



Victoria Management School

MMBA 560 LEADING CHANGE

Summer Trimester 2006

COURSE OUTLINE

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Class Times: Saturdays 9:00 am – 16:00 pm (lunch break: 12:00-13:00pm)

Class Dates: 13th January 2007

20th January 2007

27th January 2007

3rd February 2007

Room Number: RHLT3

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 have 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. All other assignment materials will be supplied.

Communication of Additional Information

A class email distribution list will be actively used for feedback and notices, 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
1a	Jan 13	Conceptualizing Change: The Experience of Change
1b	Jan 13	Strategising Change I: The Big Picture
2a	Jan 20	Strategising Change II: The Role of Senior Management
2b	Jan 20	Implementing Change I: The Role of the Change Manager Assignment 1 Due
3a	Jan 27	Implementing Change II: Power, Politics, and Persuasion
3b	Jan 27	Receiving Change: Employee Resistance
4a	Feb 2	Change Agency, Consulting and Organizational Development
4b	Feb 2	Sustaining Change Assignment 3 Presentations Assignment 4 Distributed (Due: February 9)

Proposed Workload

Lecture Seminars: 24 hours

Reading: 24 hours

Article Summary: 5 hours

Account of Personal Change Experience: 15 hours

Group Project - Portrait of a Change Agent: 17 hours

Change Management Case Study: 15 hours

ASSESSMENT

The course will be assessed as follows:

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

All assignments must also be submitted by the due dates (see 'Penalties' on page 11).

Submission of Assignments

Assignments are to be submitted by email to mbelmes@wdi.edu by the due date unless otherwise discussed in class.

COURSE CONTRIBUTIONS AND ASSIGNMENTS

1. Retrospective Account of a Personal Change Experience

Due: Saturday, January 20

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 1b-4a 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 about the article in the seminar (i.e., *no more than 5 minutes*) and copies of your summary will be distributed to each of your colleagues.

3. Portrait of a Change Agent

Class Presentation: 30 per cent

Due: Saturday, February 2 (Session 4b)

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 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 4b. 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 February 2 and returned to me via email (at mbelmes@wpi.edu) by February 9 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, 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 fixed word limits are imposed on your assignments for this course, although guidelines have been set for assignment 1 and 2. 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 1a – January 13 • 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 society. 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.
- Elrod, P.D. & Tippit, D.D. (2001). The "death valley" of change. *Journal of Organizational Change Management*, 15(3), pp. 273-291.
- Graetz, F., Rimmer, M., Lawrence, A., Smith, A. (2002). 'Understanding change'. In *Managing Organizational Change*. Milton, Qld: John Wiley, pp. 13-46.
- Grove, A. Preface and Something changed. In *Only the Paranoid Survive*, New York: Currency Doubleday, pp. 3-23.

Session 1b – January 13 • Strategising Change I: The Big Picture

In this and the following session we will consider the big picture in 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 and examine some of the critiques that have been developed in response to programmatic change models.

Readings:

- Collins, D. (2001). N-step guides to change. In *Organizational 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). Big 3 model of change. 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 2a – January 20 • Strategising Change II: The Role of Senior Management

This session will be devoted to a discussion of the economic and organizational perspectives on the management of change and the critical role of the CEO or senior executive team in leading organizational change. Some writers suggest that CEOs need to transform the way they go about leading change. We will consider these different approaches to managing change and discuss the limitations of CEOs and senior managers and the paradoxes they face as managers of change.

Readings:

- Beer, M. & Nohria, N. (2000). Resolving the tensions between theories E and O of change. In *Breaking the Code of Change*. Cambridge, MA: Harvard Business School Press, pp. 1-33.
- Collins, J.C. & Porras, J.I. (1996). Building your company's vision. *Harvard Business Review*, September-October, 65-77.
- Jackson, B. & Parry, K. (2001). Introduction: The rise of the hero manager. In *The Hero Manager: Learning from New Zealand's Top Chief Executives*. Auckland: Penguin, pp. 19-37.
- Spector, B. (1993). From bogged down to fired up: Inspiring organizational change. In Jick, T.D. *Managing Change: Cases and Concepts*. Homewood, IL: Irwin, pp. 113-120.

Session 2b – January 20 • Implementing Change I: The Role of the Change Manager

In this session we will focus on the role of the manager and supervisor in leading and implementing strategic change within the organization. We will consider how and why managers choose to resist or support organizational change.

Readings:

- Heifetz, R. & Linsky, M. (2002). The heart of danger. In *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business School Press, pp. 9-30.
- 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.

- Jick, T. (1993). Implementing change. In Jick, T.D. *Managing Change: Cases and Concepts*. Homewood, IL: Irwin.
- 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.
- 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 3a – January 27 • Implementing Change II: Power, Politics, and Persuasion

This session focuses exclusively on the political dimension of change implementation and the various strategies and tactics that change managers can employ to be effective. We will also discuss whether change should be driven from the top down or the bottom up process and discuss the implications for power, politics, and persuasion in those two scenarios.

- Buchanan D. & Badham, R. (1999). Politics and organization change: The lived experience. *Human Relations*, 52, 5, 609-629.
- Cialdini, R. (1993). Weapons of influence. In R. Cialdini, *Influence: The psychology of persuasion*. New York: William Morrow, pp.1-16.
- Conger, J. (2000). Effective change begins at the top. And Bennis, W. (2000). Leadership of change. In *Breaking the Code of Change*. Cambridge, MA: Harvard Business School Press, pp. 99-121.
- Hirschhorn, L. (2002). Campaigning for change. *Harvard Business Review*, pp. 98-104, Summer.

Session 3b – January 27 • Receiving Change: Employee Resistance

This session focuses on the role of the 'recipient' of change management which invariably means both managers and ordinary front-line workers. 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.

- King, N. & Anderson, N. (1995). Resistance to change. In *Innovation and Change in Organizations*. London: Routledge, pp. 156-181.
- LaNuez, D. & Jermier, J. (1994). Sabotage by managers and technocrats. In *Resistance and power in organizations*, London: Routledge, pp. 219-251.
- Los Angeles Times (1998). "Sure workers get mad but more get even". October 31.
- 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 4a – February 3 • Change Agency, Consulting and Organizational 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 the spectacular growth of the management consulting industry during the 1990s and how it 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:

- Fincham, R. (1999). The consultant-client relationship: Critical perspectives on the management of organizational change. *Journal of Management Studies*, 36, 3, 335-352.
- French, W.L. & Bell, C.H. (1994). A history of organization development. In W.L.French, C.H. Bell & R.A. Zawacki. *Organization Development and Transformation*. Boston: Irwin McGraw-Hill, pp. 25-40.
- 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.
- 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
- 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 4b – February 3 • 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.

Victoria MBA Grading Standards

- 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.
- 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”.
- 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.
- 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.
- 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.
- 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.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

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 Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Manaaki Pihipihinga Coordinator
Room 210, Level 2
Railway West Wing
Tel. (04) 463 8997
Email: Puawai.Wereta@vuw.ac.nz

Fa'afai Seiuli
Pacific Support Coordinator
Room 109 B
14 Kelburn Parade
Tel. (04) 463 5842
Email: Faafoi.Seiuli@vuw.ac.nz

The Pacific Support Coordinator is also available on the Pipitea Campus, Room 212, Level 2, Railway West Wing, every Thursday, 1-4pm. No appointment is necessary. You can either come in, email or phone with any issue that you need help with. Fa'afai links Pacific students to the services and support they need while studying at Victoria.