The University of Hong Kong
Faculty of Business and Economics

School of Business
MGMT3476 Managing Organizational Change
2016-2017

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Consultation Times: To be Announced

Pre-requisite: BUSI1007/MGMT2401 Principles of Management

Course Description

As business organizations face unprecedented challenges today, managing change has become a crucial factor in the survival and performance of organizations. This course introduces the specialized topics of organizational change management. It provides the students with an understanding of how organizational change is initiated and sustained. .

Course Objectives

1. Cover the fundamental concepts of managing organizational change
2. Identify the key competencies needed to be an effective change manager and agent
3. Provide the students with the capability to apply theoretical knowledge in simulated and real-life settings
4. Develop the students' ability to work in teams

Course Learning Outcomes

By the end of the course, students should be able to:

CLO1a. Demonstrate critical thinking when presented with organizational change problems
CLO1b. Express their views and opinions on organizational change issues in an articulate way
CLO2a. Identify and explain the importance of the change management process
CLO2b. Identify some key skills required for the contemporary change management practice
CLO3. Conduct topic and case analysis to apply theoretical concepts
CLO4. Prepare and present structured presentations and reports

Alignment of Program and Course Learning Outcomes

Program Learning Outcomes	Course Learning Outcomes (CLO)
Acquisition and internalization of knowledge of major business disciplines	1a, 2a, 2b
Application and integration of knowledge	1a, 1b, 3

Inculcating professionalism and leadership	1b
Developing global outlook	1a,2b
Mastering communication skills	1b, 4

Course Teaching and Learning Activities

Course Teaching and Learning Activities	Expected Hours	Study Load (% of Study)
Seminars: Interactive seminars on cases, readings, major concepts and issues. Students will be invited to share their views and experiences.	18	14
In-class discussions: Discussion questions will be provided to encourage individual students or groups to participate in discussions and share their views.	18	14
Individual Assignments: Students are to read all assigned cases/readings before each class and to submit self-evaluations and assignments	48	36
Group Presentations and Projects: Students are divided into groups and are required to meet outside the class, discuss and analyze assigned cases/readings, undertake research projects, conduct oral presentations, and submit written reports.	48	36
Total	132	100%

As this is a senior level course, students are expected to take a very proactive role in learning. Class format is a seminar with heavy emphasis on discussions and case analysis. Students are required to read all the assigned book chapters, supplementary readings and cases before coming to class. A large portion of the assessment will be based on students' contribution to class discussions and activities.

Assessment

Assessment Methods	Weight (%)	Aligned Course Learning Outcomes (CLO)
Class Participation & Individual Exercises	50	1a,1b,2a.2b
Group Presentations	20	1a,1b,2a.2b.3,4
Group Assignments & Projects	30	1a,1b,2a.2b.3,4
Total	100	

Standards of Assessment

1. Class Participation & Individual Exercises (50%)
Class attendance, in-class erercises and individual sharing in class will be considered in assigning points for individual participation. Due to the heavy emphasis on case discussion in class, students must attend at least 80% of all classes throughout the semester in order to obtain a passing grade.

Grading Criteria

Grade	Description

A+, A, A-	Extremely well prepared for class discussion, active in sharing views, and attended at least 90% of classes
B+, B, B-	Partially prepared for class discussion, quite active in sharing views, and attended at least 80% of classes
C+, C, C-	Not well prepared for class discussion, limited active in sharing views, and attended at least 70% of classes
D+, D	Not well prepared for class discussion, no sharing of views, and attended at least 60% of classes
F	Never prepared for class discussion, no sharing of views, and attend less than 50% of classes

2. Group Presentations (20%)
Students are divided into groups and are required to lead class discussions on assigned cases and readings (details to be given in class). The group presentation will be evaluated based on five criteria (i.e., presentation style, content coverage, articulation on critical issues, use of concepts discussed in class, quality of interaction at the Q&A session). In determining the grade, input from other groups' evaluation and their questions will also be considered.

Grading Criteria for Group Presentation

Grade	Description
A+, A, A-	Professional presentation style, comprehensive content coverage, well-articulated on critical issues, effective use of theoretical concepts, and quality interaction with audience.
B+, B, B-	Decent presentation style, appropriate content coverage, clear discussion of critical issues, moderately effective use of theoretical concepts, and acceptable interaction with audience.
C+, C, C-	Mediocre presentation style, limited content coverage, marginally acceptable discussion of critical issues, infrequent use of theoretical concepts, and limited interaction with audience.
D+, D	Weak presentation style, key content omitted, unclear focus on critical issues, very limited use of theoretical concepts, and poor interaction with audience.
F	Unacceptable presentation style, questionable content coverage, omitting critical issues, zero use of theoretical concepts, and no interaction with audience.

3. Group Projects (30%)
Each group will be required to undertake a research project (details to be given in class). This is designed to assess students' (1) analytical skill to identify critical issues and problems, (2) application of relevant theoretical concepts and theories to analyze the situations and formulate creative and feasible solutions relevant to contexts, and (3) the effectiveness of written communication and working in a team. The following grading criteria are applied in assessing the written report:

Grading Criteria for Group Project

Grade	Description
A+, A, A-	All key issues are identified, insightful and detailed analyses, sufficient supports with relevant data/facts, effective application of theoretical concepts and theories, well thought-out and feasible recommendations, and excellent writing.
B+, B, B-	Most of the key issues are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of theoretical concepts and theories, generally logical and feasible recommendations, and decent writing.
C+, C, C-	A few key issues are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of theoretical concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
D+, D	Less important issues are identified, analyses lack a clear focus and consistency, limited use of relevant data/facts, little application of theoretical concepts and theories, recommendations

	not well-thought out and not practical, and poor writing.
F	Key issues are entirely overlooked, poor analyses with no consistency in logics, absence of relevant data/facts, no application of theoretical concepts and theories, poor recommendations, and unacceptable writing.

Course Final Grade

Individual students' final grade for the course will be assigned according to the accumulative score that s/he has obtained from all of the assessment criteria above. That is,

Course Final Grade = Class Participation & Individual Exercises (50%) + Group Presentations (20%) + Group Projects (30%)

Means/Processes for Student Feedback on Course

The SETL questionnaire is one of the ways HKU courses and teaching are evaluated. HKU places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes. Students are asked to complete this evaluation of their learning experiences at the conclusion of each course in which they enroll. Questionnaire items relate to the overall evaluation of the course as well as an evaluation of teaching.

Course Policy and Academic Dishonesty

No late submission of any course work will be accepted. The university regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/

Course Content and Tentative Class Schedule[*]

Week	Topics[2]
1 & 2	Introduction & Reasons for Change
3 & 4	What changes in Organizations & Diagnosis for Change
5 & 6	Resistance to Change
7 & 8	Implementing Change
9 & 10	Strategies for Communicating Change
11 & 12	Sustaining Change

*for reference only – subject to number of weeks in the semester