Unit Outline*

MGMT8570

Organisational Change and Transformation

MBA Trimester 1, 2011
Crawley

Ms Dee Roche

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
Welcome to your Organisational Change and Transformation (OCT) unit! This unit builds on the ideas and concepts you have been exposed to in earlier units in your MBA. While there are many theories and concepts supported by extensive research that suggest the general steps, elements and processes needed in successful change management programs, the application of these to your own workplace is rarely a straightforward exercise.

Regardless of the source or causes of change, all organisations are regularly faced with the need to change; it could be argued therefore that 'change' is normal. The process of leading and managing change successfully however is a complex and multifaceted process with planned and sometimes unintended consequences.

The unit also focuses on understanding why people and work groups resist change, and how change can be successfully implemented, even in very difficult circumstances or in organisational cultures that are very resistant to change.

The unit culminates in a World Café event in which a range of strategic change issues are discussed, debated and distilled.

Unit content
The purpose of this unit is to provide you with an understanding of the theories, models, processes, methods and tools that can be used to implement successful change strategies in organisations, combined with practical examples of organisational change and development. The unit aims to provide you with knowledge of the processes of strategic organisational change and development, as well as practical experience in the application of tools, techniques and concepts that can be used to bring about successful and enduring organisational change. During our four days together, we will review a number of models and theories that are useful in analysing organizational problems and implementing change.

You will have opportunities to apply these to a change management program that you have experienced, and you will also be directly involved in analysing the organisational change activities of a business, not-for-profit or public sector organisation. This will require becoming familiar with specific issues and problems facing this organisation, and applying the concepts, theories and practical insights covered during the course to the change practices and processes in the organisation you have chosen to examine. You will also learn how to evaluate and examine the effectiveness of organisational change programs. By the end of the unit, you will leave with a thorough understanding of the characteristics of leading successful change efforts; be able to analyse what is required to change and improve an organisation, apply change models and develop change strategies for implementation.

The goal of the unit
The primary aim of this unit will be to bring a clearer understanding of the nature of change; and understand the forces that affect successful change; both positively and negatively. The unit will profile a range of change models, tool and techniques for organisational change. The intent is to provide a framework for understanding, planning and leading strategic and organisational change while simultaneously providing real-time case study examples of companies that have dealt with a variety of strategic and organisational change.
Learning outcomes
On completion of this unit, you should be able to:

1. Describe how to implement strategic changes successfully, how to evaluate and measure the impact of organisational change and why change management programs often fail.
2. Use at least two current conceptual models to describe a change occurring in an organisation.
3. Describe at least four different interventions and four practical tools that can be used to facilitate individual, group and organisational change and the limitations of each approach.
4. Describe the cycle that human beings undergo during change and the relevant feelings and behaviours that relate to the resistance and commitment to change.
5. Describe sustainability as a contradiction or a necessity within organisations.
6. Describe the ways organisational change can be measured and evaluated.

Educational principles and graduate attributes
In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Understand the change environment
- Create a dialogue on issues that matter about change
- Create positive responses to organisational change

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
Identifying what needs to change, articulating why it needs to change, and determining how the change will happen requires careful consideration of individual, departmental, and organisational needs and norms. Success requires helping participants understand the need for change and its potential benefits as well as the application of change management theories.

The learning strategies aim therefore to integrate academic perspectives on organisational change with real-life case studies, video materials, individual and group exercises, class discussions, and the extensive leadership and management expertise of participants on the OCT course. You are expected to cover the required reading and/or case studies, and answer the discussion questions in the handouts prior to each session. The unit will contain 'lecturing' components but are designed to be as interactive as possible. You are encouraged to integrate your own professional experiences and knowledge with academic insights and perspectives on change management.

Here are a few tips to help you get the most out of this unit:

- Give different ideas and new information time to 'sink-in'. Some pre-conceived notions and 'common-sense' ways of managing change in organisations will be challenged on this course. If you challenge your preconceptions about change management, they will challenge you. Try to be receptive to new ideas and concepts and wait to see what happens.

- Make a conscious effort to 'bridge' the materials we cover in class with your experiences of change management in the past. Think about how you can apply what you learn in the seminars at work, now and in the future.

- Make every effort to complete the suggested reading prior to each session and become actively involved in class exercises and discussions, group-work and the self-assessment exercises.

