MNGT6273
Redesigning the Organisation

Session 2, 2015
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Redesigning the Organisation

Course overview

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

## Session 2, 2015

### Redesigning the Organisation

**Graduate Certificate in Change Management (GCCM)**

**Abbreviations:** LP = Learning Partner; Men = Mentor; Tut = Tutor; TT = Teletutorial; TC = Teleconference.

<table>
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<th>Week no.</th>
<th>Week begins</th>
<th>Unit</th>
<th>Contact</th>
<th>Assessment due (% weighting)</th>
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**Course overview**
Welcome to *Redesigning the Organisation*, a course of the Graduate Certificate in Change Management (GCCM).

**Core design concepts and principles**

*Redesigning the Organisation* introduces you to the design and redesign of organisations and work. The focus of this course is on the general concepts and enduring principles that underlie the process and practice of redesign. Many of these concepts and principles will be illustrated by our analysis of case studies.

Our aim is not to give a cookbook of all possible new technologies or management techniques with detailed prescriptions about their implementation. Such a cookbook would quickly outlive its usefulness. Rather, this course is concerned with enduring design concepts and principles that transcend particular types of ‘buzz’ initiatives or management fads. These concepts and principles can be applied to all sorts of redesigns, not just those currently ‘in vogue’. Of course, throughout the course, to help you learn about these concepts and principles, we look at examples of particular initiatives (e.g., restructuring, downsizing, team working and mergers).

Unit 1: Organisational Design and the Change Agent

Unit 2: Understanding Organisations

Unit 3: Formal Organisational Structure

Unit 4: Corporate Parenting

Unit 5: Organisational Culture

Unit 6: The Process of *Redesigning the Organisation*

Unit 7: Job Design

Unit 8: Team Designs

Unit 9: Corporate Governance and Joint Ventures

Unit 10: Mergers and Acquisitions

Unit 11: Downsizing and Outsourcing

Unit 12: Review of *Redesigning the Organisation*
Course structure

There are 12 units in this course.

The first unit is an orientation unit. It introduces you to the topic of organisational design, and describes the important role of a change agent in this area.

The next three units, Units 2 to 5, focus on organisational designs, including the structure and culture of an organisation. They are at the macro-level, concerned with the whole organisation. Unit 2 is about design concepts, whereas Units 3, 4 and 5 are about design interventions. You will participate in an online activity concerning organisational design during Units 1, 3 and 5, and you will be involved in a teleconference. The online activity is part of Assessment 1.

These units equip you with the necessary knowledge to diagnose and analyse organisations and their designs. Whilst completing these units, you will be asked to undertake an analysis of your own organisation. This will form Assessment 2.

Unit 6 deals with the processes of redesigning the organisation.

Units 7 and 8 continue the analysis of organisational designs, but focus at the micro-level of individuals and groups. Unit 7 focuses on individual job design, whereas Unit 8 focuses on team work. During Units 7 and 9 you will be involved in more online activities.

Finally, having established a thorough understanding of core organisational analysis and redesign principles, in Units 9, 10, and 11, we consider ways that today’s organisations are transforming. These Units involve designs and the processes of redesigning the organisation. Unit 9 focuses on corporate governance and joint ventures. Unit 10 focuses on mergers and acquisitions and Unit 11 considers downsizing and outsourcing. Unit 12 asks you to apply much of what you have learnt to analyse and redesign an organisation, and to discuss the change process involved.

At the beginning of Unit 11, Assessment 3 is due, which is a proposed redesign of your organisation that is based in your analysis in Assessment 2.
Figure 1 shows the course structure in pictorial format.

**Figure 1** Course structure

Aims of this course

When you have completed *Redesigning the Organisation*, you should be able to:

- describe the main features of organisations
- assess an organisational design in relation to the strategy and the environment
- analyse the multiple and interrelated aspects of an organisational design
- apply an open-systems perspective to analysing organisations and planning for change
- identify appropriate organisational and job design interventions
- make recommendations to improve the process of designing work and organisations
- recommend ways to improve the implementation of large-scale transformations such as downsizing and mergers.
The learning approach

To successfully complete the GCCM, you will need to give some thought to how you will learn. There may be some personal change management issues which emerge for you. If you are familiar with the learning process in the distance learning mode from the start, you will gain a lot more from this course.

We would like to stress that this is a collaborative process; we are working on this course together. In each unit we will be providing you with material, readings, questions and assessment activities, both formal and informal. What you will need to do is to use the activities going on around you, the work you are involved in and the people you are working with, as resources that can add to your learning experience. You will also need to take stock of your own personal resources and strategies for learning, time management and goal setting if you are to fulfil the requirements of the course.

Your learning will be greatly enhanced, however, if you develop additional support strategies and use the environment in which you are working to develop and broaden your understanding and practice of change management skills.

One of the more cynical metaphors about learning which was used a number of years ago in teacher training was the ‘jug and mug’ approach to teaching. It went like this:

I, the teacher am the jug, and you, the students are the mugs. I hold all the knowledge in my jug. If you position your mug correctly, I will empty some of my knowledge into your empty mug. Note that knowledge can and will only flow in one direction, from jug to mug, and that the jug will always hold more than a mug.

