



Victoria Management School

MMMS 508
ORGANIZATIONAL CHANGE

Second Trimester 2005

COURSE OUTLINE

Contact Details

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Office hours by appointment.

Class Times and Room Numbers

RLWY 315 on Monday afternoons, 1:40 – 5:30 p.m.

Course Objectives

We will develop a theoretical and conceptual understanding of organizational change. Through reading and discussion, we will develop (1) a critical appreciation of the organizational change literature, and (2) a knowledge framework you can apply to your own interests. 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
- An overview of the field of organizational change and development, its contributions, limitations and future prospects

Materials and Equipment

Many readings will be distributed. Additional readings will emerge based on our interests. I will provide a beginning framework to introduce us to some broad issues, but much of the materials will be generated by our own research and/or practical interests. For instance, you may be interested in ‘Managing change in China.’ We will build a readings list to help you pursue your interests.

Assessment

Participation	20%	
Literature critiques (2)	30%	TBA
Final paper	50 %	TBA

Participation - For a class of advanced students, many of the learning opportunities come from being exposed to, and exposing our ideas to, critique from a diverse set of ideas and opinions. Active, quality participation during discussion is crucial to the learning process. Not only will you be expected to offer insightful critiques, but strive to find ways to advance the discussion by making contributions that improve the group’s collective analysis. There may also be short, ad hoc assignments that will fall into the category of participation.

Literature Critiques (2) - We will have 2 critiques due throughout the semester. This is a chance for you to synthesize your knowledge and begin to create a map of the change literature. This will also allow you to assess how the literature might influence your final project. Your critique should provide a single brief overview of the literature, highlighting both broad themes as well as key individual arguments, the assumptions the author(s) makes and the theory/method/evidence they draw upon. You should end your summary with a critical comment which summarizes what you thought of the articles. The purpose here is to extend the literature, or identify some unanswered questions or conceptual gaps in the field, as well as proposals for what might be done to address those issues. This will result in a well-founded opinion rooted in the literature.

Final Paper - I am avoiding putting guidelines or limits in describing this project. Loosely, it should be the theory of change that you subscribe to, as well as implications for existing literature and a program for implementation. I encourage you to be creative, and we can discuss other ideas you have for the final, an empirical research project for example. No matter how creative, you should still be able to defend your program with the literature, ideas, and topics we explore in class.

Mandatory Requirements

You must attain at least 50% of all marks to pass the course. All assignments must be completed by the due date and students must attain a minimum of 40% on each assignment.

Please note: follow this citation and reference style strictly for all assignments. Failure to do so will result in lost marks: <http://aom.pace.edu/AMR/style.htm>

Late assignments: In keeping with standards of professionalism appropriate to a Masters degree, it is expected that deadlines will be honoured. The penalty is **10%** of the report's grade per day (or part thereof) late. Unusual or unforeseeable circumstances (e.g., serious illness, family bereavement) should be documented and may lead to a waiver of this penalty, but need to be discussed with the course director as soon as possible (prior to the due date when feasible). From my experience, late assignments are also usually poorly done, so subtracting 10% from an already rushed, poorly written assignment, is usually detrimental to your final marks. Another bit of the best 'writing deadline' advice you'll ever get but probably won't take - however much time you think you'll need for an assignment, triple it.