We welcome your feedback on content, relevance, presentation and methods of assessment, and hope that you will find the OCT unit stimulating, challenging and enjoyable.
Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes (and be on time). More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong> Dee Roche</td>
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<tr>
<td><strong>Email:</strong> <a href="mailto:deeroche@iinet.net.au">deeroche@iinet.net.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> 0409 364 841</td>
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<tr>
<td><strong>Consultation hours:</strong> By appointment</td>
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</table>
| **Lecture times:** 9am – 5pm  
Fri 28 January  
Sat 29 January  
Fri 11 February  
Sat 12 February  
Sat 5 March |
| **Lecture venue:** BUSN: 142 |

Lecturer Profile: Dee Roche

Dee has been facilitating, public speaking; teaching and working with groups for over 25 years within private, public and community based organisations. Dee was a 2010 nominee for the Telstra Australian Business Women’s Award and a current nominee for a UWA Business School 2010 Teaching Excellence Award.

Dee has significant experience in the area of Organisational Cultural Change Management; Strategic Leadership Development and Governance. Her diverse portfolio also includes experience in the areas of strategy and strategic planning, team building and risk management.
Dee’s strengths include leadership and strategy training, facilitation and group process initiatives and building cross-cultural teams that build on diversity and current talent. Dee also currently lectures on Strategic Change Management at the University of Western Australia Business School on both the Executive MBA and the MBA Programs. In contrast Dee has also been involved in training design, development, implementation and review of a wide range of State, National and International training and professional development programs. This spans internationally through Indonesia, Malaysia, Singapore and Papua New Guinea. Notably this includes conducting international research programs analysing Women’s Children’s Health Risk Management in Papua New Guinea. The main focus areas included political, environmental and organisational risk factors and their influences on the Nations’ strategic health plan.

Dee currently supplies consultancy and sub-contracted services primarily with leading organisations throughout Western Australia and Australasia; these include the University of Western Australia Business School Alliance; Australian Institute of Management; and Western Australian Council for Social Services.

QUALIFICATIONS

- Master in Leadership and Management (Curtin University, WA)
- Graduate of the Australian Institute of Company Directors (GAICD)
- Certified Learning and Development Practitioner (CLDP)
- Diploma in Assessment and Training Systems
- Certificate IV in Assessment and Workplace Training (New TAA40104)
- Registered Nurse (WA Registration No: 7456)
- Myers-Briggs Type Indicator Administrator (Australian Psychologists Press 2002)
- Spiral Dynamics Integral Technologies Certification

PROFESSIONAL AFFILIATIONS

- Fellow of the Australian Institute of Professional Facilitators (FAIFP)
- Fellow of the Risk Management Institute of Australasia (FRMIA)
- Fellow of the Australian Institute of Management (FAIM)
- Member Women on Board

TEXTBOOK(S) AND RESOURCES

Unit website

Required Texts


Reading for Each Week

Prior to Day One & Two


   - Chapter 1: Change as evolutionary and revolutionary processes
   - Chapter 2: The nature of planned change
   - Chapter 5: Information gathering, processing and feedback

   - Chapter 1: Transforming organisations: why firms fail
   - Chapter 2: Successful Change and the force behind it
   - Chapter 3: Establishing a sense of urgency
   - Chapter 4: Creating the guiding coalition

Prior to Day Three & Four


4. Clayton, M. Christensen, C.L., Marx, M., Stevenson, H., Beer, M. Eisenstat, R.A., Spector, B., Pascale, R.T., Sternin J., What You Really Need to Know About Change (HBR Article Collection) **These articles accessible via Course Materials Online**


   - Chapter 6: Design, implementation and evaluation of interventions
   - Chapter 7: Interpersonal interventions
   - Chapter 10: Strategic interventions
   - Chapter 15 Resistance to change

   - Chapter 5: Developing the Vision and Strategy
   - Chapter 6: Communicating the Change Vision
   - Chapter 7: Empowering employees for broad-based actions
   - Chapter 8: Generating the short-term wins

After the Unit has been completed


   - Chapter 11: Change in chaotic and unpredictable environments
   - Chapter 12: Competitive and collaborative strategies

   - Chapter 9: Consolidating gains and producing more change
   - Chapter 10: Anchoring new approaches in the culture

Recommended Journals on Organisational Change

Scan recent editions of the journals below for up to date research/information relevant to your assignments.