While this approach may have been justified in the past, it has limited application today. One of the things we know from more recent educational research is that individuals have different learning styles or preferences. We also know that most adults learn more effectively when the learning has some experiential component. This means that they can relate what they learn to their own experiences, past or present.

In summary, our aim as facilitators of your learning is to ensure that you can understand core concepts of change management, can apply these concepts to your experiences, and can draw insights from this process of experiential reflection.
The learning process

The notes for this course are presented in units, and each unit is the equivalent of one week's work. The materials contain all the information you need to complete the units of the course. Feel free to write on them, highlighting key items and adding to the material as you need to. The course material is presented using the learning cycle, and is structured using adult learning principles and instructional design strategies. You should find them easy to read and follow; if you don’t, then we would like to hear from you.

Each section of a unit contains icons which indicate the different activities you are asked to complete. You may be asked to complete an activity, or to stop, think and make some notes. Where you are asked to complete an activity, you will probably need to follow up with a discussion of the activity with either your learning partner, study group, mentor, tutor or your fellow students. This is an opportunity for you to get some feedback on the work you have done.

Each unit will start with an introduction to the unit’s objectives and program for the week. It will include a short description of how the unit fits into the ideas, concepts and strategies of the previous unit and the course as a whole.

The learning objectives set out what you will be able to do when you have completed each unit. They also indicate what aspects of the content will be assessed.

The Learning Cycle

The learning cycle can be represented as follows:
The learning approach is based on the assumption that to achieve change we need to practise new behaviours and skills, receive feedback, see the consequences of new ways of behaving and thereby integrate new skills into our way of thinking and behaving. Such learning is therefore highly appropriate in the GCCM, where the ability to change organisations and others begins with being able to change yourself.

A description of these four stages of this cycle is as follows:

1. **Observe and reflect:** this reflection stage involves pondering events to understand why they occurred and their implications in light of your objectives. It also entails looking at problems and opportunities from different perspectives in order to enhance your insights and appreciate other points of view, which is crucial for learning from your experience. For instance, reflecting upon why someone over-reacted to a slightly inconsiderate remark may yield a greater appreciation of just how inadvertently insensitive you had been. Becoming clear about precisely what you are trying to achieve is a crucial aspect of reflection. Without devoting time to thoughtful reflection, little learning is likely to occur.

   Millions saw the apple fall, but Newton was the one who asked why

   Bernard Baruch
2. **Formulate new understanding:** this conceptualisation stage is about contemplating how you can apply your theoretical frameworks to achieve your objectives. This may only become apparent while reflecting. This stage is important because as Kurt Lewin (1951) famously noted in his classic statement, nothing is more practical than a good theory. When conceptualising, remember that the best options are most likely to come from generating a large number of alternatives. Thinking through the likely implications of possible actions is another key aspect of the conceptualisation stage of the learning cycle. For example, you are encouraged to contemplate the potential obstacles to applying the principles you learn in this course, as well as how you may overcome them. The beginning of most great ideas tends to be systematically searching for better alternatives.

   Seek and ye shall find. Matthew 7:7

3. **Experiment and practise:** this implementation stage entails acting in an attempt to influence people (including yourself) and change situations to achieve your objectives. It requires the confidence to take the risks involved in testing your theories and plans about how you may be more effective. Implementation is obviously a crucial component of both the learning cycle and the role of a competent manager. It is also the stage to which many managers devote a large proportion of their time, thus devoting insufficient time to the other crucial stages of the learning cycle. Sticking to your plans to implement certain aspects of this course may seem easy in theory but become a major challenge when time becomes short and things become stressful. At such times, it may be useful to remember that:

   Knowledge must come through action; you can have no test which is not fanciful, save by trial.

   Pindar (518–438 B.C.)

4. **Concrete experience:** this immersion stage involves experiencing the outcomes of implementing your plans. This entails not only feeling your emotional reactions, but also acquiring information about issues such as the degree of discrepancy between what you wanted to happen and what actually happened. Both the emotional and informational components of your experiences are potentially useful sources of management learning. However, people often do not pay much attention to them. This is unfortunate because obtaining a clear sense of how well your plans have turned out is crucial for adjusting your approach so you can become more effective in the future. Openness to experience is thus the fourth key stage of experiential learning.

   When the student is ready the teacher will emerge.

   Confucius
This learning cycle is fundamental to the process of learning within the GCCM and throughout your management career.

Your learning style is described by how you distribute time across these activities. Effective management development and problem solving requires devoting an adequate proportion of energy to each of these four aspects of the learning cycle. It follows that while a strong emphasis upon certain aspects of the cycle may have some merits, either over- or under-emphasising any pair of these stages will tend to reduce the overall effectiveness of your learning (Kolb, Boyatzis & Mianemelis 2001). For instance:

1. a combination of reflection and conceptualisation
   Strengths of this emphasis: good planning and generation of robust solutions. Over-emphasis: results in inadequate practical application or follow through. Under-emphasis: may lead to limited innovation and strategic rationality owing to insufficient awareness of the broad issues taking place and few good ideas about how to deal with them.

2. a combination of conceptualisation and implementation
   Strengths of this emphasis: sound design, decision making and practical application of ideas. Over-emphasis: can cause the wrong problem to be solved owing to there being insufficient research to discover the real problem. Under-emphasis tends to result in theories and concepts about how to solve a problem not being tested.

