Newcastle Business School

EMBA6002: Sustainable Organisational Change
2024

MISSION: To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice

OVERVIEW

Course Description
Sustainable organisational change will be considered from a range of diverse perspectives: global and local; radical and minor; senior leadership and front-line employees. The course emphasises the development of both analytical and procedural skills to assist participants in making important decisions about change while developing strategies to tackle the changes. Learning how to influence others and implement sustainable organisational change will enable student's capabilities as a leader in their chosen field. Participants will identify an area for change within their own organisation, and work on a plan to operationalise the change, taking into account stakeholders, potential risks, budget constraints and more.

Please note: Students will study in the format that complies with COVID-19 restrictions in place at the time. This may mean face to face in person delivery and/or delivery via technology.

Contact Hours
Blended/Online Activity:
Online
8 hours(s) per term
Workshop:
Face to Face on Campus
28 hour(s) per term
This course will be offered in intensive mode

Unit Weighting
10 units

Requisites
Students must be active in 40214 Executive Master of Business Administration to enrol in this course.

Assumed Knowledge
EMBA6001 Mindful Leadership

Workload
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course

Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.

Course Learning Outcomes
On successful completion of this course, students will be able to:

1. Apply change theories, concepts and frameworks to analyse relevant aspects of their organisation;
2. Reflect on organisational change principles and interventions in relation to individual, group and organisational change;
3. Cultivate capabilities required for leading and managing ongoing, long-term strategic, sustainable change including persuasive presentation skills; and
4. Evaluate effective and ineffective organisational change and why change management programs often fail.

COURSE OUTLINE

ASSESSMENTS

This course has **3** assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Development of a Change Plan intended to introduce a change in candidate's current organisation	7 July 2024 by 11:59 pm SGT	Individual	50%	1,2,3,4
2	Presentation of Change Plan	23 June 2024 by 11:59 pm SGT	Individual	25%	1,2,3
3	Ongoing Reflective Journal	16 June 2024 by 11:59 pm SGT	Individual	25%	2

Please note: students are advised that all assessments must be submitted in English. Assessment items <u>not</u> submitted in English will receive a mark of zero.

Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. **Note**: this applies equally to week and weekend days.

Assessment 1 – Development of a Change Plan intended to introduce a change in student's current organisation

Assessment Type	Proposal/Plan
Purpose	**Development of a Change Plan**: purpose is to action strategies/processes for realising specific organisational change while supporting people to accept/adjust to change.
Description	**1. Identify the change**
	1.1. Type of change
	1.2. Rationale for the change
	1.3. Change scope
	1.4. Current state
	1.5. Outcome
	1.6. Conceptual shifts required for this change
	1.7. Organisation change readiness
	2. Particulars of the change
	2.1. Process of Change
	2.2. People Change
	2.3. Communication strategy
	2.4. Cost-benefit analysis
	2.5. Risk Assessment
	3. Change Approach
	3.1. Stakeholder Analysis
	3.2. Resistance to change
	3.3. Role of Change Management Team
	4. Implementation strategies
	4.1. Action Plan
	4.2. Communication Plan
	4.3. Training & Development Plan
	4.4. Enterprise Systems Plan
	4.5. Resistance Plan
Weighting	50%
Length	2500 – 3000 words
Due Date	7 July 2024 by 11:59 pm SGT
Submission Method	Turnitin

Assessment Criteria	See Assignment Rubric
Return Method	Turnitin
Feedback Provided	Formative and online – via Turnitin

Assessment 2 - Presentation of Change Plan

Assessment Type	Presentation
Purpose	An effective presentation maximises the relationship between you, the presenter, and your audience. The intention of this presentation is to provide the rationale for the change you propose and obtain 'buy in' from colleagues for proposed way forward.
Description	Demonstrate full consideration of the audience's needs in order to capture their interest, develop their understanding, inspire their confidence and achieve the presenter's objectives.
Weighting	25%
Length	Further details to be provided on CANVAS
Due Date	23 June 2024 by 11:59 pm SGT
Submission Method	In class with follow up in organisation as outlined in class
Assessment Criteria	Rubric and peer review
Return Method	Turnitin
Feedback Provided	In class and online - via Turnitin

Assessment 3 - Ongoing Reflective Journal

Assessment Type	Journal
Purpose	Personal reflection enables you to process and make meaning of all of the great (and not so great) learning and work experiences you experience in this course.
Description	The journal will encourage you to consider how this course helped to improve (or otherwise) your understanding of context; how it transformed your perspective about organisational change; and how it deepened your understanding of ever-changing environments about a variety of issues. A deeper understanding allows you to understand problems, to design solutions and to communicate your ideas.
Weighting	25%
Length	2500 words (paper based on journal)
Due Date	16 June 2024 by 11:59 pm SGT
Submission Method	Turnitin
Assessment Criteria	See Assignment Rubric
Return Method	Turnitin
Feedback Provided	Turnitin

SYLLABUS

Course Content	**Expert facilitators will provide authentic change cases to illustrate:**
	1. Leading change and transformation
	2. Change, transition and transformation interventions and approaches
	3. Why transformational efforts fail; e.g. resistance, poor planning, communication
	4. Implementation, measurement and evaluation
	5. Sustainability: contradiction or necessity
Course Materials	**Required Text:**
	Waddell, Dianne, et al. *Organisational Change*, Cengage, 2019. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/newcastle/detail.action?docID=6335554.
	NB: this is an Ebook which is free of charge from the University Library: https://ebookcentral.proquest.com/lib/newcastle/reader.action?docID=6335554
	Optional Text:
	Kotter, John P. Leading Change, With a New Preface by the Author, Harvard Business Review Press, 2012.
	NB: This is also an ebook available free of charge from the University Library: https://ebookcentral-proquest-com.ezproxy.newcastle.edu.au/lib/newcastle/detail.action?docID=5182145.

SCHEDULE

Course Dates	Topic	Class Preparation	Workshop Activities
Day 1 1st June	**The Environment of Change** What is sustainable change? Change approaches	Text: Chapters 1 & 2	Organisational life cycles – Participants choose an organisation/organisational unit of choice and map it to a stage in the sustainable change life cycle.
	Diagnosing change; drivers of change		Participants apply diagnosis to organisation/organisational unit of choice.
	Incremental change; change readiness		Change readiness assessment
	Change, People and Process Transformational change; cultural change; employee commitment to change	Text: Chapter 9	Change readiness assessment
Day 2 2nd June	Developing change capability: mindset and behaviours		Application of capability assessment model
	Emergent vs innovation-led change		Participants apply frameworks to their organisation
	Blended/online Learning Activities Advised in class/on CANVAS		
Day 3 8th June	Enabling Effective Change		Guest Lecture
	How to plan and action change	Chapter 5	Planning exercise for participant's project
	Change and Sustainability Resistance and adaptation to change	Chapter 4	Participants apply Kurt Lewin's force field to example of organisational change of their choice. Linked back to Topic 2.
Day 4 9th June	Change leadership, change agents, change governance and ethics	Chapter 3	Participants self-assess change leadership capability
	Competition and collaboration	Chapter 11	
	Change presentations – analysis, feedback and lessons learned		Participants' roundtable

Please note: If a class/lecture is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

CONTACTS

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ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: - CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site. - Email: Students will receive communications via their student email account. - Face to Face: Communication will be provided via face to face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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