competence for senior and middle managers to acquire and continually enhance. This paper has been designed to develop that competence. Building on the material covered in MMBA 505 (Organizational Behaviour) and MMBA 519 (Human Resource Management), it will draw on a blend of academic and practitioner perspectives, experiences, successes and failures to provide you with a deeper understanding of the challenges and the complexities of leading change effectively.

Course Objectives

At the end of this course you should have gained:

- A deeper appreciation of what change is, what drives it and why it is needed
- A broad understanding of the major approaches that that been developed to manage change and their respective strengths and weaknesses
- An awareness of the challenges, risks and the lessons learned from leading change
- Critical insight into why change is resisted and what can be done to address this
- An appreciation of the roles and responsibilities of senior executives, middle managers, employees and internal and external consultants in implementing change processes
- A heightened awareness of the politics of managing change and familiarity with political strategies and tactics
- Improved capability in handling a specialized form of change management: downsizing.
- An overview of the field of organizational development, its contributions, limitations and future prospects
- Guidance as to how to maintain your personal integrity while managing change

Course Reading

A binder of readings will be distributed without charge before the first class. See section on 'Course Readings' on page 6 of the course outline.

Materials and Equipment

It is expected that all written assignments will be prepared on white bond paper using PC technology and submitted in hard copy. Al other assignment materials will be supplied.

Notices

The Email distribution list will be actively used for feedback and notices, and students are advised to ensure that the course director has an up-to-date email address and phone number.

Course Agenda and Schedule

Session	Date	Topic
1	Nov 8	**Conceptualising Change: Individual & Organisational Change**
2	Nov 15	**Strategising Change I: Corporate Transformation** Guest Speaker: Professor Patrick Dawson, University of Aberdeen Business School
3	Nov 22	**Strategising Change II: The Role of the CEO** Guest Speaker: Professor Keith Grint, Lancaster Management School
4	Nov 29	**Implementing Change: The Role of the Middle Manager** Assignment 2 Due
5	Jan 10	**Receiving Change: The Role of the Employee**
6	Jan 17	**Facilitating Change I: The Field of Organisational Development**
7	Jan 24	**Facilitating Change II : The Role of the Consultant** OD Consultant's Panel
8	Jan 31	**Sustaining Change** Assignment 3 Presentations Assignment 4 Distributed (Due: February 8)

ASSESSMENT

The course will be assessed as follows:

Assignment 1:	Account of a Personal Change Experience	30%
Assignment 2:	Article Summary	10%
Assignment 3:	Portrait of a Change Agent Presentation	30%
Assignment 4:	Case Study Analysis	30%
Total		100%

All assignments must also be submitted by their due dates (see 'Penalties' on page 10).

COURSE CONTRIBUTIONS AND ASSIGNMENTS

1. Retrospective Account of a Personal Change Experience
Due: Tuesday, November 29
Total Marks: 30 per cent
Length Guide: 2000 words (see note on length guidelines below)

For this assignment I would like you to look back at your life experiences and select a change that was particularly important to your development as a person. This should be something that happened to you in the work place. I want you to reflect and analyse what happened during that transition in an effort to consolidate your understanding and perhaps gain some fresh insight into it. In your account you should clearly describe the change that you experienced; what triggered it and how you felt about the change process before, during and after it unfolded. I want you to consider how the change might have been better managed by you and others in the organisation. You should close your account by providing advice to others who might be faced with this kind of change in the future. For this assignment I am particularly interested in your ability to make sense and critically reflect upon your own experience using a blend of your own concepts and suppositions as well as others' conceptual frameworks.

2. Article Summaries
Due: At the point in the class in which the article will be discussed.
Total Marks: 10 per cent (5 % written summary; 5 % oral summary in class)
Length Guide**:** 1 page per article (single-spaced – charts/tables on back page)
In the first class you will select one article from Sessions 2 to 8 to summarize. In your summary you should provide a brief overview of the article, highlighting its key arguments, the assumptions the author(s) makes and the theory/method/evidence she/he/they draw upon. You should end your summary with a critical comment which summarizes what you thought of the article, what were its main strengths and its main shortcomings. You will be asked to briefly speak to the article in the seminar (i.e. *No More Than 5 minutes*) and will distribute copies of your summary to each of your colleagues.