3. a combination of implementation and immersion
   Strengths of this emphasis: practical achievement of goals, many accomplishments and timely task completion. Over-emphasis: can prompt high levels of accomplishment of the wrong things! That is, effectiveness is sacrificed for efficiency. By contrast, under-emphasis is likely to lead to little task completion and missed deadlines.

4. a combination of immersion and reflection
   Strengths of this emphasis: creativity and an awareness of many alternatives and ideas. Over-emphasis: leads to analysis-paralysis (i.e., no action) because of excessive alternatives and possibilities. Under-emphasis can cause a person to lack self-insight and not recognise the many opportunities or potential problems on the horizon.
The optimal amount of time we devote to learning a task should depend upon the nature of that task. For instance, learning physics requires greater reflection than learning to mow a lawn. Nevertheless, it is often claimed that professionals, technical specialists and scientists concentrate too much on the reflection/conceptualisation phases. Managers often over-emphasise the conceptualisation/implementation stages where results are pursued and implementation obstacles are surmounted. By contrast, managerial excellence and developing managerial effectiveness requires explicitly devoting considerable time to all stages of the learning cycle (Carlopio, Andrewartha & Armstrong 2005; Kolb, Boyatzis & Mianemelis 2001).
Learning technology

As we said earlier, learning at a distance may be a new experience for you. While you have undertaken several years of secondary and tertiary education, you may have been involved in programs where you were told what and where to learn and for how long to study. Much of what you did in these courses was directed by someone else, such as a teacher or lecturer. You are now involved in a course which requires you to take more responsibility for your own learning. In other words, you will need to make choices about how you will manage your learning.

In order to persist in learning you will need to motivate yourself by goal setting and linking the work to your own interests. You will need to reflect, self-evaluate, and monitor your progress. You will also need to seek out people who can assist you, people such as your tutor, co-workers, learning partner/study group and your mentor or manager.

The GCCM has a multiple support system to assist you with the course materials and to facilitate your learning. This support system consists of:

- your mentor
- your learning partner or study group
- your tutor
- the exercises and assessments in the course materials
- the online learning environment
- teleconferences.

Figure 3 The GCCM learning support system
Mentor

One of the instructional features of this course is the use of a mentor. The role of your mentor is to provide a link between the course materials and the application of this to your work. You may need to cultivate a number of mentors during your studies, or you may have the same one throughout. It will depend on your circumstances at work.

What is a mentor? We usually associate a mentor with being a wise, experienced and trusted adviser. The name comes from Greek mythology. Mentor being the friend who Ulysees asked to care for his son, Telemachus, when he was engaged in his odyssey.

Meggison, Clutterbuck, Garvey, Stokes and Garrett-Harris (2005) have a mnemonic for the role of mentor:

- Manage the relationship
- Encourage you
- Nurture you
- Teach you
- Offer mutual respect
- Respond to your needs

If you have not already done so, this would be a good time for you to look around your workplace, and consider the people in your own environment who might be able to assist you as a mentor. Your mentor does not have to be from your workplace, but geographic proximity will help. Remember, it does not have to be the same person for all courses. You will use your mentor to help you apply the theory, presented in the course material, to your practice in the workplace.

In order to assist potential mentors, a stand-alone book, GCCM Mentors Handbook, is available. This book outlines the nature of the mentor’s commitment to you. We have taken some relevant excerpts from it and placed them on the next page so you will know what can be expected from your mentor. This may influence your decision as to whom you approach.

You will need to discuss explicitly with your mentor what you expect from him or her. You will also need to think about when you can contact your mentor(s), what time he/she would need to set aside and how you will structure the time with him or her.

You should also discuss your mentor’s expectations for this relationship. This is an opportunity for them to learn too, and discuss latest thinking in change management with you. In return for the wisdom, guidance and support they give, make sure they receive intellectual stimulation from you. Aim for both parties to receive as much as they contribute.
You may find the following reading useful in formulating your expectations of this relationship.

Who should be a GCCM mentor?

An effective GCCM mentor will be someone who is currently working as a change agent and who has significantly more experience in this field than the student.

It is important that you as a GCCM mentor see clear benefits for yourself in taking on this role. This is what will sustain your commitment to the student for the duration of the course. The mentor-student relationship should be reciprocal so each party is able and willing to learn from the other.

The role of the GCCM mentor

The learning philosophy of the course is based on the learning approach. The course draws on the students’ experiences in the workplace, and provides concepts, theories and activities to help them reflect on those experiences and learn from them. The learning then gets translated back into their practice at work.

Each student in the GCCM will need a mentor to assist them in making the link from their learning on the course back into the workplace. This mentor may be constant for the duration of the program, or may change from course to course.

As a mentor, you will carry out this role by conducting mentoring sessions with a student enrolled in the GCCM. Each mentoring session will be aimed at assisting the student with one of the course activities. Specific activities have been designated as appropriate for discussion with mentors.

What level of commitment will be required?

