MNO3320 MANAGING CHANGE

Semester 1, AY2014/2015

Lecturer:

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Module Description

All of us have experienced change in our lives. Change is often regarded with mixed feelings of excitement, fear and uncertainty. As a business graduate, there will be instances in which you will be a participant and observer of organisational change. At other times, you will have the opportunity and responsibility of managing planned change in organisations. This course aims to prepare you for such opportunities.

This course is organized around these major questions:

- Why is organisational change so difficult?
- How can I lead and manage change in organisations?
- What tools and processes can I use to manage change?
- When and how should these tools be used and what are the strengths and drawbacks of each?
- Why do some change efforts fail? Why do others succeed?

Learning Outcomes

By the end of this module, you should:

- Understand how planned change in organisations can be managed, and the methods of achieving planned organisational change
- Be able to critique cases of planned organisational change in organisations
- Be able to make proposals for leading and managing various kinds of planned changes in organisations

13-Week Module Outline

1. The Case for Change
2. State of Play of Change Management in Organisations Today
3. Critical Success Factors for Change
4. Leadership & Change – Roles Leaders Play
5. Resistance & Barriers to Change
6. Organisational Culture – Barrier of Change & Target of Change
7. Attributes & Competencies of a Successful Change Leader / Agent
8. Working within Teams towards Change
9. Working across Groups for Change
10. Setting Goals to Achieve Change
11. Organisational & Leadership Portraits of Successful Companies
12. Learning from Each Other – Group Presentations Part 1
13. Learning from Each Other – Group Presentations Part 2

Module Reading

The **textbook** for this module is: Jick, T., & Peiperl, M. (2011). Managing Change: Cases and Concepts. New York: McGraw-Hill/Irwin. We will refer to the textbook for some of the sessions. The textbook is concise and contains many cases, examples and how to advice.

To gain different perspectives on change, you will also read other academic articles from journals and books. The readings are meant to provide you with theories of change, suggested approaches to change, illustrative cases and experience-based reflections on change-related topics.

Other materials: Cases, exercises, and additional readings for each week will be delivered via IVLE one week before class. Students are expected to study them before class starts.

Your Responsibilities

- Each change incident can make you better able to meet the next one, if you learn from it. Using this same principle, this module takes an **experiential approach**. In terms of role and identity, you will have **to go beyond that of a student**. You will have **to assume the role of a change leader / agent** and think and act acoordingly.

- To learn the most from this course, you should:
    - Be prepared for all classes, having completed the readings & assignments
    - Be responsible for participating actively in class, whether in case discussions, critiques and debates
    - Be willing to question, think critically & creatively and learn from others

- Outside of classes, my main mode of communication with the class will be via IVLE and email. It will be your responsibility to check your NUS mailbox regularly, and also to read announcements, updates and materials posted to IVLE.

- Many of the sessions will include group exercises as part of the learning process. As such, you have a responsibility to your group to be fully prepared for the exercise and to show up for class to play your part.

The success of this module relies heavily on all of us creating a supportive and safe environment. Therefore, you are encouraged to listen carefully to each other and to articulate your own perspectives in a civil and respectful manner. Your active participation and open sharing is essential. You will learn through interaction with your classmates in and outside the classroom, while working alone and while working on projects in teams with members coming from different backgrounds. This way of learning not only provides you with opportunities to build confidence and sharpen your skills, but also helps you to get to know one another well, and build life-long relationships.

Academic Honesty

Please acknowledge all references and sources that you use in your work. This is not just good manners but also academic honesty.

Grading Components

Your overall grade will depend on multiple components.

Individual-based course work
- Engaged Participation & Regular Attendance   20%
- Response Paper 1   25%
- Response Paper 2   25%

Team-based course work[1]
- Group Project & Presentation   30%

Please note that, as in all grading exercises in the Singapore schools, final grades reflect performance relative to peers. Foreign students, please take note of this and consult your Singaporean counterparts on this issue.