- Business Strategy Review
- Harvard Business Review
- Journal of Change Management
- Journal of Integral Theory and Practice
- Leadership & Organisation Development
- Management Learning
- Managerial Psychology
- Organisational Dynamics
- Organisational Learning
- Organisation Development Journal
- Asia Pacific Human Resource Management
- Journal of Organisational Change

Unit Readings

A broad selection of topical readings and preparation for sessions is provided as part of the course materials. Participants in the MSC Unit are expected to have read these prior to each session on the course, and to use these during the seminars and in their assignments.

Recommended Supplementary Texts and Articles


Bridges, W, & Mitchell Bridges, S. "Leading Transition: A New Model for Change" Leader to Leader. 16 (Spring 2000): 30-36


UNIT SCHEDULE

The Unit Structure

The unit is structured into five distinct parts:

1. **Leading Change and Transformation**
   Key components include:
   - The differences between change and transformation
   - Overview of Change Models: Kotter’s Eight Stages of Organisational Change; Lewin’s Change Model; Scott and Jaffe’s Change Curve and Bridges Transition Model
   - Understand the forces that affect successful change; both positively and negatively

2. **Change, Transition and Transformation Toolkit**
   Key components include:
   - Lewins Model: Unfreeze; Change; and Refreeze
   - Kotter’s Eight Stages of Organisational Change
   - Showcasing the Tools of Change

3. **Why Transformational Efforts Fail**
   Key components include:
   - Examining the reasons why transformational efforts fail
   - Developing the interventions strategies
   - Bridges Three stages of Transition

4. **Implementation & Evaluation**
   Key components include:
   - Measuring the impact of change
   - Sustainability: contradiction or necessity

5. **Program Review**
   Key components include:
   - Project presentations
   - World Café: Discussing the strategic change insights

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The Syndicate Group Case Study Presentations

In your syndicate groups you will be required to analyse the specific case study allocated for Day One & Two; and Day Three & Four and answer the related questions. Each syndicate group will present the findings to the whole class on Day Three and Five of the Unit.

Each syndicate group presentation should be no longer than 15 minutes and address the questions outlined below. Be as creative as possible!

**Day One & Two**

1. Why did Comcast New England decide to transform itself?
2. What was the reality which the organisation faced?
3. What were the key issues in the culture that they tried to address; and how important was the task force?
4. What agreements did they get upfront?
5. Using the change models from the MSC Unit describe the key steps in the change process within Comcast New England. What were the strengths and challenges of the process?
6. What assumptions did Casey make about his people?
7. What assumptions did the people make about Casey and the top management team?
8. What are the lessons learnt?