3. Portrait of a Change Agent

Class Presentation: 30 per cent   Due: Thursday, January 31 (Session 8)

Early on in the course you will be broken into groups of two or three. Each group will select a change agent or 'hero manager' who has had a major impact upon a private, public or non-profit sector organization based in New Zealand. Given that you will be relying largely on secondary accounts of this individual, the change agent should have attracted some attention from the media and possibly academic commentators. In your presentation I want you show to analyse what the change agent did to effect the organizational change. Specifically, you should examine how it was that the individual assumed the position of change agent; what change was needed and to what in particular have they and others attributed their success or failure in bringing about change. In your presentation explain why you selected the change agent and what you think are the key lessons to be gleaned from this account about what should and should not be done when leading and managing organization-wide change. You will make a 15-minute presentation of your research to the class in Session 8. Guidelines for assessing the presentation will help you to plan and organize the presentation.

4. Change Management Case Study

Due: Will be distributed in class on January 31 and returned on February 7 by 4 p.m..

Total Marks: 30 per cent

In the last session you will be assigned a case study that you will be required to analyse and write up. You will have one week within which to complete the assignment. You will be presented with a business case situation involving an organisational change management problem. Drawing on material covered in classroom sessions as well as the readings in you will be asked to make an assessment of the situation and lay out recommendations as to how you think the change should best be managed.

Length Guidelines

No word limits are imposed on your assignments for this course. However, significant departures from an economical style or inattention to spelling, grammar, punctuation, formatting, will reduce the marks awarded to the report by up to 10% of the original mark.

Course Readings

In selecting the readings for this course, I have tried to provide you with a good representation of the various issues and perspectives within the emergent field of change management. Most of the key thinkers on change management are included here and I have tried to strike the right blend of academic, consultant and practitioner thinking. These readings will be an integral part of your learning experience so it is important that you take the time to read them. As you will see from the description of Assignment 2, you will each have the opportunity to summarise an article. As good as these summaries might be, you will miss out considerably if you rely on them exclusively for your learning.

Session 1 – November 8 • Conceptualizing Change: The Experience of Change

This session will introduce the course, its learning objectives, its structure and the assignments. Change is something that we frequently talk about but rarely analyse to any significant degree. We will look at how we experience change as individuals, within organizations and societally. We will also examine the various ways in which change has been conceptualised at the individual and the organisational level.

Readings:
Bridges, W. (1991). It isn't the changes that do you in. In *Managing Transitions*. Reading, MA: Addison-Wesley, pp. 3-11.
Burns, R. (1993). Change: A personal issue. In *Managing People in Changing Times*. Australia: Allen & Unwin, pp. 18-50.
Elkin, G., Jackson, B.G. & Inkson, K. (2004). 'Organisational change and development'. In *Organisational Behaviour in New Zealand: Theory and Practice*. Pearson: Auckland, pp. 300-327.
Graetz, F., Rimmer, M., Lawrence, A., Smith, A. (2002). 'Understanding change'. In *Managing Organizational Change*. Milton, Qld: John Wiley, pp. 13-46.

Session 2 – November 15 • Strategising Change I: Corporate Transformation

In this and the following session we will focus on the process of strategic change management. We will begin by looking at the lessons learned from past attempts to bring about strategic change. Building on these lessons, we will lay out the stages, roles and accountabilities associated with a fully formulated corporate transformation strategy an examine some of the critiques that have been developed in response to programmatic change models.
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Readings:

Collins, D. (2001). N-step guides to change. In *Organizatonal Change: Sociological Perspectives*. London: Routledge, pp. 82-99.
Dawson, P. 2003). A processual approach to understanding change. In *Reshaping Change*. London: Routledge, pp. 7-28.