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[1] Although in general, all team members will receive the same grade for team-based coursework, the instructor reserves the right to change individual grades on team work based on an individual's teamwork contribution.

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MNO3320: Schedule, Weekly Readings & Special Guests

The class schedule presented below may be amended when necessary, to take advantage of further opportunities for learning.

We have 3 Very Special Guests joining MNO3320 Managing Change for an hour each on Sessions 4, 8 and 11. They are:

- Mr Lim Siong Guan
  - 330-430pm on 5 September 2014 for Session 4 (Leadership & Change – Roles Leaders Play)
  - Mr Lim Siong Guan is Group President of GIC (Government Investment Corporation), and former HCS (Head of Civil Service) of the Singapore Civil Service. Mr Lim Siong Guan is also author of The Leader, The Teacher & You, published in 2014.

- Mr Mike Barclay
  - 330-430pm on 10 October 2014 for Session 8 (Working within Teams towards Change)
  - Mr Mike Barclay is CEO of Sentosa Leisure Group, and former CEO of regional airline Silkair.

- Mr Sebastian Paredes
  - 330-430pm on 31 October 2014 for Session 11 (Organisational & Leadership Portraits of Successful Companies)
  - Mr Sebastian Paredes is CEO of DBS HK & China, and former President Director of Bank Danamon in Indonesia.

The **textbook** for this module is: Jick, T., & Peiperl, M. (2011). Managing Change: Cases and Concepts. New York: McGraw-Hill/Irwin. We will refer to the textbook for most of the sessions. The textbook is concise and contains many cases, examples and how to advice.

To gain different perspectives on change, you will also read other academic articles from journals and books. The readings are meant to provide you with theories of change, suggested approaches to change, illustrative cases and experience-based reflections on change-related topics.

Other materials: Cases, exercises, and additional readings for each week will be delivered via IVLE one week before class. Students are expected to study them before class starts.

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Session 1
Topic: The Case for Change

Required Readings:
- Textbook. Jick, T., & Peiperl, M. (2011). Managing Change: Cases and Concepts. New York: McGraw-Hill/Irwin. Pages xix-xxix. Introduction.
- Textbook. Pages 1-4. Forces for Change.
- Textbook. Pages 15-24. The 12 Different Ways for Companies to Innovate.
- Textbook. Pages 4-15. *Case: Innovation at Lego Group (A).*

Session 2
Topic: State of Play of Change Management in Organisations Today

Required Readings:
- Textbook. Pages 61-73. Meeting the Challenge of Disruptive Change.
- HBR's 10 must reads on Change (2011). Boston, Mass: Harvard Business Review Press. Pages 1-16. Leading Change – Why Transformation Efforts Fail.
- Appelbaum SH, Habashy S, Malo J, & Shafiq H. Back to the future: revisiting Kotter's 1996 change model. The journal of management development. 2012;31:764-782.
- Textbook. Pages 50-55. *Case: Nestlé's Globe Program (A).*

Session 3
Topic: Critical Success Factors for Change

Required Readings:
- Textbook: Pages 109-112. Changing the Game – from Vision to Adaptation.
- Textbook: Pages 132-139. From Bogged Down to Fired Up – Inspiring Organizational Change.
- Textbook: Pages 113-120. The Vision Thing (A).
- Textbook: Pages 389-403. Managing to Communicate, Communicating to Manage.
- Textbook: Pages 120-131. *Case: Bob Galvin and Motorola, Inc. (A).*

Session 4
Topic: Leadership & Change – Roles Leaders Play

Required Readings:
- Lim, S. G., & Lim, J. H. (2014). The leader, the teacher & you: Leadership through the third generation. London: Imperial College Press. Pages 149-161. Leadership.
- Lim, S. G., & Lim, J. H. (2014). The leader, the teacher & you: Leadership through the third generation. London: Imperial College Press. Pages 191-217. Position Leadership.
- Harvard business review on change (1998). Boston, Mass: Harvard Business School Press. Pages 21-54. Building Your Company's Vision.