As a GCCM mentor you will be required to make the following commitment:

• dedicate at least 30 minutes to the mentoring session for each student you are mentoring
• spend no more than 30 minutes preparing for each mentoring session
• conduct the mentoring session with the student at a time and place which is convenient for both of you, but which enables the student to meet course deadlines (Ideally face-to-face but alternatively by phone.)
• nurture and develop the student by taking a personal interest in their progress throughout the course
• assist the student in resolving any conflicts between their work and study commitments
• assist the student to identify suitable learning experiences at work
• maintain an appropriate level of confidentiality as agreed with the student.
As a GCCM mentor:
You will not be required to:
• read the course materials
• be an expert in each and every aspect of the course materials (that is the role of the tutor)
• be in the same geographic location as the student (although this would be ideal).

In summary, the characteristics of an effective mentor are:
• experience in the field of change management
• an interest in change management ideas
• an openness to learning
• availability and willingness to spend time with the GCCM student
• good listening skills
• coaching and developmental skills, e.g., giving feedback providing encouragement, empathy.

Reflect

If you do not already have a mentor, make a list of the people at work who might have something to contribute as your mentor. Try to speak to some of them and ask if they are willing to participate in this program.

When you arrange a mentor, you need to ensure that you clarify your respective goals and expectations. The excerpt from the GCCM Mentors Handbook included here should help you to do this. You may like to consider the following questions:
• What is the best time and method for you to hold discussions with your mentor?
• What are your expectations from this relationship?

When you approach someone to be your mentor, you should provide them with a copy of the GCCM Mentors Handbook.
Learning partner/study group

Your learning partner or study group should be selected from your class. Learning partners are a critical part of the distance learning formula, and it is, therefore, a relationship that needs to be taken seriously.

Learning partners provide the opportunity to discuss relevant issues and concepts, and complete weekly exercises.

Your choice of a learning partner/s is largely up to you. He/she should be someone from your class, and preferably working in the same geographic area so that face-to-face contact is possible although not necessary. It is probably best to work with someone who has a complementary skills set, that is, a background not identical to your own. You may wish to use a different person at different times during the course or form a study group of learning partners.

You will be able to select your learning partner/s from the Discussion area of the eLearning system after you have completed the introductory activities online. It is up to you to make the necessary arrangements and contact them.

Once you have selected a learning partner/study group, you should clarify your respective roles and expectations upfront. You might like to consider the following questions:

- How will you prefer to make contact (e.g., phone, face-to-face, email, fax)?
- When will you prefer to work together (e.g., evening, weekends)?
- What are your objectives for this course?
- What will make this course work for you?

Remember you are a learning resource for your partner and, for the relationship to be successful, you should be a source of support, insight and challenge. You will only get as much out of the partnership as you put in, so as you establish your relationship, think about how good a learning partner you are, and help each other to improve.

In summary, the characteristics of an effective learning partner/study group are:

- being available for regular meetings
- keeping up-to-date with course materials and exercises
- an interest in your partner’s experiences
• spending as much time on your partner’s concerns as your own
• a willingness to share personal experiences
• good listening skills.

Tutor

You will be assigned a tutor and class for each course. Your main contact with your tutor will be online using the Discussion area of the eLearning system. In some GCCM courses, you will also have teletutorials or teleconferences with your tutor.

The Discussion area is where you will ask your tutor questions about concepts that are difficult to grasp, assessments or exercises. We encourage you to post your questions online, rather than emailing your tutor, so that fellow students can see the tutor’s answers, contribute suggestions of their own and participate in the online discussion. This is equivalent to ‘raising your hand’ to ask a question in a face-to-face setting. We encourage you to seek clarification and stimulate discussion by asking questions and contributing to the online discussion.

Contact with your tutor via email will mostly relate to confidential or personal issues. For example, when the tutor emails you feedback on your assignment or if you have a personal problem you need to discuss.

Tutors will mark your assessments throughout the course, but will not be marking your final exam.

Although you might not meet your tutor face-to-face, your relationship is very important. He/she will assist you with any problems you are having with the course materials. Your tutor is a course expert and you should address any questions about the course content to him/her in the Discussion area.

It is important that you and your tutor are clear about what is expected from each other. The first teletutorial or teleconference is a good time to do this.
Course website

The virtual classroom

One of the features of this course that may make it very different from other courses you have done is the fact that you will make contact with your fellow students online.

By providing you with this environment, we hope to stimulate collaboration on your projects, and sharing of ideas and understandings around the course content. For those of you who already use computer conferencing, you will be aware of the benefits of working online. For example:

- you can contact people in geographically diverse areas
- you can work at any time that suits you and get feedback from other people
- you can contact and share ideas with a wider range of people than you would in the normal course of your day.

We have built in a number of opportunities for online activity. These will vary slightly in their format across courses. Some of the opportunities include:

- formal online activities using the Discussion area of the eLearning system. These online activities usually run for a couple of weeks and are assessed by your tutor.
- weekly online discussions via the Discussion area of the eLearning system. In this course, these weekly discussions are part of your assessment.

As well as the information contained in this overview about working online, you can also consult the website https://student.unsw.edu.au/moodle. This website has a wide range of additional activities and guidance to facilitate online learning.
Learning online

One of the key differences in computer mediated communication is the element of collaboration that can exist and be encouraged between students. In collaborative learning, learning can be seen as a social process in which individuals reach new understandings as a result of sharing experiences, and of questioning each other. It is also a more realistic reflection of the world of work, where joint effort and collaboration are a large part of working in teams.

