Management of Innovation and Technical Change
GBAT9104
Capstone Course

Course Overview
Semester 1 2015
Important Notice

The material contained in this study guide is in the nature of general comment only and is not advice on any particular matter. No one should act on the basis of anything contained in this guide without taking appropriate professional advice upon the particular circumstances. The Publisher, the Editors, and the Authors do not accept responsibility for the consequences of any action taken or omitted to be taken by any person, whether a subscriber to this guide or not, as a consequence of anything contained in or omitted from this guide.
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## Semester 1 2015 course schedule

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<td>2</td>
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<td>The nature of change and innovation</td>
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<td>30 March</td>
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<td>Skills for communicating change</td>
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<td>Mid-term recess: Friday 3 April* – Sunday 12 April</td>
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<td>6</td>
<td>13 April</td>
<td>6</td>
<td>Implementing change: getting ready for change and innovation</td>
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<td>1 June</td>
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<td>Examination week 1</td>
</tr>
<tr>
<td>14</td>
<td>8 June**</td>
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<td>Examination week 2</td>
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</tbody>
</table>

* 3 April is Good Friday

** 8 June is the Queen’s Birthday public holiday (except WA)
Course staff

Course Coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:
Associate Professor Gavin Schwarz
BA, M.Phil(Hons)(Akld), PhD(Qld)
email: g.schwarz@unsw.edu.au

Gavin is an associate professor at the School of Management in the UNSW Business School.
He has a PhD in management from the University of Queensland. His current research interests include trends in organisational change, organisational failure, decision-maker regret during change, and interprofessional health communication during change.

Class Facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. MBT Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by MBT Student Services. Details will also be available in the gallery section of your online class for face-to-face and distance classes.
Course authors

Associate Professor Gavin Schwarz  BA, M.Phil(Hons)(Akld), PhD(Qld)

Units 1, 2, 3, 4, 5, 6, 9, 10, 11 and 12

Associate Professor Schwarz is the Course Coordinator. See information on previous page.

Units 7 and 8

Some Units include parts of a previous version of this course. In particular, Units 7 and 8 are based on original Units written by Dr James Carlopio. They have been updated by the previous Course Coordinator, Dr Janis Wardrop.

Acknowledgement

We wish to acknowledge the valuable contribution of Dr Janis Wardrop, who acted as the academic reviewer for the last major rewrite of this course.
Course information

Capstone course purpose

This course is one of two MBT capstone courses. As their names imply, GBAT9113 *Strategic Management of Business and Technology* focuses on strategic management, while GBAT9104 *Management of Innovation and Technical Change* focuses on innovation and managing change.

The main aim of the capstone courses is to enable graduates to synthesise all their learning across the MBT Program, and to achieve a common understanding of the Master of Business and Technology qualification.

Regardless of the individual MBT pathway you have chosen, the capstone courses will add significant value to your Master’s degree by building on your knowledge and skills from a range of disciplines (financial, legal, technological) that may have been developed through your previous MBT courses or prior study and professional experience.

As an MBT graduate, it is expected that you will be able to perform effectively at a high strategic level. ‘Business’ and ‘technology’ are integral in MBT coursework to address how the rapidly changing technological environment so significantly influences strategic management practices across the spectrum of both commercial and non-commercial organisations. The integration of business and technology in your graduate business education will be reinforced via the two capstone courses. It is therefore strongly recommended that they be the final courses in your MBT studies.

Capstone course pre-requisites

Students are required to successfully complete at least one of the two capstone courses in order to graduate at Master’s level. Ideally, both courses should be taken.

- Students who intend to exit the MBT at Master’s level must complete at least 48 units of credit (eight courses) before they will be permitted to enrol in a capstone course.
- Students who intend to exit the MBT at Graduate Diploma level must complete at least 36 units of credit (six courses) before they will be permitted to enrol in a capstone course.
- Students enrolled at Graduate Certificate level are not permitted to enrol in a capstone course.
Aims

This course provides you with an examination of the nature and role of innovation and change in the management of organisations in the commercial, public and not-for-profit sectors, and other types of organisations in the 21st century.

In general, management is concerned with establishing and directing productive activities in a systematic manner. In this process, management must be continually concerned with effectiveness, efficiency, survival and growth. These areas involve the processes of improvement and change – which in turn rely on discovery, assessment, introduction and implementation of innovation in organisational contexts. This necessarily involves change: in structures, systems, procedures, operations, technology and so-called ‘soft systems’.

The course aims to examine these processes within large and small businesses across all sectors in order to understand the essential features of the management of innovation and change.

