

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A in 2017/2018**

Part I Course Overview

Course Title: Transforming Organizations

Course Code: MGT 6322

Course Duration: One Semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) MGT6311 Human Capital Management

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) MGT6532 Organizational Development and Change

Part II Course Details

1. Abstract

This course aims to:

- Familiarize students with the concepts, theories and principles of change management to help them effectively manage an organizational transformation and the employee resistance associated with it
- Equip students with the knowledge and skills to diagnose an organizational situation systematically, and then to plan and implement a change aimed at improving the performance of the organization
- Develop the capabilities that are needed to effectively manage the key processes associated with organizational transformation/change.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Diagnose an organization and its environment systematically in order to specify (whether and) what kind of transformation is needed and feasible;	20%		✓	✓
2.	Explain how the objectives, content and process of organizational change may be influenced by contextual factors, particularly the prevailing set of cultural values	20%	✓	✓	
3.	Formulate and communicate a plan for organizational change that is appropriate a specified context	20%		✓	✓
4.	Identify and manage effectively the factors that inhibit a successful organizational transformation, including employee resistance to change	20%		✓	
5.	Evaluate and reflect upon a transformation in order to refine, revise and/or extend the existing plan for organizational change and to learn from the experience	20%	✓	✓	✓
		100%			

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures with Q & A		X	X	X	X	X		1
Readings from textbook and selected articles		X	X	X	X	X		2
Analysis, preparation & presentation of cases		X		X	X	X		3
Discussions of cases and issues in class and online			X			X		2

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>70%</u>							
Participation (Preparation & Engagement) including contributions to discussions and exercises in class and online (individual)	X	X	X	X	X	20%	
Online, Open-book Quiz (individual)	X	X	X	X	X	20%	
Coursework - Analysis & interpretation of specific cases & issues with reports in written <u>and/or</u> verbal/visual formats	X	X	X	X	X	30%	
Examination: <u>30%</u> (duration: 2 hours , if applicable)							
2-hour Final Exam (individual)	X	X	X	X	X	30%	
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Failure (F)
1. ASSESSING AND GRADING PARTICIPATION	A. Preparation	Student is well- prepared for all or almost all class activities and demonstrates some leadership in activities outside of class.	Student is prepared for most class activities.	Student is prepared for many class activities.	Student is rarely/never prepared for class activities and/or is absent/late for several classes.
	B. Engagement	Student demonstrates leadership by initiating discussions in class and/or online, asking questions that stimulate discussion or reflection, and offering novel and/or thoughtful ideas	Student frequently contributes to shared learning by offering useful ideas/comments and/or asking meaningful questions.	Student contributes several times to shared learning by offering useful/suitable ideas/comments and/or asking meaningful questions.	Student almost never contributes to shared learning by offering ideas and/or asking questions.
2. ASSESSING AND GRADING		Excellent understanding of	Good understanding of key issues and problems; good	Able to understand and address the basic issues associated with	Unable to address even the issues and problems that merely require the

<p>COURSEWORK & EXAMS</p>		<p>key issues and problems; excellent application of subject matter (concepts, models and principles of change management & organizational transformation) to specific issues and cases; able to analyze, synthesize and/or interpret as appropriate; strong evidence of original, innovative and/or integrative thinking; able to develop and communicate key insights and compelling arguments by using supporting evidence and/or logic very effectively.</p>	<p>application of subject matter to issues and cases; able to analyze, synthesize and/or interpret as appropriate; evidence of original, innovative and/or integrative thinking; able to develop and communicate key insights and convincing arguments by using relevant evidence and/or logic.</p>	<p>the transformation of organizations by applying relevant subject matter, evidence and logic; Able to formulate and communicate basic insights, viewpoints, and suggestions/recommendations.</p>	<p>application of fundamental subject matter and the most basic evidence.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Introduction; Internal and external triggers for organizational change; Theories and models of organizational change; Diagnosis of the context; Analysis of the organization and its environment; Stakeholders and performance; Planning change; Mission, vision and strategy; Objectives, content and process of change; Cultural values and change; Radical transformation versus incremental change; Preparing for change; Stakeholder management; Communication strategies; Employee resistance to change; Change management tools; Implementing change; Common problems; Key success factors; Leadership and teams; Evaluating a transformation; Reflecting upon a transformation in order to learn from the experience.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Nil
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Beitler, M. (2006) <i>Strategic Organizational Change: A Practitioner's Guide for Managers and Consultants</i> , 2/e, Practitioner Press International.
2.	Burke, W.W. (2010). <i>Organizational Change: Theory and Practice</i> , 3/e, Sage Publications.
3.	Cameron E. and M. Green (2009) <i>Making Sense of Change Management</i> , 2/e. Kogan Page.
4.	Carnall, C. (2007) <i>Managing Change in Organizations</i> . 5/e. FT Prentice Hall.
5.	Gladwell, M. (2002). <i>The Tipping Point: How Little Things can Make a Big Difference</i> , Back Bay Books.
6.	Hayes, J. (2010). <i>The Theory and Practice of Change Management</i> . 3/e. Palgrave Macmillan.
7.	Helms-Mills, J., K. Dye, and A. J. Mills (2009). <i>Understanding Organizational Change</i> . Routledge.
8.	Kotter, J.P. (1996). <i>Leading Change</i> , Harvard Business School Press.
9.	<u>Kotter, J.P. and Cohen, D.S. (2002). <i>The Heart of Change: Real-Life Stories of How People Change Their Organizations</i>, Harvard Business School Press.</u>
10.	Leban, B. and L. Stone. (2008) <i>Managing Organizational Change</i> . John Wiley & Sons.
11.	Palmer, I., R. Dunford and G. Akin (2009) <i>Managing Organizational Change</i> . 2/e. McGraw-Hill.
12.	Spector, B. (2010) <i>Implementing Organizational Change</i> . 2/e, Pearson Prentice Hall.