Wk	Date	Readings
1	July 4	<p>Paradigms and Creativity theory</p> <p>Morgan, G. 1991. Paradigms, metaphors, and puzzle solving in organisation theory. In J. Henry (Ed.), <i>Creative Management</i>: 81-99. London: Sage.</p> <p>Woodman, R.; Sawyer, J.; Griffin, R. 1993. Toward a theory of organizational creativity. <i>Academy of Management Review</i>, 18: 293-321.</p> <p>Ford, C. 1996. A theory of individual creative action in multiple social domains. <i>Academy of Management Review</i>, 21: 1112-1142.</p>
2	July 11	<p>Creativity: initiating change</p> <p>Drazin, R.; Glynn, M.; Kazanjian, R. 1999. Multilevel theorizing about creativity in organizations: a sensemaking perspective. <i>Academy of Management Review</i>, 24: 286-307.</p> <p>Unsworth, K. 2001. Unpacking creativity. <i>Academy of Management Review</i>, 26: 289-297.</p> <p>Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G. & Smith, B. (1999). <i>The Dance of Change</i>. NY: Doubleday Currency, pp. 3-35.</p>
3	July 18	<p>What is Change?</p> <p>King, N. & Anderson, N. (1995). Organizational Development. In <i>Innovation and Change in Organizations</i>. London: Routledge, pp. 129-155.</p> <p>Kanter, R.M., Stein, B.A., & Jick, T.D. 1992. Chapter 1: The big three model of change. In <i>The challenge of organizational change</i>, New York: The Free Press: 3-19.</p> <p>Mento, A.; Jones, R., & Dirndorfer, W. 2002. A change management process: Grounded in both theory and practice. <i>Journal of Change Management</i>, 3(1): 45-59.</p>
4	July 25	<p>How we see change</p> <p>Nadler, D. 1988. Organizational frame bending: Types of change in complex organizations. In Kilmann, R.T. & Covin, T.J. (Eds). <i>Corporate Transformation</i>. SF: Jossey-Bass: 66-83.</p> <p>Van de Ven, A., & Poole, M. 1995. Explaining development and change in organizations. <i>Academy of Management Review</i>, 20:510-540.</p>
5	Aug 1	<p>Managing Change</p> <p>Lichtenstein, B. 2000. Self-organized transitions: A pattern amid the chaos of transformative change. <i>Academy of Management Executive</i>, 14: 128-141.</p> <p>Huy, Q. 2001. Time, temporal capability, and planned change. <i>Academy of Management Review</i>, 26:601-623.</p> <p>Kanter, R.M., Stein, B.A. & Jick, T.D. 1992. Ch. 10: The challenges of execution in roles and tasks in the change process. In <i>The Challenge of Organizational Change</i>. NY: The Free Press, pp. 369-394.</p>
6	Aug 8 (no class meeting)	<p>Leading Change</p> <p>Kotter, J. P. 1995. Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, March-April: 59-67.</p> <p>Sullivan, W.; Sullivan, R., & Buffton, B. 2002. Aligning individual and organizational values to support change. <i>Journal of Change Management</i>, 2(3): 247-254.</p> <p>Kanter, R. M. 2003. Leadership and the psychology of turnarounds. <i>Harvard Business Review</i>, June: 58-67.</p> <p>Critique # 1 due.</p>

		MID-TRIMESTER BREAK: 15-26 August
7	Aug 29	<p>I hate change</p> <p>King, N. & Anderson, N. (1995). Resistance to change. In <i>Innovation and Change in Organizations</i>. London: Routledge, pp. 156-181.</p> <p>Reicher, A.; Wanous, J., & Austin, J. 1997. Understanding and managing cynicism about organizational change. <i>Academy of Management Executive</i>, 11(1): 48-59.</p> <p>Ford, J.; Ford, L., & McNamara, R. 2002. Resistance and the background conversations of change. <i>Journal of Organizational Change Management</i>, 15: 105-121.</p>
8	Sept 5	<p>Or do I?</p> <p>Watson, G. 2003. Ideology and the symbolic construction of fairness in organizational change. <i>Journal of Organizational Change Management</i>, 16: 154-168.</p> <p>Piderit, S. K. 2000. Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organizational change. <i>Academy of Management Review</i>, 25: 783-794.</p>
9	Sept 12	<p>Funky change</p> <p>Weick, C. Ch. 11: Organizational redesign and improvisation. In Huber & Glick. 1993. <i>Organizational change and redesign</i>: 346-382.</p> <p>McKinley, W., & Scherer, A. 2000. Some unanticipated consequences of organizational restructuring. <i>Academy of Management Review</i>, 25: 735-752.</p> <p>Heracleous, L., & Barrett, M. 2001. Organizational change as discourse: Communicative actions and deep structures in the context of information technology implementation. <i>Academy of Management Journal</i>, 44: 755-778.</p>
10	Sept 19	<p>Talking about Change</p> <p>Stevenson, W., & Greenberg, D. 1998. The formal analysis of narratives of organizational change. <i>Journal of Management</i>, 24(6): 741-753.</p> <p>Armenakis, A., & Harris, S. Crafting a change message to create transformational readiness. <i>Journal of Organizational Change Management</i>, 15: 169-183.</p> <p>Fox, S., & Amichai-Hamburger, Y. 2001. The power of emotional appeals in promoting organizational change programs. <i>Academy of Management Executive</i>, 15(4): 84-95.</p> <p>Critique # 2 due.</p>
11	Sept 26	<p>Whither Change?</p> <p>Kilduff, M., & Dougherty, D. 2000. Change and development in a pluralistic world: The view from the classics. <i>Academy of Management Review</i>, 25: 777-782.</p> <p>Leana, C., & Barry, B. 2000. Stability and change as simultaneous experiences in organizational life. <i>Academy of Management Review</i>, 25: 753-759.</p> <p>Pettigrew, A.; Woodman, R., & Cameron, K. 2001. Studying organizational change and development: Challenges for future research. <i>Academy of Management Journal</i>, 44: 697-713.</p>
12	Oct 3	<p>This is my brain on Change</p> <p>Presentations and papers due.</p>

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 5:00 pm during Trimester 2, 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.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

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