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:	Organizational Development and Change
Course Code:	MGT 6532
Course Duration:	**1 Semester**
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	MGT5204 Organizational Behavior OR equivalent MGT5205 Strategic Management OR equivalent
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**

   1. **Course Aims:**
   This course aims to:

   - Familiarize students with the concepts, theories and principles of change management to help them effectively manage organizational developments and/or changes, and the employee resistance commonly associated with them;

   - Equip students with the knowledge and skills to diagnose an organizational situation systematically, and then to plan, implement and evaluate a change that aims at improving the performance of the organization

   - Develop the capabilities that are needed to effectively manage the key processes associated with organizational development and 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 (indicative)	DEC-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 (estimated)
		1	2	3	4	5	
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	1

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting (indicative)*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>70%</u>							
Participation	X	X	X	X	X	20%	**(Preparation & Engagement) including contributions to discussions and exercises in class and online (individual)**
Online, Open-book Quiz (individual)	X	X	X	X	X	20%	
Coursework	X	X	X	X	X	30%	**Analysis and interpretation of specific cases and contemporary issues with reports in written <u>and/or</u> verbal/visual formats**
Examination : 30% (duration: 2 hours, if applicable)							
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-)	Marginal (D)	Failure (F)
1. Assessing **Participation**	**A. Preparation**	Student is **well**-prepared for **all or almost all** class activities and shows **some leadership** in activities beyond class.	Student is **prepared** for **most** class activities.	Student is prepared for **many** class activities.	Student is prepared for **some** class activities	Student is **often** unprepared or absent/late for class meetings.
	B. Engagement	Student **demonstrates leadership** by initiating discussions, asking questions that stimulate discussion or reflection, and/or offering new 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 ideas/comments and/or asking meaningful questions.	Student contributes a **few times** to shared learning	Student **rarely** contributes to shared learning by offering ideas and/or asking questions.
2. Assessing Coursework, Open Quiz and Examinations		Excellent **understanding** of key issues/problems and **application** of key concepts, models and principles to specific issues and cases; able to analyse, synthesize and/or interpret as needed. 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.	Good understanding of key issues and problems; good application of subject matter to issues and cases; able to analyze, synthesize and/or interpret as needed; 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.	Able to understand and address the basic issues associated with the transformation of organizations by applying relevant subject matter, evidence and logic; Able to formulate and communicate basic insights, viewpoints, and suggestions/recommendations.	Able to understand and address some basic issues; Able to formulate and communicate **some** basic insights, viewpoints, and suggestions/recommendations.	Unable to address even the issues and problems that merely require the application of fundamental subject matter and the most basic evidence.

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