**Day Three, Four**

1. Why did Ericsson decide to transform itself?
2. What was the reality which the organisation faced?
3. What were the key ‘Turnaround’ stages in the journey of change and transformation?
4. How did Ericsson formulate the strategy?
5. What strategic change ‘tools’ did Ericsson utilise and how effective where they?
6. Using the change tools discussed during the MSC Unit and your own research, describe any additional change tools that Ericsson could have used?
7. What are the lessons learnt?
| **DAY ONE: FRIDAY**  
| **28 JANUARY 2011** | **DAY TWO: SATURDAY**  
| **29 JANUARY 2011** |  
| **Major HBR Case Study Day One & Two**  
| **Leading Change and Transformation** | **Change, Transition and Transformation Toolkit** |  
| **9:00 – 10:30 am** | **Session 1**  
Title: Overview of Leading Change & Transformation Readings and Case Study | **9:00 – 10:30 am** | **Session 6**  
Title: Lewin’s Model of Change |  
| **10:30 – 10:45 am** | **Morning Tea/Coffee** | **10:30 – 10:45 am** | **Morning Tea/Coffee** |  
| **10:30 – 12:30 pm** | **Session 2**  
Title: Leading the Change & Transformation Journey & Introduction of Change Models  
• The difference between change and transformation  
• Kotter’s Eight Stages of Organisational Change Overview  
• Lewin’s Change Model Overview  
• Bridges Transition Model Overview  
• Scott & Jaffe’s Change Curve | **10:30 – 12:30 pm** | **Session 7**  
Title: Kotter’s 8 Stages of Organisational Change & Application of Tools  
• McKinsey 7S Model  
• Force Field Analysis  
• SWOT & PESTEL  
• Scenario Planning  
• Circle of Influence  
• Appreciative Inquiry  
• Surveys; Focus Groups and Face-to-Face Techniques  
• Argenti: Strategic Elephants |  
| **12:30 – 1:15 pm** | **Lunch** | **12:30 – 1:15 pm** | **Lunch** |  
| **1:15 – 3:00 pm** | **Session 3**  
Title: Change as “Normal”  
• Understand the forces that affect successful change  
• Change Curve | **1:15 – 3:00 pm** | **Session 8**  
Title: Kotter’s 8 Stages of Organisational Change & Application of Tools (continued). |  
| **3:00 – 3:15 pm** | **Afternoon Tea/Coffee** | **3:00 – 3:15 pm** | **Afternoon Tea/Coffee** |  
| **3:15 – 4:45 pm** | **Session 4**  
Title: Reactions to Change  
• Bridges Transition Model Application | **3:15 – 4:45 pm** | **Session 9**  
**In-class Quiz One**  
Title: Syndicate Case Study |  
| **4:45 – 5:00 pm** | **Session 5**  
Title: Assessment Criteria  
• Overview of Unit assessment / assignments/ Quizzes  
• Case Studies and Syndicate Groups | **4:45 – 5:00 pm** | **Session 10**  
Title: Summary  
• Summary & Review  
• Day Three & Four pre-readings and overview |
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<tr>
<th><strong>Day Three: Friday</strong></th>
<th><strong>Day Four: Saturday</strong></th>
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<tr>
<td><strong>11 February 2011</strong></td>
<td><strong>12 February 2011</strong></td>
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<tr>
<td><strong>Major HBR Case Study Day Three &amp; Four</strong></td>
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<td>Ericsson: Leading in Times of Change (2007)</td>
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<td><strong>9:00 – 10:30 am</strong></td>
<td>Session 1  &lt;br&gt;Title: Overview &lt;br&gt;• Review of learning and strategic change insights</td>
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<td><strong>10:30 – 10:45 am</strong></td>
<td>Morning Tea/Coffee</td>
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<td><strong>10:30 – 12:30 am</strong></td>
<td>Session 2  &lt;br&gt;Title: Syndicate Group Presentations &lt;br&gt;• Comcast Presentation and Review Discussions</td>
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<td><strong>12:30 – 1:15 pm</strong></td>
<td>Lunch</td>
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<td><strong>1:15 – 3:15 pm</strong></td>
<td>Session 3  &lt;br&gt;Title: Why Transformation Efforts Fail &lt;br&gt;• Developing the interventions strategies &lt;br&gt;• Guest Speaker: Doug Aberle Managing Director Western Power</td>
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<td><strong>3:00 – 3:00 pm</strong></td>
<td>Afternoon Tea/Coffee</td>
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<td><strong>3:15 – 4:45 pm</strong></td>
<td>Session 4  &lt;br&gt;Title: Syndicate Ericsson Case Study</td>
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<td><strong>4:45 – 5:00 pm</strong></td>
<td>Session 5  &lt;br&gt;Title: Summary &amp; Review</td>
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<td><strong>9:00 – 10:30 am</strong></td>
<td>Session 6  &lt;br&gt;Title: Implementation of Change &lt;br&gt;• Measuring the Impact of Change Initiatives</td>
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<td>Morning Tea/Coffee</td>
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<td><strong>10:30 – 12:30 am</strong></td>
<td>Session 6 (continued)  &lt;br&gt;Title: Implementation of Change &lt;br&gt;• Measuring the Impact of Change Initiatives</td>
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<td>Lunch</td>
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<td><strong>1:15 – 3:00 pm</strong></td>
<td>Session 7  &lt;br&gt;Title: Change &amp; Sustainability: Contradiction or Necessity? &lt;br&gt;• Strategy for Sustainability</td>
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<td><strong>3:00 – 3:15 pm</strong></td>
<td>Afternoon Tea/Coffee</td>
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<td><strong>3:15 – 4:45 pm</strong></td>
<td>Session 8  &lt;br&gt;In-class Quiz Two  &lt;br&gt;Title: Syndicate Ericsson Case Study</td>
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<td><strong>4:45 – 5:00 pm</strong></td>
<td>Session 9  &lt;br&gt;Title: Summary</td>
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ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
<th>Due Date</th>
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<tr>
<td><strong>1. Assignment:</strong> Syndicate Group Assignment</td>
<td>30%</td>
<td><strong>Friday 25 March 2011 by 5pm</strong></td>
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<tr>
<td>1. Analysis of a Strategic Change; Or 2. Leading Change in Turbulent Times</td>
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<td><strong>2. In Class Quiz:</strong> Individual</td>
<td>30%</td>
<td><strong>In-class Quiz One 29 January 2011</strong></td>
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<td>3 x In-class quizzes each worth 10% which will comprise of either short answer questions; and/or multiple choice questions.</td>
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<td><strong>In-class Quiz Two 12 February 2011</strong></td>
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<td><strong>In-class Quiz Three 5 March 2011</strong></td>
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<tr>
<td><strong>3. Take Home Case Study:</strong> Individual Case study analysis</td>
<td>30%</td>
<td><strong>Monday 28 March 2011 by 5.00pm</strong> submitted to the Postgraduate Student Centre</td>
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<td><strong>4. Class Participation Grade</strong></td>
<td>10%</td>
<td><strong>On-going throughout the five days of the unit</strong></td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