There are a number of opportunities where you can collaborate using the eLearning system:

• you can communicate with your learning partner and complete the text-based activities in a collaborative manner
• you may wish to share your findings, or collaborate in producing interviews, with key people in your organisations
• the online activities are designed to encourage you to share experiences relevant to the course concepts.

If you are new to the GCCM, you might be a little nervous about getting online. The online discussion area is an important tool for sharing your experiences with your fellow students and tutor. As a class, you will come from a wide range of backgrounds and have had many different experiences. One of the most valuable aspects of participating in this course is the opportunity to network with others.

Online discussions should be thought of as being halfway between a conversation and a piece of writing. We often develop our ideas through conversation. Frequently just a single sentence can add to the discussion or take it in a new direction. Bear in mind that the assessment of your online contributions is based on the whole course, not on a single posting. So getting online often is a good strategy.

Sometimes you will get online and find somebody has already said what you wanted to say. That’s OK, you can just make a comment on their piece and perhaps extend the discussion.

You don’t have to keep track of everything everyone has said. As more messages are posted, it is sometimes daunting to try to keep track of everything. Don’t worry, if you were in a crowded room with everyone talking at once, you would not be expected to keep track of all the conversations.
Although we will prompt you from time to time to discuss a specific issue online, we would encourage you to get online anytime to ask questions or make comments about any and all aspects of change management.

We have learnt from reflecting on our own experiences of learning online with previous GCCM students. The insights we have gained are that students find the following kinds of entries from fellow students frustrating and time consuming, and that they discourage rather than encourage discussion:

- Long entries which read more like a ‘brain dump’ than insightful commentary.
- Entries which have more than two or three key points. These are often either not read, or not responded to, or both!
- Entries which repeat course material in the student’s own words.
- Entries which do not follow on from previous entries (unless, of course a new ‘thread’ is being established) suggesting either that the student has not read other contributions and/or that the student is not engaging in a discussion, but rather wants to show what they know.
- Entries which repeat points already made by other students.

Also we have learned that students who do not contribute early on find that by the time they attempt to contribute, there is too much to read from other students, or that most of what they want to say has already been said.

The implications for you in crafting your contributions are to:

- keep entries short and to the point, only attempt to make two or three points per entry
- read other relevant entries before crafting yours, and advance the discussion in light of these entries in your contribution
- go for depth of insight rather than breadth of material
- the earlier you start in the discussion the more you can contribute.

In short, think about whether you would like to read the entry you are about to post before posting it.
eLearning

To access eLearning@AGSM MBA, go to http://telt.unsw.edu.au and select Login to UNSW Moodle.

Login to the web Single Sign On (wSSO) using these details:

Username: zNumber
Password: zPass

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: 8.00am – 8.00pm
Saturday and Sunday: 11.00am – 2.00pm

Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333

For assistance in using Moodle, including how to upload assessments:

The AGSM eLearning Coordinator

Hours: Monday to Friday: 9.00am – 5.00pm

Email: elearning@agsm.edu.au
Phone: Internal: x19541
External: 02 9931 9541
International: +61 2 9931 9541

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

Redesigning the Organisation
AGSM MBA Programs contacts

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

Student Experience
AGSM MBA Programs
UNSW Business School
UNSW SYDNEY NSW 2052

Tel: +61 2 9931 9400
Fax: +61 2 9931 9205
email: studentexperience@agsm.edu.au

Courier address:
AGSM Building, Gate 11, Botany Street,
UNSW Campus, Randwick NSW 2031

Mailing address:
Student Experience
AGSM MBA Programs
UNSW Business School
UNSW SYDNEY NSW 2052
Schedule of contacts

Contact with your learning partner

You will need to contact your learning partner regularly during the session.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Purpose of contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 May</td>
<td>Discuss your unit learning review, with your learning partner (Unit 1)</td>
</tr>
<tr>
<td>2</td>
<td>1 June</td>
<td>Discuss an exercise on organisations with your learning partner (Unit 2)</td>
</tr>
<tr>
<td>3</td>
<td>8 June</td>
<td>Discuss four exercises on organisation analysis with your learning partner (Unit 3)</td>
</tr>
<tr>
<td>5</td>
<td>22 June</td>
<td>Discuss two exercises on organisations with your learning partner (Unit 5)</td>
</tr>
<tr>
<td>7</td>
<td>6 July</td>
<td>Discuss two exercises on work design with your learning partner (Unit 7)</td>
</tr>
<tr>
<td>9</td>
<td>20 July</td>
<td>Discuss an exercise on corporate governance with your learning partner (Unit 9)</td>
</tr>
<tr>
<td>12</td>
<td>10 August</td>
<td>Discuss three review exercises with your learning partner (Unit 12)</td>
</tr>
</tbody>
</table>

Teleconferences

There are two teleconferences held in this course.