Kanter, R.M., Stein, B.A. & Jick, T.D. (1992). The challenges of execution: Roles and tasks in the change process. In *The Challenge of Organizational Change*. NY: The Free Press, pp. 370-394.
Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review,* March-April 1995, 59-67.

Session 3 – November 22 • Strategising Change II: The Role of the CEO

This session will be devoted to a discussion of the critical role of the CEO or Managing Director and senior executive team in leading organizational change. Many writers are suggesting that CEOs need to transform the way they go about leading change. We will examine these new requirements with reference to some well-known exemplars and assess how realistic these are to bring about.

Readings:

Collins, J.C. & Porras, J.I. (1996). Building your company's vision. *Harvard Business Review*, September-October, 65-77.Collins, J.C. (2001). Level 5 leadership. *Harvard Business Review*, January, 66-76. Grint, K. (2000). Introduction: The Arts of Leadership. In *The Arts of Leadership*. Oxford: Oxford University Press, pp. 1-31.

Grint, K. (2005). Introduction & What is Leadreship?: Person, Results, Process Position. In *Leadership: Limits and Possibilities*. Basingstoke, Hants: Palgrave, pp 1-32..
Jackson, B. & Parry, K. (2001). Introduction: The rise of the of the hero manager. In *The Hero Manager: Learning from New Zealand's Top Chief Executives*. Auckland: Penguin, pp. 19-37.
Jackson, B. & Parry, K. (2001). George Hickton: The man with the open plan. Auckland: Penguin, pp. 79-95.

Session 4 – November 29 • Implementing Change: The Role of the Manager

In this session we will focus on the role of the manager and supervisor in implementing strategic change within the organization. We will consider how and why managers choose to resist or support organizational change. The political dimension of managing change will be a primary consideration during this session.

Readings:

Buchanan D. & Badham, R. (1999). Politics and organization change: The lived experience. *Human Relations*, 52, 5, 609-629.
Goleman, D., Boyatzis, McKee, A. (2001). 'Primal leadership: The hidden driver of great performance'. In *The Harvard Business Review* on Breakthrough Leadership. Harvard Boston: Business School Press.
Isabella, L. A. (1993). Managing the challenges of trigger events: The mindsets governing adaptation to change. In Jick, T.D. *Managing Change: Cases and Concepts*. Homewood, IL: Irwin, pp. 18-29.
Thomas, D.C. (2001). 'Leadership across cultures; A New Zealand perspective'. In Parry, K. (ed.) *Leadership in the Antipodes*. Wellington: Institute of Policy Studies, pp. 22-45.

Session 5 –   January 10 • Receiving Change: The Role of the Employee

This session focuses on the role of the 'recipient' of change management which invariably means the ordinary front-line employee. We will look at why and how employees choose to either support or resist efforts to manage change. We will discuss ways in which we can anticipate employees' reactions to change and what can be done to address these before, during and after a change process.

Readings:

Jick, T.D. (1993). The recipients of change. In Jick, T.D. *Managing Change: Cases and Concepts*. Homewood, IL: Irwin, pp. 322-333.
King, N. & Anderson, N. (1995). Resistance to change. In *Innovation and Change in Organizations*. London: Routledge, pp. 156-181.
Piderit, S.K. (2000). Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organisational change. *Academy of Management Review*, 25, 4: 783-794.
Reichers, A., Wanous, J. & Austin, J. (1997). Understanding and managing cynicism about organizational change. *Academy of Management Executive*, 11, 1, 48-59.

Session 6 –   January 17 • Facilitating Change I: The Field of Organisational Development

This session will explore the field of organization development that has made the management of change a central challenge and pre-occupation. In reviewing the history of the field, we will consider its contributions as well as the criticisms that have been most frequently levelled at it. We will also consider how the field should evolve in the future. We will also focus our attention on arguably the most popular and most influential idea to have emerged from the Organisation Development field in the last decade--the "Learning Organisation".