Assessment One: Strategic Change Evaluation Assignment (30%)

(Completed in your Syndicate Groups)

- Word Limit – 5,000 – 6,000
- Due Date: Friday 25 March 2011 by 5pm

Aims:

a. To provide you with skills of how to diagnose, implement strategic change and possibly practice specific skills such as structured interviews, questionnaire construction and data collection in an organisation.

b. To expose you to the realities of organisational change, including the problems and important elements needed to manage change in the dynamic environment of an organisation;

This assignment will be carried out in your syndicate group. Only one assignment is handed in for the syndicate and all students on the team receive the same grade.

There are two options that you can choose from for this last assignment;

Option One: Analysis of Strategic Change in your own Organisation

Option Two: Leading Change in Turbulent Times

Option One and Two requires you to examine a change that is currently underway in one of your organisations or alternatively, conduct an analysis and focus groups of managers and staff regarding changes that should be made in the organisation to deal with the financial downturn. This will involve an examination and evaluation of the change program at its current stage or changes or an examination of the impact and changes needed to deal with the financial downturn. Your syndicate should describe the change using concepts and models covered in the unit. Your syndicate should make recommendations on what would be needed to ensure that the change program is successful.

Concepts, theories and ideas covered in the text and class sessions should be used and referenced where applicable.

This assignment should include:

- A profile of the organisation, ownership, external pressures, etc.
- Vision, purpose and values (if relevant).
- The key strategic issues facing the organisation.
- Create a visual map of the current state of the organisation within the context of changes that affect it.
- Description of the change that has occurred or is happening.
- Information regarding how successful or not this change has been (you may want to use interviews or questionnaires to gather this information) or alternatively what specific organisational changes are needed to deal with the financial downturn.
- Assess the current state of the organisation’s own efforts to effectively deal with and embrace change.
- Recommend change interventions or actions to improve (or would have improved) the change program.
- Discuss how the change should be evaluated.
Note: Your assignment should be related organisational change models and interventions that have been described in the texts, class and current research articles. Specific information will be provided in the weekend classes on each assignment.

Length: Approx. 5,000-6,000 words (excluding exhibits tables and figures - these may be included in short appendices if necessary). There are no set rules for layout and formatting; these are left to your imagination and creativity. However, the Harvard referencing style must be used for referencing.

Assessment Two: In-class Quiz (30%) (Individual)
Due Date: 29 January 2011; 12 February 2011; and 5 March 2011
You are required to complete 3 x In-class quizzes each worth 10% which will comprise of either short answer questions; and/or multichoice questions.

The class quizzes will be based on the Unit Text:

Assessment Three: Take-home Case Study (30%) (Individual)
The Case Study will be provided at the end of Day 5 (5 March 2010) to be completed at home. You are required to analyse the case and answer a set of 3 questions.

- Due Date: Monday 28 March 2011

Assessment Four: Class Participation (10%) (Individual)
You are expected to attend all the sessions for this program. Normally, two or more missed classes without prior approval from the lecturer, is considered unsatisfactory.

Learning Outcomes
- Familiarity with up to date strategic change management information and data sources.
- Ability to describe the effects of common change factors.
- Recognise the signs and reasons that an individual or an organisation is resistant to change.
- Confidence in presenting your views and debating issues.

Participation in class discussions and seminar activities is an essential component of the OCT Unit. It is therefore important that students come prepared for each class by reading the recommended material and beyond, and being aware of current developments in strategic change through the media and practitioner literature.
At this level you are expected to critically debate the content of the subject area, as well as develop your competency in presenting an informed view on the issues based on your research and experience. The assessment of your class participation will therefore be on-going during both weekend one and two; culminating in the contributions made during the syndicate group case study presentations.