Special Guest: Mr Lim Siong Guan
- Mr Lim Siong Guan is Group President of GIC (Government Investment Corporation), and former HCS (Head of Civil Service) of the Singapore Civil Service. Mr Lim Siong Guan is also author of The Leader, The Teacher & You, published in 2014.

Session 5
Topic: Reistance & Barriers to Change

Required Readings:
- Textbook: Pages 199-202 and Pages 211-220. Implementing Change.
- Textbook: Pages 264-276. Why Change Programs Don't Produce Change.
- Thomas, R., & Hardy, C. (2011). Reframing resistance to organizational change. Scandinavian Journal of Management, 27(3), 322-331.
- Harvard Business School Press. (2004). Management dilemmas: When change comes undone. Boston: Harvard Business School Press. Pages 45-71. Welcome Aboard (But Don't Change a Thing).

Session 6
Topic: Organisational Culture – Barrier of Change & Target of Change

Required Readings:
- Textbook: Pages 319-322. The Recipients of Change.
- Anderson, D., & Ackerman-Anderson, L. S. (2010). Beyond change management: How to achieve breakthrough results through conscious change leadership. San Francisso: Pfeiffer. Pages 184-205. The Role and Impact of Culture.
- Shook, J. (2010). How to change a culture: Lessons from NUMMI. MIT Sloan Management Review, 51(2), Pages 63-68.

Session 7
Topic: Attributes & Competencies of a Successful Change Leader / Agent

Required Readings:
- Textbook: Pages 405-410. Leading Change – The Personal Side.
- Textbook: Pages 423-429. Bob Knowling's Change Manual.
- Textbook: Pages 475-493. Leadership for Change – Enduring Skills for Change Masters.
- International Journal of Project Management. 28. (2010). Pages 405-412. Competencies for Managing Change.
- Textbook: Pages 430-439. *Case: Change Agent "In Waiting".*

Session 8
Topic: Working within Teams towards Change

Required Reading:
- Pearce, C. L., & Manz, C. C. (2009). Where do we go from here?: Is shared leadership the key to team success? Organizational Dynamics, 38(3), 234-238.
- Bresman, H., & Ancona, D. (2009). The X-factor: Six steps to leading high-performing X-teams. Organizational Dynamics, 38(3), 217-224.
- Wagerman, R., Gardner, H., & Mortensen, M. (2012). Teams have changed: Catching up to the future. Industrial and Organizational Psychology, 5(1), 48-52.
- Edmondson, A. C. (2012). Teamwork on the fly. Boston: Harvard Business School Publ. Corp.
- Edmondson, A. C. (2012). Teaming. San Francisco, CA: Jossey-Bass. Pages 257-287.

Special Guest: Mr Mike Barclay
- Mr Mike Barclay is CEO of Sentosa Leisure Group, and former CEO of regional airline Silkair.

Session 9
Topic: Working across Groups for Change

Required Readings:
- Siebdrat, F., Hoegl, M., & Ernst, H. (2014). Subjective distance and team collaboration in distributed teams. Journal of Product Innovation Management, 31(4), 765-779.
- Hinds, P. J., & Mortensen, M. (2005). Understanding conflict in geographically distributed teams: The moderating effects of shared identity, shared context, and spontaneous communication. Organization Science, 16(3), 290-307.
- Joshi, A., Lazarova, M. B., & Liao, H. (2009). Getting everyone on board: The role of inspirational leadership in geographically dispersed teams. Organization Science, 20(1), 240-252.
- Cross, R., & Thomas, R. J. (2008). How top talent uses networks and where rising stars get trapped. Organizational Dynamics, 37(2), 165-180.