In the past, we have assumed that once ‘sound’ strategic decisions have been made, people will rationally choose to adopt superior changes and innovations to replace outmoded processes, procedures, systems and technologies. We also assumed that if a new strategy, technology or innovation is ‘good’ and has obvious advantages over an older strategy, method or process, that people and organisations will be ready, willing and able to adopt and successfully employ these superior systems quickly and efficiently. Time after time, however, this assumption is far from the truth. Most organisations change to achieve promised benefits.

With this knowledge as a basis, in this course we consider how to facilitate efficient change and innovation for sustainable competitive advantage.

Bearing in mind that engaging with organisational change and producing successful, intentional change outcomes cannot be guaranteed, the specific aims of the course are to:

• explain the nature of change and innovation, and change in organisations
• evaluate key theories and methods of understanding innovation and change
• understand the processes and components in managing change in an organisational context
• review recent developments in change theory and research.
Structure

Unit 1, Perspectives on change. In this Unit, we outline a variety of internal and external pressures on organisations to change. We discuss and describe the way that technology fits into change and highlight different forms of analysis that can be used to consider the drivers for change. The issues outlined suggest that the more successful change managers are those who have a clear, personal understanding of the pressures on them and their organisations, as well as a well-developed rationale for what they are attempting to achieve and the likely effect of their actions.

Unit 2, The nature of change and innovation. In this Unit, we note that not all changes are of the same order of magnitude. In particular, it is the framing of change, and people’s sense-making of it, that comes into play in building effective change and facilitating effective change visions. We discuss technology change planning and link it to an understanding of what changes in organisations.

Unit 3, Driving change. In this Unit, we detail the approaches to organisational change that managers need to take into account when planning for or undertaking technology-induced changes. It builds an understanding of what it is that forces an organisation to change, by considering different analytical frameworks for change, followed by a discussion of how change affects innovation and innovation outcomes.

Unit 4, Diagnosing change. This Unit considers how to better diagnose change situations in order to select the appropriate approach to change and innovation. We introduce a range of diagnostic instruments and views relevant to managing change. We consider questions and answers of how organisations change, bringing together the process aspects of change.

Unit 5, Skills for communicating change. In this Unit we consider the process of building communication strategy and then communicating successful change. Organisations implementing change need to signal this intention to change and create sensitivity to and a sense of urgency for the need to change. Highlighting different communication strategies, we consider ways to increase the awareness of change by those involved with the implementation of change strategy, new technology and innovations.

Unit 6, Implementing change: getting ready for change and innovation. In this Unit, we begin examining the implementation of change. We acknowledge the importance of learning from past change processes and managing and deriving value from that organisational knowledge. We look at two ways of segmenting our internal market for the change. We also examine several characteristics of innovations and new technologies that have been shown to affect the likelihood of their being adopted. We also analyse the impact of organisational culture and organisational structure.

Unit 7, Implementing change: persuasion, decision, commitment. In the past, change professionals and managers have assumed that people will rationally choose to adopt innovations and new technology to replace outmoded systems and technologies. This is often proved to be a false
assumption. In this Unit, we look at the areas of commitment, compliance and resistance; stress, pacing and celebration. Finally, we consider some of the most powerful persuaders available: reward and recognition systems.

Unit 8, Implementing change: roll-out and project management. In this Unit, we address the basics of the technical side of the process of roll-out. We cover basics of classic project management, and discuss several system conversion strategies and the strengths and weaknesses of each.

Unit 9, Measuring and monitoring change. In this Unit, we discuss the importance of measurement for successful change implementation. We look at the issues of what to measure, how to measure and link variables at the strategic and operational levels, when to measure, and the importance of feedback. The Unit emphasises that no single measure of change effectiveness is available. Instead, when undertaking change, participants need to adopt a broad-based approach – and one that is appropriate for the situation, the organisation, and the change.

Unit 10, The role of the change agent. In this Unit, we consider how to manage the process of changing an organisation. Specifically, we refer to the role of the change agent. With this focus, we establish that this management role demands an understanding of the impact of changes on the people affected by them. The Unit focuses on the skills that change agents both need, and need to develop, as well as how change agents can go about getting change recipients receptive to the change process.

Unit 11, Consolidating change and innovation. In this Unit, we focus on questions that still need to be answered in terms of whether to terminate or continue with change projects, as well as the issues to concentrate on in order to ensure that the changes undertaken are not just transitory phenomena, but achieve stated aims and goals. We review some of the actions that organisational members can take to consolidate change and ensure that certain essential changes eventuate when an organisation undertakes change and innovation.

Unit 12, Case study application. In this Unit, you will explore three case studies related to innovation and change in organisations. A series of questions are presented for each case.