Moreover, active engagement with course ideas and concepts (i.e., thinking about how they apply and why, generating questions or examples) helps develop well-rounded, reasoned judgments. Finally, research shows that students learn more when they participate actively. For these reasons, participation in class discussions is an important component of your learning. Effective participation involves asking penetrating questions relevant to issues under discussion and offering new insights or angles on material that expand the scope or depth of issues being considered. It includes listening carefully to logic or ideas in other’s comments, showing up to each class meeting on time and prepared, and commenting when you have a point that adds value (rather than commenting just to say something). It does not mean sharing every single idea that occurs to you, disrespecting other’s comments, or dominating the discussion.

The quality of your input is obviously more important than the volume or “air-time”. You may not be able to participate at the same level of intensity all the time. The quality of your participation therefore will be assessed in terms of:

- Attending class meetings on time & prepared to participate actively in exercises & cases.
- Respecting the views of others in the group.
- Showing evidence of knowledge of current events relating to strategic change management and critical analysis of the issues and concepts covered;
- Presenting diverse perspectives and building on ideas raised in discussions and asking questions that raise the level of debate on issues.
- Asking relevant, thought-provoking questions in class; and not dominating discussions with redundant or long-winded comments.

**Submission of assignments**

Assignments should be submitted in class on the due date or if handed into the office, a standard cover sheet should be used and a receipt issued. You can download and print your Assignment Cover Sheet from the Current Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments)

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. While I will not conduct a word count, I will expect assignments to be concise and will not ‘run on’ unnecessarily. Assignments will be returned through the office reception. It is the intention that the marked assignments will be returned two to three weeks of submission.
Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).
Unit: MGMT8570 Organisational Change and Transformation
Change Syndicate Group Assignment:
Managing Strategic Change Assignment Marking Guide

Please attach a copy of this form with your self-assessment of the report according to the marking criteria when handing it in. FC = Failure of the unit due to failure to complete an identified essential assessment component (applies to all assessments in this unit)

<table>
<thead>
<tr>
<th>A. Content (80%)</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
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<tbody>
<tr>
<td>q Executive Summary</td>
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<td>q Theoretical overview and application of theoretical frameworks to the issues</td>
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<td>q Background, context, significance, aims and objectives</td>
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<td>q Comprehensive coverage of issues</td>
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<td>q Data collection methodology</td>
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<td>q Data Analysis and findings</td>
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<td>q Logical and practical recommendations and action plans</td>
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<td>q Conclusion</td>
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<td>q Evidence of wide research and reading</td>
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<table>
<thead>
<tr>
<th>B. Presentation and Structure (20%)</th>
<th>HD 80-100%</th>
<th>D 70-79%</th>
<th>CR 60-69%</th>
<th>Pass 50-59%</th>
<th>Fail ≤49%</th>
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<tbody>
<tr>
<td>q Logical Structure and flow</td>
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<tr>
<td>q Use of sections (headings) and subsections appropriate to help navigate reader through the document</td>
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<td>q Use of footnotes, figures and charts</td>
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<td>q Clarity of expression, writing style and grammar</td>
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<td>q Referencing appropriately done</td>
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Unit: MGMT8570 Organisational Change and Transformation  
Managing Strategic Change: Syndicate Group Peer Evaluation

(Please submit to Dee Roche in a sealed envelope by 25 March 2011)

Name:
Syndicate Group Name:
Title of Syndicate Group Project:

Instructions:
Rate each of your syndicate group members, excluding yourself, on each of the items listed below and as objectively as possible. First, write the names of your group members. Then, for each question, write the number that is most applicable to each of the members, as per the scale indicated immediately below. If questions are not applicable please write N/A.

1------------2------------3------------4------------5
Very little or                    Very much or
Very infrequently               All of the time

<table>
<thead>
<tr>
<th>GROUP MEMBER NAMES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. Frequency of attendance at syndicate group meetings</td>
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<td>2. Contribution in terms of defining the topic</td>
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<td>3. Contribution in researching the topic</td>
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<td>4. Contribution in providing/finding examples</td>
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<td>5. Contribution in drafting the final report</td>
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<td>6. Taking care of getting the typing done</td>
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<tr>
<td>7. Taking care of proof reading &amp; attention to details of the report</td>
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<td>8. Contribution in terms of ideas</td>
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<td>9. Overall contribution to the group project</td>
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<td>10. Total</td>
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</table>

11. If you had to allocate among your syndicate group members a total of 100 points, how much would each person get?

Additional Comments