

MGT6532: ORGANIZATIONAL DEVELOPMENT AND CHANGE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Organizational Development and Change

Subject Code

MGT - Management

Course Number

6532

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

1. Course Aims:

Upon the completion of this course:

- Students understand 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;
- Students are equipped 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
- Students can effectively manage the key processes associated with organizational development and change.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Diagnose an organization and its environment systematically in order to specify (whether and) what kind of transformation is needed and feasible;	20		x	x
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	x	x	
3	Explain and apply a formulated a plan for organizational change that is appropriate a specified context	20		x	x
4	Identify and manage effectively the factors that inhibit a successful organizational transformation, including employee resistance to change	20		x	
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	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures with Q & A	Students will engage in formal lectures to gain knowledge about organizational development and change.	1, 2, 3, 4, 5

2	Readings from textbook and selected articles	Students will develop an in-depth understanding of the concepts and topic discussed by reading scholarly books and articles.	1, 2, 3, 4, 5	
3	Analysis, preparation & presentation of cases	Students will work in groups to analyze and prepare case studies, which they will present to their peers, who will actively engage as audience members.	1, 3, 4, 5	
4	Discussions of cases and issues in class and online	Students will discuss cases with their peers, identifying issues and exploring how they can be resolved.	2, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Participation	1, 2, 3, 4, 5	20	(Preparation & Engagement) including contributions to discussions and exercises in class and online (individual)	No
2	Online, Open-book Quiz (individual)	1, 2, 3, 4, 5	20	-	No
3	Coursework	1, 2, 3, 4, 5	30	Analysis and interpretation of specific cases and contemporary issues with reports in written and/or verbal/visual formats	No

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Assessing Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

A. Preparation

Excellent

(A+, A, A-) Student is well-prepared for all or almost all class activities and shows some leadership in activities beyond class.

Good

(B+, B, B-) Student is prepared for most class activities.

Fair

(C+, C, C-) Student is prepared for many class activities.

Marginal

(D) Student is prepared for some class activities

Failure

(F) Student is often unprepared or absent/late for class meetings.

Assessment Task

1. Assessing Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

B. Engagement

Excellent

(A+, A, A-) Student demonstrates leadership by initiating discussions, asking questions that stimulate discussion or reflection, and/or offering new and/or thoughtful ideas.

Good

(B+, B, B-) Student frequently contributes to shared learning by offering useful ideas/comments and/or asking meaningful questions.

Fair

(C+, C, C-) Student contributes several times to shared learning by offering useful ideas/comments and/or asking meaningful questions.

Marginal

(D) Student contributes a few times to shared learning

Failure

(F) Student rarely contributes to shared learning by offering ideas and/or asking questions.

Assessment Task

2. Assessing Coursework, Open Quiz and Examinations (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) 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

(B+, B, B-) 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.

Fair

(C+, C, C-) 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.

Marginal

(D) Able to understand and address some basic issues; Able to formulate and communicate some basic insights, viewpoints, and suggestions/recommendations.

Failure

(F) Unable to address even the issues and problems that merely require the application of fundamental subject matter and the most basic evidence.

Assessment Task

1. Assessing Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

A. Preparation

Excellent

(A+, A, A-) Student is well-prepared for all or almost all class activities and shows some leadership in activities beyond class.

Good

(B+, B) Student is prepared for most class activities.

Marginal

(B-, C+, C) Student is prepared for some class activities.

Failure

(F) Student is often unprepared or absent/late for class meetings.

Assessment Task

1. Assessing Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

B. Engagement

Excellent

(A+, A, A-) Student demonstrates leadership by initiating discussions, asking questions that stimulate discussion or reflection, and/or offering new and/or thoughtful ideas.

Good

(B+, B) Student frequently contributes to shared learning by offering useful ideas/comments and/or asking meaningful questions.

Marginal

(B-, C+, C) Student contributes several times to shared learning by offering ideas/comments and/or asking questions.

Failure

(F) Student rarely contributes to shared learning by offering ideas and/or asking questions.

Assessment Task

2. Assessing Coursework, Open Quiz and Examinations (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) 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

(B+, B) 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.

Marginal

(B-, C+, C) Able to understand and address some issues associated with the transformation of organizations; Able to formulate and communicate some basic insights, viewpoints, and suggestions/recommendations.

Failure

(F) Unable to address even the issues and problems that merely require the application of fundamental subject matter and the most basic evidence.

Additional Information for AR

CODE OF CONDUCT IN CLASS

Developing our students into business professionals is one of the missions of the Department of Management. To be treated as professionals, our graduates must behave appropriately. The Department feels a special responsibility to instill habits of behavior that are appropriate for managers. In particular, the Department demands attendance, punctuality, and a business-like demeanor. The Code of Student Conduct is formulated to guide student behavior while in class so that professional behavior can become habits before students graduate.

The Department of Management expects students:

1. to come to class well-prepared,
2. to actively participate in class by making worthwhile contributions to class discussions,
3. to observe common courtesy and respect, and
4. not to distract others around them with idle talk, disruptive behavior, and audible mobile phone or paging signals.

Passing mark for this class is 60.

Attendance

- 70% attendance is necessary to pass this course,
- Reasonable excused absences include documented medical reason or extenuating circumstance.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

	Title
1	Beitler, M. (2013) Strategic Organizational Change: A Practitioner' s Guide for Managers and Consultants (3/e). Practitioner Press International.
2	Burke, W.W. (2017). Organizational Change: Theory and Practice (5/e). Sage Publications.
3	Carnall, C. (2014) Managing Change in Organizations (6/e). Pearson Education.
4	Gladwell, M. (2002). The Tipping Point: How Little Things can Make a Big Difference, Back Bay Books.
5	Hayes, J. (2018). The Theory and Practice of Change Management (5/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 (2016) Managing Organizational Change (3/e). McGraw-Hill.
11	Spector, B. (2013) Implementing Organizational Change (3/e), Pearson Prentice Hall.

Additional Readings

	Title
1	Nil