Session 10
Topic: Setting Goals to Achieve Change

Required Readings:
- Textbook: Pages 503-506. Continuous Change.
- Graetz, F., Rimmer, M., Smith, A., & Lawrence, A. (2011). Managing organisational change. Milton, Qld: John Wiley & Sons Australia. Pages 244-275. Measuring, Monitoring and Maintaining Change.
- Hesselbein, F., Johnston, R., & Books24x7, I. (2002). On leading change: A leader to leader guide. San Francisco: Jossey-Bass. Pages 73-87. Management by Commitments.
- Textbook: Pages 535-552. *Case: Singapore Airlines.*

Session 11
Topic: Organisational & Leadership Portraits of Successful Companies

Required Readings:
- Kotter, J. P., NetLibrary, I., & Books24x7, I. (1996). Leading change. Boston, Mass: Harvard Business School Press. Pages 161-173. The Organization of the Future.
- Kotter, J. P., NetLibrary, I., & Books24x7, I. (1996). Leading change. Boston, Mass: Harvard Business School Press. Pages 175-186. Leadership & Lifelong Learning.
- Hesselbein, F., Goldsmith, M., Leader to Leader Institute, & Books24x7, I. (2006). The leader of the future 2: Visions, strategies, and practices for the new era. San Francisco: Jossey-Bass. Pages 131-139. Philosopher Leaders.
- Textbook: Pages 599-603. *Case: Get Me a CEO from GE!*

Special Guest: Mr Sebastian Paredes
- Mr Sebastian Paredes is CEO of DBS HK & China, and former President Director of Bank Danamon in Indonesia.

Sessions 12 & 13
Topic: Learning from Each Other – Group Presentations Parts 1 & 2

Our class of 40 students will be divided into 8 teams of 5. Each team will have 15-20 minutes to address the class and present their team project.

Mr Peter Ong

Grading Components

Your overall grade will depend on multiple components.

Individual-based course work
- Engaged Participation & Regular Attendance   20%
- Response Paper 1   25%
- Response Paper 2   25%

Team-based course work[2]
- Group Project & Presentation   30%

Please note that, as in all grading exercises in the Singapore schools, final grades reflect performance relative to peers. Foreign students, please take note of this and consult your Singaporean counterparts on this issue.

Engaged Participation & Regular Attendance
Weightage: 20%

You will be assessed, beginning from the second class session, on the quality of your comments, questions and contributions to class discussions and learning. It is your responsibility to ensure that your weekly attendance is signed and recorded for each session. To enable me to remember and identify you accurately, every student will need to bring along and display clearly their name plates at each & every class session.

Response Papers 1 & 2
Weightage: 25% + 25%

These are to be done **individually,** and on your own (without any help from others). The deadline for each response paper is **5 pm, the day before the class session** for which the reading is scheduled.

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[2] Although in general, all team members will receive the same grade for team-based coursework, the instructor reserves the right to change individual grades on team work based on an individual's teamwork contribution.

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Each of your 2 response papers should be between 750 - 1000 words.

Submissions must be done electronically on IVLE. Late submissions will be marked down substantially.

The response paper requires you to think in-depth about the assigned readings for this course, and to write your cognitive and intellectual responses to **TWO** of the readings. The purpose of the assignment is to facilitate, sharpen and clarify your thinking by organizing and writing your thoughts. In the process, you will make your own judgments and be more conscious of the basis for them.

Subject

Select any **TWO** of the following SIX articles:

- Harvard business review on change (1998). Boston, Mass: Harvard Business School Press. Pages 21-54. Building Your Company's Vision. (Session 4)

OR

- Thomas, R., & Hardy, C. (2011). Reframing resistance to organizational change. Scandinavian Journal of Management, 27(3), 322-331. (Session 5)

OR

- International Journal of Project Management. 28. (2010). Pages 405-412. Competencies for Managing Change. (Session 7)

OR

- Edmondson, A. C. (2012). Teamwork on the fly. Boston: Harvard Business School Publ. Corp. (Session 8)

OR

- Cross, R., & Thomas, R. J. (2008). How top talent uses networks and where rising stars get trapped. Organizational Dynamics, 37(2), 165-180. (Session 9)

OR

- Hesselbein, F., Johnston, R., & Books24x7, I. (2002). On leading change: A leader to leader guide. San Francisco: Jossey-Bass. Pages 73-87. Management by Commitments. (Session 10)

How should I write the response paper?

