



## COURSE OUTLINE

HRM321

# Organisational Change and Agility

**Course Coordinator:** Melissa Innes (minnes1@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Sunshine Coast

USC Moreton Bay

USC Southbank

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course, you will explore evidence-based approaches to change, and learn how to apply these insights in today's complex organisations. You will develop the mindset, skills and behaviours necessary to contribute to, foster, and lead organisational agility, change and effectiveness. This course utilises rigorous critical thinking and valid research to help build influence, optimise communication and enhance decision making skills.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – In-class tutorial	2hrs	Week 2	11 times
<b>Lecture</b> – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times
<b>ONLINE 1</b>			
<b>Tutorial/Workshop 1</b> – Interactive zoom tutorial	2hrs	Week 2	11 times
<b>Lecture</b> – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times

### 1.3. Course Topics

Module 1: Introduction & Changing organisations in our complex world

Module 2: *Howto* lead organisational change: frameworks

Module 3: *What* to change in an organisation: frameworks

Module 4: Building and energising the need for change

Module 5: Navigating change through formal structures and systems

Module 6: Navigating organisational politics and culture

Module 7: Managing recipients of change and influencing internal stakeholders

Module 8: Becoming a master change agent

Module 9: Action planning and implementation

Module 10: Get and use data throughout the change process

Module 11: The future of organisations and the future of change

Module 12: Ethical considerations when leading change

Module 13: Revision

*\*Please note that the course topics may be subject to variation*

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Demonstrate critical and creative thinking to identify and solve business problems and arrive at innovative solutions.	Creative and critical thinker	PC3 - Creative and Critical Thinking
2 Demonstrate knowledge of selected theories of effective change management.	Knowledgeable	PC3 - Creative and Critical Thinking
3 Demonstrate effective oral communication skills in a human resource management context.	Empowered Engaged	PC1.2 - Oral Communication

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
4 Demonstrate effective written communication skills in a human resource management context.	Empowered Engaged	PC1.1 - Written Communication

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

In the early weeks of the semester, students will select and seek approval for a case study to be analysed and evaluated in Assessment Task 1.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Case Study	Individual	30%	1,200 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	5-7 mins and 1,000 words	Week 8	Online Assignment Submission
All	3	Written Piece	Individual	40%	1,500 words	Week 12	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Case Study of Organisational Change

<b>GOAL:</b>	To apply your knowledge and skills in problem solving, creativity, critical thinking and change management theory.	
<b>PRODUCT:</b>	Case Study	
<b>FORMAT:</b>	<p>This is an individual assessment. The case study (1,200 words) requires you to collect a small amount of data to assist with analysing a local Small to Medium Enterprise (business). The data will facilitate your analysis and application of relevant theories of change management, as well as assist in understanding the decision-making processes of the SME in managing the impact of COVID-19, or another organisational change, on their business. You will be required to assist future organisational change efforts through the development of several recommendations. Content relevant to Weeks 1-3.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objective will be assessed:            Program Learning Competency 3 – Critical and Creative Thinking            Further details will be provided in the Assessment area on Blackboard.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge of problem-solving and/or analytical processes in a business context. <b>2</b>
	2	Knowledge of the decision-making process. <b>2</b>
	3	Identification and critical analysis of pertinent issues in a business context <b>1</b>
	4	Critical analysis of existing sources of primary and secondary data and literature in the field. <b>1</b>
	5	Reflective thinking for problem solving and decision making in a business context. <b>1</b>
	6	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, punctuation and referencing. <b>4</b>

**All - Assessment Task 2:** Leading Change Address

<b>GOAL:</b>	To apply and share your knowledge and skills in problem solving, creativity, critical thinking and change management to a role play aimed at developing change leadership presentation skills.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	<p>This is a role play individual assessment. As the leader of an organisation of your choice, you will be required to prepare a 5-7-minute speech (recorded as a narrated Power Point presentation) targeted at employees who are experiencing organisational change. Theory related to Leading Change, Vision for Change, and Power Dynamics will be consulted (weeks 1-6) to justify content delivered. PowerPoint slides will include notes (up to 1000 words) related to relevant organisational change theory. Further details will be provided in the Assessment area on Blackboard.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of selected theories of effective leadership of change management. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span>
	2	Critical and creative thinking to identify and solve business problems and arrive at innovative solutions. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span>
	3	Structure of the presentation. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>
	4	Clarity, logic and flow of arguments presented. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>
	5	Use of appropriate verbal and non-verbal communication (posture, gesture, eye contact, and vocal expressiveness) <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>
	6	Use of appropriate supporting materials (visual aids, explanation, examples, statistics, analogies, quotations). <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>

### All - Assessment Task 3: Reflection of Change Management Practice

<b>GOAL:</b>	To apply your knowledge of change management theory in assessing and developing your personal change management approaches through personal reflection.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	<p>This is an individual assessment. You will compile three separate reflections (500 words each totalling 1,500 words) related to change management theory and personal growth. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objective will be assessed:</p> <p>Program Learning Competency 1.1 - Demonstrate effective written communication skills in a business context.</p> <p>Further details will be provided in the Assessment area on Blackboard.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and application of selected theories of effective change management. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span>
	2	Reflection or self-assessment of individual strengths and weaknesses in relation to organisational change management. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span>
	3	Organisation and structure of written content. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	4	Development and articulation of informed arguments. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	5	Referencing of sources of information used within the body of the document and in a reference list using Harvard Referencing Style. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	6	Accuracy and presentation of written work including English expression, disciplinebased vocabulary, grammar, spelling and punctuation. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Introduction & Changing organisations in our complex world	Lecture: 1 hour pre-recorded concept videos and associated activity Readings: Chapter 1
Module 2: How to lead organisational change: frameworks	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 2
Module 3: What to change in an organisation: frameworks	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 3
Module 4: Building and energising the need for change	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 4
Module 5: Navigating change through formal structures and systems	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 5
Module 6: Navigating organisational politics and culture	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 6
Module 7: Managing recipients of change and influencing internal stakeholders	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 7
Module 8: Becoming a master change agent	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 8
Module 9: Action planning and implementation	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 9
Module 10: Get and use data throughout the change process	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 10
Module 11: The future of organisations and the future of change	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 11
Module 12: Ethical considerations when leading change	Lecture: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: See online for readings
Module 13: Revision	Narrated PowerPoint

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Deszca, G., Ingols, C., Cawsey, T.F.	2020	Organizational Change: An Action-Oriented Toolkit - International Student Edition	Sage

### 8.2. Specific requirements

N/A

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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