Teleconference 1 is held during Unit 2 of this course. Teleconference 2 is held during Unit 12 of this course. For both teleconferences, you will need to select your times for this teleconference from the times offered in the online area. The purpose of these teleconferences is outlined below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Purpose of contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1 June</td>
<td>Discuss your expectations and learning objectives for this course with your tutor and co-participants (refer to Exercise 1, Unit 1), and discuss your analysis of the Dashman company (refer to Teleconference Activity 1, Unit 2).</td>
</tr>
<tr>
<td>12</td>
<td>10 August</td>
<td>Discuss USA TODAY case, review some key course concepts, and discuss the final exam (refer to Unit 12).</td>
</tr>
</tbody>
</table>
Contact with your mentor

In this course, your mentor might act as a sounding board for your analysis of your own organisation which you will complete for Assessment 2 and Assessment 3. Listed below are the suggested contacts, although you may want to meet more often.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Purpose of contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8 June</td>
<td>Discuss four exercises on organisation analysis with your mentor (Unit 3)</td>
</tr>
<tr>
<td>4</td>
<td>15 June</td>
<td>Discuss one exercise concerning corporate parenting in your organisation with your mentor (Unit 4)</td>
</tr>
<tr>
<td>5</td>
<td>22 June</td>
<td>Discuss two exercises on culture with your mentor (Unit 5)</td>
</tr>
<tr>
<td>6</td>
<td>29 June</td>
<td>Discuss an exercise on organisational redesign implementation with your mentor (Unit 6)</td>
</tr>
<tr>
<td>7</td>
<td>6 July</td>
<td>Discuss an exercise on job design with your mentor (Unit 7)</td>
</tr>
<tr>
<td>8</td>
<td>13 July</td>
<td>Discuss two exercises on analysis of team design with your mentor (Unit 8)</td>
</tr>
<tr>
<td>9</td>
<td>20 July</td>
<td>Discuss two exercises on a joint venture with your mentor (Unit 9)</td>
</tr>
<tr>
<td>10</td>
<td>27 July</td>
<td>Discuss two exercises about mergers with your mentor (Unit 10)</td>
</tr>
<tr>
<td>11</td>
<td>3 August</td>
<td>Discuss two exercises on downsizing and outsourcing with your mentor (Unit 11)</td>
</tr>
<tr>
<td>12</td>
<td>10 August</td>
<td>Discuss three review exercises with your mentor (Unit 12)</td>
</tr>
</tbody>
</table>

Online contacts

You will need to participate in five scheduled online activities. You will make the contributions via the Discussion area of the eLearning system.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Online activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 May</td>
<td>Online activity 1 – Unit 1</td>
</tr>
<tr>
<td>3</td>
<td>8 June</td>
<td>Online activity 2 – Units 2 and 3</td>
</tr>
<tr>
<td>5</td>
<td>22 June</td>
<td>Online activity 3 – Units 4 and 5</td>
</tr>
<tr>
<td>7</td>
<td>6 July</td>
<td>Online activity 4 – Units 6 and 7</td>
</tr>
<tr>
<td>9</td>
<td>20 July</td>
<td>Online activity 5 – Units 8 and 9</td>
</tr>
</tbody>
</table>

Your tutor will give the discussions questions in the weekly introductions. However, you might also have additional thoughts and discussion points, which we encourage you to put forward.
Assessment

The assessment process plays two roles: it provides feedback to you on your progress, and is a means of testing and grading your performance. For more information on assessment criteria and submission details and grading policy, please refer to the Assessments & examinations section of the AGSM website.

https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

Assessments 2 and 3 involve a substantial analysis of your own organisation or an organisation with which you are familiar. In order to complete these assessments, you will need to gather data from a range of sources such as individuals within the organisation (by interview or focus group), written documentation (e.g., annual reports, organisation charts, mission/vision statements, strategic plans, business plans) and your own knowledge and observations.

Summary of requirements

In order to pass this course, you must:

• Achieve an aggregate (overall) mark of at least 50, and
• Achieve a minimum pass grade in the final piece of assessment.

| Assessment 1a and 1b – Participation in online activities (Assessment 1a – Parts 1 & 2, Assessment 1b – Parts 1, 2 & 3) | Weight: 20% in total (5 parts at 4% each) | Maximum Length: 200 words per contribution |
| Assessment 2 – Analysing your organisation | Due: Week 6, Tuesday, 30 June, by noon Sydney time | Weight: 25% | Maximum Length: 10 pages, plus organisational chart |
| Assessment 3 – Redesigning your organisation | Due: Week 11, Tuesday, 4 August, by noon Sydney time | Weight: 25% | Maximum Length: 10 pages, plus two organisational charts |
| Assessment 4 – Final exam | Due: Saturday, 22 August 2015 | Weight: 30% | Duration: 3 hours |
### Assessment criteria

#### Assessment criteria – written assessments
- understanding of the concepts, theories and ideas developed in the course
- ability to apply these concepts to examples from your own experience
- capacity to structure an assessment logically, showing clarity of thought
- clarity of description, explanation and attention to the focus of the exercise or assignment
- evidence of appropriate referencing
- degree to which the material submitted for assessment addresses the specified assessment requirements, including limiting the assessment to the required length.

#### Assessment criteria – Online participation

**Distinction/High Distinction**
- extends course dialogue and promotes group learning
- reflects on and re-evaluates personal opinions
- asks challenging questions
- critically reflects on theoretical underpinnings of course content
- demonstrates original insight into application of course materials
- makes recommendations that acknowledge the complexity of organisational change and are based on an integrated understanding of course content.

**Credit**
- discusses, responds or refers to others' contributions
- offers up ideas or resources and invites a critique of them
- explores concepts and justifies positions rather than simply stating them
- proposes actions based on ideas that have been developed
- links with course materials and real world or case examples
- concise entries within the word limit.

