

HRM321

Organisational Change and Agility

School: School of Business and Creative Industries

2024 Semester 2

 UniSC Sunshine Coast
 UniSC Moreton Bay

**BLENDED
LEARNING**

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 usc.edu.au 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, with consideration of ethical and sustainable (aligned with SDG definitions) business practices.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	11 times
Seminar – Scheduled face to face seminar.	1hr	Week 1	Once Only
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	12 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	11 times
Seminar – Scheduled online seminar (Recorded).	1hr	Week 1	Once Only

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

**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
2 Demonstrate knowledge of selected theories of effective change management.	Knowledgeable	PC3
3 Identify ethical and sustainable business practices (aligned with SDG definitions), and apply principles of corporate social responsibility, to business contexts.	Ethical Sustainability-focussed	PC4, PC4.1
4 Demonstrate effective oral communication skills in a human resource management context.	Empowered Engaged	PC1.2
5 Demonstrate effective written communication skills in a human resource management context.	Empowered Engaged	PC1.1

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1.1	Written Communication
PC1.2	Oral Communication
PC3	Creative and Critical Thinking
PC4	Community Consciousness
PC4.1	Social Responsibility and Sustainability

5. Am I eligible to enrol in this course?

Refer to the [UniSC 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 Submission
All	3	Written Piece	Individual	40%	1,500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Case Study of Organisational Change

GOAL:	To apply your knowledge and skills in problem solving, creativity, critical thinking and change management theory.																			
PRODUCT:	Case Study																			
FORMAT:	<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 organisational change. 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:</p> <p>Program Learning Competency 3 – Critical and Creative Thinking</p> <p>Further details will be provided in the Assignment area on Canvas.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge of problem-solving and/or analytical processes in a business context.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Identification and critical analysis of pertinent issues in a business context</td> <td>1</td> </tr> <tr> <td>3</td> <td>Critical analysis of existing sources of primary and secondary data and literature in the field.</td> <td>1</td> </tr> <tr> <td>4</td> <td>Reflective thinking for problem solving and decision making in a business context.</td> <td>1</td> </tr> <tr> <td>5</td> <td>Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, punctuation and referencing.</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge of problem-solving and/or analytical processes in a business context.	2	2	Identification and critical analysis of pertinent issues in a business context	1	3	Critical analysis of existing sources of primary and secondary data and literature in the field.	1	4	Reflective thinking for problem solving and decision making in a business context.	1	5	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, punctuation and referencing.	5	
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All - Assessment Task 2: Leading Change Address

GOAL:	To apply and share your knowledge and skills in problem solving, creativity, critical thinking, ethical and sustainable leadership (incorporating application of relevant SDGs), and evaluation, to a change management scenario, through a role play aimed at developing change leadership presentation skills.
PRODUCT:	Oral and Written Piece
FORMAT:	<p>This is a role play individual assessment. As a participant of change (leader, implementer, facilitator etc) of an organisation of your choice, you are required to prepare a 5-7-minute speech (recorded as a narrated Power Point presentation) targeted at employees who are experiencing organisational change. Theory and frameworks related to Leading Change, Vision for Change, Power Dynamics and ethical and sustainable (aligning with SDG goals) business practice, will be consulted (weeks 1-6) to justify content delivered. PowerPoint slides will have accompanying notes (up to 1000 words) related to relevant organisational change theory. Further details will be provided in Canvas.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of selected theories of effective leadership of change management. 2
	2	Critical and creative thinking to identify and solve business problems and arrive at innovative solutions. 1
	3	Structure of the presentation including clarity, logic and flow of arguments presented. 4
	4	Use of appropriate verbal and non-verbal communication (posture, gesture, eye contact, and vocal expressiveness) 4
	5	Use of appropriate supporting materials (visual aids, explanation, examples, statistics, analogies, quotations). 4
	6	Acknowledgement of relevant ethical issues and / or sustainable opportunities (as per SDG definitions) and implications in a business context. 3

All - Assessment Task 3: Reflection of Change Management Practice

GOAL:	To apply your knowledge of change management theory in assessing and developing your personal change management approaches through personal reflection.	
PRODUCT:	Written Piece	
FORMAT:	<p>This is an individual assessment. You will compile three separate reflections (500 words each totalling 1,500 words) related to change management theory, personal growth and your views on ethical and sustainable business practice. 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 Assignment area on Canvas.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and application of selected theories of effective change management, incorporating reflections on ethical and sustainable business practice during periods of organisational change. 2
	2	Reflection or self-assessment of individual strengths and weaknesses in relation to organisational change management. 1
	3	Organisation and structure of written content. 5
	4	Development and articulation of informed arguments. 5
	5	Referencing of sources of information used within the body of the document and in a reference list using Harvard Referencing Style. 5
	6	Accuracy and presentation of written work including English expression, disciplinebased vocabulary, grammar, spelling and punctuation. 5

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. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 & Course Seminar 1: Introduction & Changing organisations in our complex world / Course Overview	Course Seminar 1: 1 hour (Course Overview) Learning Materials: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 1
Module 3: What to change in an organisation: frameworks	Learning Materials: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 3
Module 2: How to lead organisational change: frameworks	Learning Materials: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 2
Module 4: Building and energising the need for change	Learning Materials: 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 / Introducing Sustainable Development Goals (SDGs) in a Regional Business Case Study	Learning Materials: 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	Learning Materials: 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	Learning Materials: 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	Learning Materials: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: Chapter 8
Module 9: Action planning and implementation	Learning Materials: 1 hour pre-recorded concept videos and associated activity Workshop: NO WORKSHOP THIS WEEK Readings: Chapter 9
Module 10: Get and use data throughout the change process	Learning Materials: 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	Learning Materials: 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	Learning Materials: 1 hour pre-recorded concept videos and associated activity Workshop: 2-hour in-class workshop Readings: See online for readings
Module 13: Revision	Course Summary Online

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 Canvas 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	EDITION	PUBLISHER
Recommended	Cynthia A. Ingols, Tupper F. Cawsey	2020	Organizational Change - International Student Edition	4th	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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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 or call 07 5430 1226.

10.7. 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 or call 07 5430 2890.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au