

Victoria Management School

MMBA 560 LEADING CHANGE

Trimester 3, 2012

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Dr Todd Bridgman

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SENIOR ADMINISTRATOR

Linda Walker

Room: RH1004, Rutherford House

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Trimester Dates

Teaching Period: Saturday 12 January 2013 to Saturday 2 February 2013 (inclusive)

Examination Period: Monday 18 February – Saturday 23 February 2013 (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Monday 21 January 2013.
2. The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. Monday 28 January 2013.

After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

9.00am – 3.45pm, GBLT 3

Teaching Dates:

12 January 2013

19 January 2013

26 January 2013

2 February 2013

Course Content

Change is all pervasive today, at the level of the individual, organisation and society. It has become taken for granted that organisations must change to survive and thrive in an increasingly turbulent world. However, most change interventions fail to deliver their objectives and amongst the recipients of change there is evidence of growing cynicism, together with feelings of being overwhelmed by constant change. This suggests that it would be worthwhile critically examining what is regarded as ‘best practice’ in the area of change leadership. This course draws on a blend of academic and practitioner perspectives and considers cases of change success and failure in an attempt to generate a deeper understanding of the challenges and the complexities of leading change effectively.

Week	Date	Topic
1	12 January	Perspectives on Change Introduction The Experience of Change Conceptualising the Experience of Change Change Metaphors and Frameworks
2	19 January	Leading Change, Changing Leadership Management Fads and Fashions Hero Leadership Critical Approaches to Leadership
3	26 January	Leading Culture Change The Distinctiveness of Culture Change Analysing and Managing Culture
4	2 February	Responses to Change Conformity, Resistance and Cynicism Integrating Case Session Change Leadership Analysis Presentations Course Review

Course Learning Objectives

At the end of this course you should have gained:

1. a deeper awareness of a personal change experience
2. an appreciation of multiple perspectives for understanding change in organisations
3. an understanding of different theories and approaches to leadership
4. an understanding of the issues involved in leading culture change
5. critical insight into predominant attitudes to change faced by leaders

Course Delivery

The course will be delivered over four Saturday classes.

Expected Workload

150 hours, including reading in preparation for class, time spent in class and completion of the assessment requirements.

Group Work

This course has one group assessment. The assessment criteria are available on the assessment mark sheet. Students are expected to contribute equally, and will therefore share the grade awarded.

Readings

A set of readings will be made available prior to the start of the course. You will receive these in hard copy and an electronic copy will be posted on Blackboard. You will be required to draw on the readings extensively during classes so it is important to have read them beforehand.

Assessment Requirements

Assessment	Title	Weight	Due Date
1	Retrospective Account of a Personal Change Experience	25%	Wednesday January 23, 4pm
2	Change Leadership Analysis <ul style="list-style-type: none">• Written report• Oral presentation	10% 5%	Saturday February 2 (in class)
3	Examination	60%	18-23 February 2013
	TOTAL	100%	

Relationship between the assessments and the course learning objectives are as follows:

Learning Objective	Retrospective Account of a Personal Change Experience	Change Leadership Analysis	Exam
1	X		X
2	X	X	X
3		X	X
4			X
5			X

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

Due: Wednesday January 23, 4pm

Weight: 25%

Length: 2000 words

Submit: via Blackboard

In this assignment you will reflect on a personal change experience – it could be related to your work, your university study or some other aspect of your life. Your task is to analyse the change using conceptual material (concepts, frameworks, theories) provided in the MMBA 560 Course Readings. You will be assessed on your ability to generate insights into your change experience. In this assignment, analysis is preferred to description, and depth of analysis is preferred to breadth i.e. it is preferable to apply a limited number of concepts in depth, rather than superficial coverage of a wide range of conceptual material.

