AGSM MBA Programs 2015

MANAGEMENT OF INNOVATION AND TECHNICAL CHANGE

Capstone Course

Session 3, 2015

Course Overview

AGSM @ UNSW Business School
# COURSE OVERVIEW

We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au

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## Course schedule

### Session 3, 2015

**Management of Innovation and Technical Change**

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>7 September</td>
<td>1</td>
<td>Participation is assessed throughout the semester (15%)</td>
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<tr>
<td>2</td>
<td>14 September</td>
<td>2</td>
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<tr>
<td>3</td>
<td>21 September</td>
<td>3</td>
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<tr>
<td>4</td>
<td>26 September</td>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td>5 October*</td>
<td>5</td>
<td>Assignment 1 due on Thursday 8 October by 9.30am Sydney time – Individual report (25%)</td>
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<tr>
<td>6</td>
<td>12 October</td>
<td>6</td>
<td></td>
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<tr>
<td>7</td>
<td>19 October</td>
<td>7</td>
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<tr>
<td>8</td>
<td>26 October</td>
<td>8</td>
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<tr>
<td>9</td>
<td>2 November</td>
<td>9</td>
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<td>10</td>
<td>9 November</td>
<td>10</td>
<td></td>
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<tr>
<td>11</td>
<td>16 November</td>
<td>11</td>
<td>Assignment 2 due on Monday 16 November by 9.30am Sydney time – Group project report (35%)</td>
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<tr>
<td>12</td>
<td>23 November</td>
<td>12</td>
<td></td>
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<tr>
<td>13</td>
<td>30 November</td>
<td>Examination week</td>
<td>Examination** on Friday 4 December – at 10am if sitting on campus (25%)</td>
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* Monday 5 October is a public holiday in NSW
** Examination is 2 hours, open book
Capstone course purpose

This course is one of two MBA (Technology)/MBT capstone courses. As their names imply, Strategic Management of Business and Technology focuses on strategic management, while 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 program, and to achieve a common understanding of the degree qualification.

Regardless of the individual program 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 courses in the program or prior study and professional experience.

As an AGSM graduate, it is expected that you will be able to perform effectively at a high strategic level. ‘Business’ and ‘technology’ are integral in the 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 studies.

Course-level aims and learning goals

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, 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.

**Course learning outcomes**

After you have completed the course, you should be able to:

1. appreciate the role of, and skills required for, implementing change and innovation
2. critically reflect on experiences of working in changing environments, and understand the role of popular applied organisation theories
3. describe and critically discuss different theoretical and philosophical approaches to the management of change and innovation
4. critically analyse the need for change/innovation using a range of tools and techniques
5. select appropriate theoretical, philosophical and strategic approaches to your organisation to solve problems, applying ethical practice and social responsibility in managing change and innovation
6. 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
7. 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
8. 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

9. hold a respect for ethical practice and social responsibility in managing change

10. discuss the essential skills for the competent management of change.

**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.
Program quality assurance

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three streams of Change, Social Impact and Technology are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   Learning outcome: Students should be able to identify and apply current knowledge disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem-solving:
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
3. Communication:
   Our graduates will be effective communicators in professional contexts.
   Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
   Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork:
   Our graduates will be effective team participants.
   Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility:
   Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
   Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
   Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:
   Our graduates will have an understanding of effective leadership.
   Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of team.

Associated standards committees and accreditation agencies

AACSB: http://www.aacsb.edu
   Association to Advance Collegiate Schools of Business

EQUIS: https://www.efmd.org/accreditation-main/equis
   European Quality Improvement System

UNPRME: http://www.unprme.org
   UN Principles of Responsible Management Education
Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week's work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
**Recommended reading**


eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

**UNSW IT Service Centre**

Hours:  
Monday to Friday: 8am – 8pm  
Saturday and Sunday: 11am – 2pm

Email:  
ITServiceCentre@unsw.edu.au

Phone:  
Internal: x51333  
External: 02 9385 1333  
International: +61 2 9385 1333

For help with technical issues and problems:

**External TELT Support**

Hours:  
Monday to Friday: 7.30am – 9.30pm  
Saturdays and Sundays: 8.30am – 4.30pm

Email:  
externalteltsupport@unsw.edu.au

Phone:  
Internal: x53331  
External: 02 9385 3331  
International: +61 2 9385 3331
Administrative and eLearning support

Student Experience
If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support
The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.
  Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
  Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our 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 AGSM 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 program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

In 2015, the course was once again well received, and elicited an overwhelmingly positive tone from students. Students both performed better and rated the course higher or equal to those offered in the previous three years.

In 2015, a number of changes were made, based on previous student feedback, such as refining marking guides and peer review, and better career-directed exercises, in conjunction with integrating other new features, such as marking assignments using the Business School’s ‘Review’ functionality. These types of improvements each facilitated good impressions of the value of the course to career. In addition:

• students reported that the course was contemporary and exceedingly useful to their jobs and careers, with this relevance giving them confidence in how they use course material
• the overwhelming response was that the teaching style and teaching team were a core aspect of viewing the course as useful
• facilitator and classroom discussions were considered engaging and relevant, bringing applied material to life
• most of the negative comments related to the need to use Moodle and the existence of dead web links or readings.

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
• all web links and reading links have been checked to make sure they work
• despite it being a required platform for the course, the functionality of Moodle has been checked, and requests made for consideration of some of the problems or issues that have arisen previously.
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 inter-professional 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 AGSM 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.