**Pass**
- demonstrates understanding of core concepts and theories of the course
- articulates positions on issues, but doesn’t explain reason for position (i.e., uncritical acceptance or unreasoned rejection of ideas)
- summarises and models previous contributions
- repeats course materials
- works individually in one-way communication, not building on or discussing others’ contributions.
Assessment 1 – Participation in online activities 1–5

Weight: 20% in total (5 parts at 4% each)
Maximum Length: 200 words per contribution

You are required to participate in five online activities during the course. They will be broken into 2 groups so that you can receive your grades more evenly throughout the course.

Within each online activity, each student is required to make postings over at least three different days in the week, to allow reasonable dialogue with other students. The minimum acceptable contribution rate of postings is 6 per dialogue. The maximum word count of each posting is 200 words.

Assessment 1a
Online activity 1 – Unit 1
Online activity 2 – Units 2 and 3

Assessment 1b
Online activity 3 – Units 4 and 5
Online activity 4 – Units 6 and 7
Online activity 5 – Units 8 and 9

Each activity will be given the same weighting in arriving at your overall grade.
Assessment 2 – Analysing your organisation

Due: Week 6, Tuesday, 30 June
by noon Sydney time
Weight: 25%
Maximum Length: 10 pages, plus organisational chart

Analyse your organisation, or one you are very familiar with, drawing on course concepts you have learnt so far. In the case of an organisation of more than 500 employees, you may choose to analyse one business unit or department. It is important that you have good access to the organisation to allow you get information on the organisation’s environment, strategy, design and performance.

Your analysis should include:

1. An evaluation of the core features of the organisation and important aspects of its context, including:
   - pertinent aspects of the organisation (e.g., ownership, size, history/ stage of development, inputs into the organisation).
   - the organisation’s environment (e.g., customers, regulations, competitors, demands and constraints in the environment, opportunities in the environment, new technology, availability of skilled employees).
   - the organisation’s mission, strategy and goals (e.g., clarity and feasibility of the mission, match between actual and stated strategies of the organisation, factors that make a difference between success and failure in the business).

   (15 marks)

2. An analysis of the organisation’s performance and outputs.
   For example, ask yourself:
   - How well is your organisation performing? How well are teams performing? How well are individuals performing?
   - What problems are evident in your organisation? What are the strengths of your organisation?

   (15 marks)
3. An analysis of the internal fit of your organisation's design.
Evaluate the internal fit of your organisation’s design. For example, consider the following questions: Are the elements of the organisational design aligned with each other and congruent, or are they inconsistent and conflicting? What consequences does this fit, or lack of fit, give rise to? Are any of the problems or strengths you identified earlier related to the fit amongst the organisational design elements?

Aspects of the organisational design you might consider in your evaluation of its internal fit include (but are not limited to):

i. the formal structure/functional subsystem
ii. the informal structure/social and political subsystems
iii. culture/cultural subsystem
iv. decision support systems/informational decisions
v. reward systems
vi. human resource systems
vii. work design and technology

Ensure that your analysis is evaluative and not only descriptive. For example, do not just describe how information flows in the organisation, but assess how well the information flows and how adequate the information is.

(25 marks)

4. An analysis of the external fit of your organisation’s design.
Evaluate the external fit of your organisation’s design. That is, consider the following questions: What is the fit between the organisational design, its strategy, and its environment? Is the design appropriate for the strategy? Is the strategy appropriate for the environment? Do any of the problems or strengths you identified in your organisation arise from its external fit or non-fit?

Ensure that your analysis is evaluative and not just descriptive.

(25 marks)

5. An overall assessment of your organisation.
Having carried out an analysis of your organisation, it is important to present some conclusions that identify the key themes arising out of your analysis and the most critical organisational design issues.

(20 marks)
Check that you are within the page limit of 10 pages, plus organisational chart, and then submit your assignment to your tutor by 11pm Sydney time.

**Tips for this assignment**

- Before writing up your assignment, carry out a full analysis of your organisation. This will include addressing the above questions, and re-visiting some of the exercises you have carried out in past units (e.g., your culture analysis and culture evaluation templates; your analysis of your organisation’s structure). Your full analysis will probably be lengthier than the page limit allows. Identify from this full analysis the core aspects that you will focus on in your assignment. This means that you will not necessarily give equal weight to all of the aspects of the analysis described above. For example, you might pay more attention to discussion of rewards systems than, say, information systems, if reward systems are the element of your organisation that you feel are most out of line with other elements and the strategy.

- It might help you to think of this exercise as the preparation of a briefing to an academically-trained CEO. The CEO needs to be persuaded by your analysis – it must be more compelling than just a description or a list of bullet points. At the same time, the CEO will be wanting to ensure that the analysis is grounded in rigorous academic concepts and principles. So it is important that you demonstrate this academic rigour in your answer by drawing on, and citing, key course concepts and principles in your answer.

- In order to complete this assessment, you may gather data from a range of sources such as from individuals within your organisation (via interview or focus group), from written documentation (e.g., annual reports, organisation charts, mission/vision statements, strategic plans, business plans) and from your own knowledge and observations.