Readings:
French, W.L. & Bell, C.H. (2000). A history of organization development. In W.L.French, C.H. Bell & R.A. Zawacki. *Organization Development andTransformation*. Boston: Irwin McGraw-Hill, pp. 20-42.Waddell, D.M., Cummings, T.G. & Worley, C.G. (2000). The organizationdevelopment practitioner. In *Organization Development and Change*.Australia: Nelson, pp. 45-66.King, N. & Anderson, N. (1995). Organization development. In *Innovation and Change in Organizations*. London: Routledge, pp. 129-155.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G. & Smith, B. (1999). In *The Dance of Change*. NY: Doubleday Currency, pp. 3-35

Session 7 – January 24 • Facilitating Change II: The Role of the Consultant

The spectacular worldwide growth of the management consulting industry during the 1990s was fuelled to a great extent by the widespread desire to bring about corporate transformation. In this session we will examine the external consultant's role in the change management process, what makes a successful consultant and how the consultants' services can be used most effectively.

Readings:

Critchley, B. (1998). The role of the management consultant in the change management process. In Sadler, P. (Ed). *Management Consulting: A handbook of best practice*. London; Kogan Page, pp. 261-277.

Fincham, R. (1999). The consultant-client relationship: Critical perspectives on the management of organizational change. *Journal of Management Studies*, 36, 3, 335-352.

Kipping, M. (2001). Trapped in their wave: The evolution of management consultancies. In Clark, T. & Fincham, R. (eds). *Critical Consulting*. Oxford: Blackwell, pp. 28-49.

Worren, N.A.M., Ruddle, K. & Moore, K. (1999). From organization development to change management: The emergence of a new profession. *Journal of Applied Behavioural Science*, 35, 3, 273-286.

Session 8 – January 31 • Sustaining Change

In this session you will present the findings from your research on the change agent or hero manager you have selected (Assignment 3).

Readings:

Nadler, D. (1988). Staying the Course: Consolidating and Sustaining Change. In *Champions of Change*, pp. 249-267.

Pettigrew, A., Woodman, R. & Cameron, K. (2001). Studying Organizational Change and Development: Challenges for Future Research. *Academy of Management Journal*, 44, 4, 697-713.

Senior, B. (1997). 'Factors for success'. In *Organisational Change*, pp. 292-309.

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A "zero" mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course coordinator prior to the deadline date.

Mandatory Course Requirements

In order to pass this course, students are required to complete all four assignments detailed in this course outline and obtain at least fifty percent of the overall course marks available.

Victoria MBA Grading Standards

o Victoria MBA - **Excellent** Category
A (80 – 85%) to A+ (above 85%): The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

o Victoria MBA - **Very Good** Category
B+ (70 – 74%) to A- (75 – 79%): The quality is performed at a high standard. Students have reached a level which clearly exceeds "competency".

o Victoria MBA - **Good** Category
B- (60 – 64%) to B (65 – 69%): The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this quality.

o Victoria MBA - **Satisfactory** Category
C (50 – 54%) to C+ (55 – 59%): The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to "fail" the student on this quality.

o Victoria MBA - **Unsatisfactory** Category
E (0 – 39%) to D (40 – 49%): The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.

o Please note that the MBA Board of Studies (End of Course Marks Meeting) reserves the right to adjust final grade distributions in order to achieve meaningful grading standards and equity in the application of evaluation standards across various MBA courses.

Individual Work

While the Victoria MBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments.

Communication of Additional Information

Additional information and information on any changes will be conveyed to students via class announcements and in written form on the university blackboard server for MMBA 505.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office
The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office
The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 12 noon during the Summer Trimester, and offers the following:
- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about

complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.
The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:
> Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything *that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

Plagiarism is not worth the risk.
Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct *(*www.vuw.ac.nz/policy/studentconduct*)* and may be penalized severely. Consequences of being found guilty of plagiarism can include:
* an oral or written warning
* suspension from class or university
* cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support
Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)
This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.
This includes:
- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:
Melissa Dunlop, Programme Coordinator
Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz