

Victoria Management School

MMBA 560 LEADING CHANGE

Trimester Three 2008

COURSE OUTLINE

Contact Details

COURSE COORDINATOR

Dr Todd Bridgman

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SENIOR ADMINISTRATOR

Linda Walker

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Trimester Dates

Please note that the third trimester commences on Monday, 17 November until Saturday 21 February 2008. This course commences in the second part of the trimester.

Dates: 17 January 2009
24 January 2009
31 January 2009
07 February 2009

Times: Saturdays 9.00am – 4.00pm

Venue: Rutherford House Lecture Theatre 3 (RHLT3)

Withdrawal dates

Information available via <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Introduction

Change is all pervasive today, at the level of the individual, organisation and society. It has become a cliché that organisations which can quickly react and adapt are the ones that will survive and thrive in an increasingly turbulent marketplace. However, amongst the recipients of change there is evidence of growing cynicism, together with feelings of being overwhelmed by constant change. This suggests that organisations might be more successful if they attempted to change less often. Building on the material covered in MMBA 505 (Organisational Behaviour) and MMBA 519 (Human Resource Management), this course 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.

Programme and Course-related Learning Objectives

This course will provide students opportunity:

- to develop oral, written and IT-related communication skills
 - through active participation in class discussion
 - through the development and presentation of oral and written reports
 - through formal and informal classroom debate
- to develop critical and creative thinking skills
 - through exercises and assignments requiring analysis, evaluation, interpretation and synthesis
 - through debate and classroom discussion
- to develop leadership skills
 - through structuring independent study
 - through leading a project or group exercise
 - through fulfilling spokesperson duties, reporting on a group's activities or ideas to a class

Overall Course Objectives

At the end of this course you should have gained:

- a deeper appreciation of change leadership, involving the integration of previous MBA learning, especially MBA core subjects
- an appreciation of multiple perspectives for understanding organisational change
- a broad understanding of the major approaches that have been developed to lead change
- an appreciation of the roles of external consultants in implementing change processes
- a heightened awareness of the politics of managing change and familiarity with political strategies and tactics
- an understanding of the issues involved in leading culture change
- critical insight into why change is resisted and the different forms that resistance can take

Course-related Student Learning Objectives

On successful completion of the course, students should be able:

- to demonstrate an understanding of different perspectives for conceptualising change in organisations
- to develop an ability to critically evaluate theory, concepts and frameworks and apply them to change leadership situations
- to generate a deeper understanding of the complexities of leading change

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 individual assignments.

Readings

A set of readings will be made available prior to the start of the course. You will be required to draw on the readings extensively during classes so it is important to have read them beforehand.

Course Schedule

Week	Date	Topic
1	January 17	Introduction Conceptualising the Experience of Change Perspectives on Change
2	January 24	Strategising Change The Role of the Change Leader The Role of Consultants
3	January 31	Power, Politics and Persuasion Culture Change
4	February 7	Resistance, Cynicism and Ambivalence Group Presentations Course Review

Assessment Requirements

Assignment	Title	Weight	Due Date
1	Retrospective Account of a Personal Change Experience	25%	January 24
2	Portrait of a Leader <ul style="list-style-type: none"> • Written report • Oral presentation 	15% 10%	February 7
3	Examination	50%	16-21 February 2009
	TOTAL	100%	

1. Retrospective Account of a Personal Change Experience (Individual Assignment)

Due Date: In class on January 24

Weight: 25%

Length: 2000 words

For this assignment you need 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. The objective is to reflect and analyse what happened during that transition in an effort to consolidate your understanding and gain 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. You should 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. You will be assessed on 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. Portrait of a Leader (Group Assignment)

Due: In class on February 7

Written Report Length: 2000 words

Weight: 15%

Presentation Length: 15 minutes

Weight: 10%

Early on in the course you will be broken into small groups. Each group will select a leader who has had a major impact (either positive or negative) upon a private, public or non-profit sector organisation based in New Zealand. Given that you will be relying on secondary accounts of this individual, the leader should have attracted some attention from the media and possibly academic commentators. Your task is to analyse what the leader did to effect the organisational 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. Explain why you selected the leader and what you think are the key lessons to be gleaned from this account about what should and/or should not be done when leading change. In addition to producing a report, you will make a 15-minute presentation of your research to the class.

3. Examination

Date: Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period of Monday 16 February to Saturday 21 February 2009 (inclusive)

Weight: 50%

The examination is worth 50% of the total marks available for this course. It is closed book 3-hour examination. More information will be given in class.

Length Guidelines

The ability to write in an economical style is a skill that is valued in both academic and business settings and therefore word limits should be strictly adhered to. +/- 10% is acceptable, but assignments which are more than 10% over the word limit will need to be resubmitted. The word limit is all-inclusive i.e. tables, footnotes, references etc and the word count must be included on all submitted written work.

Handing in assignments:

Assignments 1 and 2 should be handed in at class. Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Submit all assignments
- b. Obtain at least 40 per cent of the marks available (i.e. 20 marks out of 50) for the final examination.
- c. Participate in one full day equivalent Leading Change Workshop

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade. Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not. Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

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 due date.

Victoria MBA Grading Standards are as follows:**Excellent Category**

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds "competency".

Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to "fail" the student.

Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

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 560.

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 on the ground floor (EA005). This counter is the first point of contact for :

- 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 or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

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 students or staff.

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

Note: including the work of others will not be considered plagiarism as long as the work 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:

www.victoria.ac.nz/home/studying/plagiarism.html

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

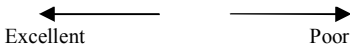
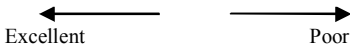
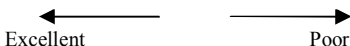
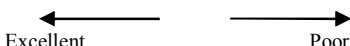
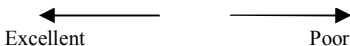
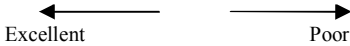
For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

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Retrospective Account of a Personal Change Experience Marksheet

NAME:

Experience is analysed using own and others' concepts		Experience is described but not analysed using own and/or others' concepts
Reflection and analysis demonstrates insights into experience		Reflection and analysis does not demonstrate insights into experience
Suggestions for managing the change better are discussed and show insight		Suggestions for managing the change better are not discussed/show no insight
Answer is structured coherently		Answer lacks a coherent structure and is hard to follow
Referenced appropriately		Referenced inappropriately
Word limit adhered to		Too long/short

GENERAL COMMENTS:

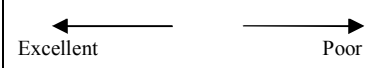
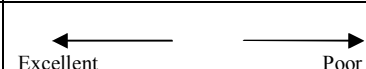
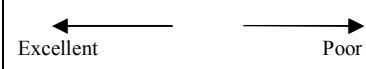
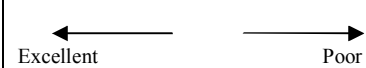
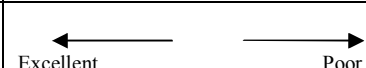
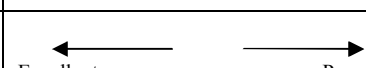
GRADE:

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‘Portrait of a Leader’ Written Report Marksheet

NAME:

The leader and the change are analysed using own and others’ concepts		The leader and the change are described but not analysed using own and others’ concepts
Tasks outlined in the assignment brief were covered		Tasks were not covered
Valuable insights into the leader were produced		Analysis was superficial and failed to generate insights
Answer is structured coherently		Answer lacks a coherent structure and is hard to follow
Referenced appropriately		Referenced inappropriately
Word limit adhered to		Too long/short

GENERAL COMMENTS:

GRADE:

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'Portrait of a Leader' Oral Presentation Marksheet

GROUP MEMBERS:

STRUCTURE Presentation has a clear and logical structure	← Excellent	→ Poor	Presentation is poorly structured, making it difficult to identify key points
COVERAGE Tasks outlined in the assignment brief were covered	← Excellent	→ Poor	Tasks were not covered
CONTENT Valuable insights into the leader were produced	← Excellent	→ Poor	Analysis was superficial and failed to generate insights
IMPACT The style of delivery captures and holds the attention of the audience	← Excellent	→ Poor	The style of delivery is dull and does little to engage the audience
TIME MANAGEMENT The presentation was 15 minutes in length (+/- 2 minutes)	← Excellent	→ Poor	The presentation was either under or over the 15 minute guideline

GENERAL COMMENTS:

GRADE:



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Assignment Cover Sheet

Assignment No. 1

Word Length: _____

Name: _____

Student ID: _____



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Assignment Cover Sheet

Assignment No. 2

Word Length: _____

Name: _____

Student ID: _____