A response paper should describe your intellectual response to the paper. You should give a short overview of the paper or chapter, and then go on to discuss its major points.

You may wish to use the following questions as a guide.

What are the aims of the paper? What questions does it set out to answer? Analyse the arguments. How logical are they? How strong is the evidence for them? What assumptions have been made? To what extent do you agree or disagree with the author's assertions? Why? Discuss the implications of the author's arguments. How would you improve the paper or chapter? Are there areas that should be further explored, addressed, discussed in a more balanced way, clarified or qualified? How might other authors that we have read respond to or criticize this paper? Close by summarizing your response to the paper. What insights has it given you? In your arguments, refer to specific parts of the paper that you are analyzing; and be sure that you can justify your conclusions.

Type your response paper using double spacing, one-inch margins and font size ≥12. Check grammar and spelling. Make sure you acknowledge all sources if you cite any other works. You may use any standard referencing and citation style. Be consistent – adopt one style and use it throughout.

Group Project & Presentation
Weightage: 30%

Our class of 40 students will be divided into 8 teams of 5. Each team will have 15-20 minutes to address the class and present their team project.

In this assignment, you & your team will experience doing independent research. Through the assignment, you will come to see the complexities of managing change and hopefully gain some insights into the difficulties that organisations, their leaders, managers and employees face.

Based on your project, you & your team will write a case study and make a presentation. Both are due on the last or second last class session, depending on

when your case has been scheduled for presentation. To write the case study, please refer to the directions provided below.

Subject

You will do an in-depth case study of *planned* organisational change and present your findings to the class. Read widely to identify possible cases for presentation. Make sure that the case you have selected is substantial and interesting. Using the web, media, books and journals, library and other resources, write the case. You may also conduct fieldwork and interviews of the relevant organisation or individuals to collect data for the case.

Project Report (in the form of a case study)

You may use the following questions as a guide to writing the case report.

- What is the company's background? (Make this brief. Any other information that is interesting but not directly useful to the case can be shown in an appendix).
- What was the change about? Why did it take place? What did it aim to achieve?
- How was it planned? What were the organisational systems involved? Who were the main organisational members / units in this case?
- Concentrate on analysing **how** the change was managed. What was done well and what could be done better? How would **you** have gone about making the change?
- What are the main learning points from this case?

This report should be submitted to me immediately after your presentation. The main text should be between 1000 – 2000 words.

Aside from the main text, your report should also include a complete list of references naming all the sources that you used. You may also include any other appendices you judge necessary. The reference list and appendices will not count towards the length limit. You may use any standard referencing and citation style. Be consistent – adopt one style and use it throughout.

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Type your case using double spacing, one-inch margins and font size ≥12. Check grammar and spelling.

At the end of your report, please give a short description how each team member contributed to the project. At the last class of the semester, you will be asked to do a peer evaluation of the performance and contribution of all the members in your project group.

Presentation

Plan for a presentation that lasts between 15- 20 minutes. Every team member should get to present. This will be followed by questions from the class. Focus on the main points – you don't have to repeat everything in the report. You may use any format for the presentation: role play, debate, seminar, interaction with the class, etc. Be as creative as you like.

Bring a copy of whatever you have read in preparation for this case, to class. You will need the materials to answer questions and verify facts.

Please remember to print a hardcopy of your team's presentation slides for me so that I can take notes on the slide deck should I choose to. This will aid me in recalling the highlights of your team's presentation and how the team did.

Checklist of items to submit

Please upload these to the IVLE Project workbin by 11.59 p.m. on the day of the last class session:
- Soft copy of your report (including appendices, references)
- Soft copy of presentation materials (e.g., slides)

Peer review

At the end of the semester, you will be asked to do a peer review of members of your project group. You will also review the other teams' project presentations.

In conclusion

Thank you for selecting MNO3320 Managing Change. I wish you much engaged learning & participation. Do enjoy this 13-week elective module!

Mr Peter Ong