2. Change Leadership Analysis (Group Assignment)

Due: Saturday February 2

Submit: in class

Written Report Length: 2000 words

Weight: 10%

Presentation Length: 10 minutes

Weight: 5%

Early on in the course you will be broken into groups. As a group, select a leader who led a change initiative that had a major impact (either positive or negative) upon a private, public or non-profit sector organisation of your choice. Your task is to conduct secondary (or desk) research – not primary research (e.g. interviews), so you will need to choose a topic where secondary material is available. You should

- explain why you selected the leader and change initiative
- analyse the role played by the leader
- make an assessment of the reasons behind the success or failure of the change initiative.
- Draw lessons from your analysis about what should and/or should not be done when leading change.

In addition to producing a report, your group will make a 10-minute presentation of your key findings to the class.

3. Examination

Weight: 60%

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during 18-23 February 2013.

The exam is worth 60% of the marks available for this course. The exam will be closed book and will be 3 hours in duration. It will consist of 3 questions, which the Course Coordinator will select from a question bank. The question bank will be distributed at the conclusion of the final class on Saturday 2 February and posted on Blackboard. Essay style answers are expected (introduction – main body – conclusion).

The following reading, which appears at the back of your Course Readings, provides advice on how to write essays in exams.

Hunter, I. (2008). *Write that essay! A Practical Guide to Writing Better Essays and Achieving Higher Grades*, McGraw-Hill, North Ryde, NSW: pp.76-86.

Length Guidelines

The ability to write in an economical style is a valuable skill 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 inclusive of tables, figures and appendices but exclusive of the list of references.**

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.

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. A brief guide to APA referencing is posted on Blackboard. 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/research/reference/referencingguides.aspx>).

Victoria MBA Grading Standards are as follows:

Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (85% and above): 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.

Mandatory Course Requirements

There are no Mandatory Course Requirements.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Additional information and information on any changes will be posted on Blackboard and emailed to students via Blackboard.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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Retrospective Account of a Personal Change Experience Marksheet

NAME:

Experience is analysed using conceptual material	← Excellent	→ Poor	Experience is described but not analysed
Analysis demonstrates understanding of the conceptual material	← Excellent	→ Poor	Analysis fails to demonstrate understanding of conceptual material
Reflection and analysis generates insight into experience	← Excellent	→ Poor	Description of experience does not generate insight
Answer is structured coherently	← Excellent	→ Poor	Answer lacks a coherent structure and is hard to follow
Referenced appropriately	← Excellent	→ Poor	Referenced inappropriately
Word limit adhered to (+/- 10%)	← Excellent	→ Poor	Too long/too short

GENERAL COMMENTS:

GRADE:

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Change Leadership Analysis Written Report Marksheet

NAME:

The leader and the change are analysed using conceptual material	← Excellent	→ Poor	The leader and the change are described but not analysed using conceptual material.
Analysis generates insight into the leader	← Excellent	→ Poor	Description of leader and the change does not generate insight
Key lessons for leading change reflect insight	← Excellent	→ Poor	Key lessons not discussed/show no insight
Answer is structured coherently	← Excellent	→ Poor	Answer lacks a coherent structure and is hard to follow
Referenced appropriately	← Excellent	→ Poor	Referenced inappropriately
Word limit adhered to (+/- 10%)	← Excellent	→ Poor	Too long/too short

GENERAL COMMENTS:

GRADE:

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Change Leadership Analysis Oral Presentation Marksheet

NAME:

STRUCTURE Presentation has a clear and logical structure	← Excellent	→ Poor	Presentation is poorly structured, making it difficult to identify key points
CONTENT Valuable insights into the leader and change 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 10 minutes in length (+/- 1 minute)	← Excellent	→ Poor	The presentation was either under or over the 10 minute guideline (+/- 1 minute)

GENERAL COMMENTS:

GRADE:



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Individual Assignment Cover Sheet

Word Length: _____

Name: _____

Student ID: _____



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Group Assignment Cover Sheet

Assignment No. 2

Word Length: _____

Name: _____

Student ID: _____