Learning outcomes

On successful completion of the course, you should be able to:

- appreciate the role of, and skills required for, implementing change and innovation
- critically reflect on experiences of working in changing environments, and understand the role of popular applied organisation theories
• describe and critically discuss different theoretical and philosophical approaches to the management of change and innovation
• critically analyse the need for change/innovation using a range of tools and techniques
• select appropriate theoretical, philosophical and strategic approaches to your organisation to solve problems, applying ethical practice and social responsibility in managing change and innovation
• translate application and analysis into written argument and perspectives, applying concise writing skills in order to argue a point of view or support a theoretical frame
• apply change-management methodologies in developing comprehensive change project plans, with the ability to design effective change/innovation programs incorporating strategies to address the organisation’s readiness for the change
• monitor and measure the effectiveness of a change/innovation program
• collaborate in both face-to-face and virtual environments when working with colleagues from different professional and functional backgrounds, including use of appropriate communications during a change/innovation program that address the needs of all stakeholders
• hold a respect for ethical practice and social responsibility in managing change
• discuss the essential skills for the competent management of change.

Skills you will need

As noted earlier, as this is a capstone course, the prerequisite of having completed six or eight courses in your MBT program, depending on whether you intend to graduate at diploma or master’s level respectively, is aimed at ensuring that you have acquired sufficient knowledge and skills to cope with the advanced nature of the course content.

Please refer to the AGSM Learning Guide (available in Moodle) for information you will find very useful in pursuing your studies.

Resources

Recommended reading


Relationship to other courses in the MBT program

This course is one of the two capstone courses and, as such, is necessarily
taken at the end of your program.

Successfully managing change and innovation requires many of the
management competencies you will have developed during your MBT
studies.

Competencies such as developing strategy, managing people, managing
finance and managing risk are all important as you plan for and implement
changes and innovations.
Assessment

There are two assignments and an examination for GBAT9104 Management of Innovation and Technical Change. Assignments must be received by 9.30am Sydney time on the due dates.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Throughout the semester</th>
<th>15%</th>
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<tbody>
<tr>
<td>Assignment 1 (Individual Report)</td>
<td>Thursday 2 April 2015 (Week 5)</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2 (Group Project Report)</td>
<td>Monday 18 May 2015 (Week 11)</td>
<td>35%</td>
</tr>
<tr>
<td>Examination*</td>
<td>Thursday 11 June 2015 (2pm if sitting on campus)</td>
<td>25%</td>
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* Examination is 2 hours; open book

Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Your Class Facilitator may approve an extension of up to two days, after which requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

In the case of late lodgement without an approved extension, 10% of the assignment weighting will be deducted for each day an assignment is submitted late.

Please note the examination date and mark it in your diary. If you will not be available to sit the exam on the specified date then you must choose another course. Supplementary exams will only be permitted in exceptional and unforeseen circumstances, and after submission of the requisite documentation for special consideration, see: https://student.unsw.edu.au/special-consideration
Continual course improvement

MBT courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments, and also when new editions of prescribed textbooks are published.

The MBT surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the MBT Program in general. This student feedback is taken into account in all course revisions.

The UNSW Business School also monitors the quality of students’ learning experiences in all its programs. A random selection of completed assessment tasks may be used for quality-assurance purposes. This information will be aggregated and used:

• to determine the extent to which program learning goals are being achieved for accreditation purposes
• to improve the quality of UNSW Business School programs.

All material used will be treated as confidential and these processes will have no bearing on course grades.

Student evaluations from the last presentation of the course

In 2014, GBAT9104 was once again well received, and elicited an overwhelmingly positive tone from students. At the base-line, students both performed better and rated the course higher than in both 2012 and 2013.

In 2014, a number of changes were made, such as peer review, online-teamwork systems, and better career-directed exercises, in conjunction with other new features, such as marking assignments using the Business School’s ‘Review’ functionality — all features of the course that facilitated good impressions of the value of the course to career. In addition, students reported:

• that the course gave them confidence, was very practical, and that it was relevant to their work lives and in addition opened up an alternative way of viewing their work experiences
• the general impression was that the style of interaction was appropriate, so that Facilitator and classroom discussions brought the topic to life with application of theory, frameworks and tools to real situations
• most of the negative comments related to the nature of teamwork and team formation, the need for more interactive videos in the readings, the number of dead web links in the readings, and the age of case studies.

Coordinator’s response

Taking student suggestions to heart:

• eight units have been updated for 2015, which follow the four units that were updated for 2014, allowing the inclusion of new videos, refreshed readings, and renewed exercises

• another suggestion that has been incorporated has been a slight change to the teamwork assignment and an update of the case studies that students need to apply

• other planned changes, where appropriate, are to check web links and URLs to make sure that they still work, and to revisit some of the readings across Units.