- This assignment is based on Units 1–5.
Assessment 3 – Redesigning your organisation

Due: Week 11, Tuesday, 4 August by noon Sydney time
Weight: 25%
Maximum Length: 10 pages, plus two organisational charts: existing organisation and new, recommended organisation (one page each)

Following on from your analysis and evaluation in Assessment 2, and drawing on concepts you have learnt, make viable recommendations for change. Ensure your redesign recommendations:

• the recommendations should be your, personal, original ideas for redesigning the organization, rather than just reporting a redesign or process of redesigning that has been devised by other people in your organization.
• the redesign should include recommendations about the process of redesign, but should also feature recommendations about a new redesign (e.g., new structural elements or new reward system etc).
• use course concepts
• create better fits, e.g., of structure to contingencies, or culture to structure
• are specific and action-oriented
• are justified in terms of likely improvements
• calculate the costs (financial and human) associated with the changes
• include plans for managing the process of change
• anticipate the most important potential risks and problems of implementation, and make recommendations for overcoming them.

Check that you are within the page limit of 10 pages, plus organisational chart, and then submit your assignment to your tutor by 11pm Sydney time on the due date.

Tips for this assignment

• Ensure that your recommendations are consistent with the analysis of your organisation in Assessment 2.
• Try be as specific as possible. For example, consider the following types of questions:
  – What do you propose to change, and how?
– What problems with power, anxiety, and control might arise and how can these be dealt with?

– Whose support (superiors, peers, subordinates) will be required for successful change? How do you think this support should be obtained?

– How will you get people motivated and engaged in a constructive way?

– Who will be responsible for what?

– What resources will be required?

– How can progress be monitored?

– How will you know that the change effort has been successful?

– What kind of modifications might be required to fine-tune the changes?

– What implementation tools might you use?

You do not need to address all of the above questions, and you might also address quite different questions. The important point is that you be specific and thorough in your consideration of the redesign and how it might be implemented.

• The above goal will be helped by making some choices. Although there are many alternative designs that you might choose, there is probably not room to present all of these in full. Your assignment will be richer if you present a more detailed analysis of one design and its implementation. Of course, you will need to justify how and why you chose this design above others, and you can acknowledge in your assignment that there might be other options to choose from.

• In order to complete this assessment, you may gather data from a range of sources such as individuals within the organisation (via interview or focus group), from written documentation (e.g., annual reports, organisation charts, mission/vision statements, strategic plans, business plans) and from your own knowledge and observations.

• As with Assessment 2, it might help you to think of this exercise as the preparation of a briefing to an academically-trained CEO.

• It is important you draw on and cite key course concepts and principles in support of your recommendations.

• Ensure you use Unit 6 (The Process of Redesigning the Organisation) for this assignment.
Assessment 4 – Final exam

Date: Saturday, 22 August 2015
Weight: 30%
Duration: 3 hours

The final exam is a three hour open book exam to be held at secure locations. It will test your understanding of the underlying principles of organisational design and redesign and will concentrate on assessing your overall understanding of the course material.

Do not rely heavily on looking up answers during the exam itself. This will be time consuming and a source of frustration. A recommended method of preparing for the exam is to write a one page summary of each unit. Before you commence writing your exam answers you may find it helpful to prepare a brief plan for each question.

A sample exam and exam preparation information will be available online.

For examination policy and procedures, please refer to the ‘Policies and forms’ section of the MBA (Executive) Student area on the AGSM website.

Course feedback

At the end of the course, we will ask you for your feedback in a confidential survey. However, if you think of things along the way, we would appreciate it if you could email your thoughts to your tutor so that you don’t forget.
Your feedback is very important as it enables us to continually improve the course materials and enhance your learning experience.
Introductory activities

The Introductory activities include the Mary Sherman Case Study and some material on ‘Creating a problem statement’ is also relevant. Both are given here for your convenience.

Mary Sherman Case Study

Mary Sherman, a vice-president of a telecommunications company, was reflecting on the meeting she had just attended, a half-day session with the top ten officers of the corporation. A variety of topics were discussed, and the last two hours were devoted to a potential reorganisation. The company president had talked about the need to restructure the company because of cost concerns, the need to create new business units to take advantage of some opportunities presented by new technology, and a desire to become more responsive to the marketplace.

By and large the meeting had been a frustrating one. It seemed very difficult to get a firm hold on the topic and come up with solutions. First, everybody talked in generalities; nobody wanted to take a position. Then, all of a sudden, people started drawing charts on pieces of paper and holding them up to show other people. A flip chart was finally brought into the room, and people started jumping up from their seats and running to the easel to draw organisation charts. Everyone had a different idea, but the problem seemed to be that everyone was moving in quite different directions with their proposals. Some argued that their approaches would save costs, while others felt that their designs would help develop new managers, while yet others argued for approaches that would move decision-making down and out towards the marketplace. There seemed to be little opportunity to focus on issues and understand the trade-offs. Sherman also noticed that everyone was uncomfortably vague, no one presented a full chart. She guessed that no one wanted to put out a proposal about how many jobs there would be or about who would be in those jobs. Sherman thought, however that at several points she could see people building jobs for themselves within the structure they proposed.

On the other hand, she thought, there was some good news. Based on what she had heard, the two hours represented a step forward, most of the previous reorganisations had not received that much senior management time and attention. Second, she was glad that the senior officers were involved. In the past the president developed the structure alone and then ‘tried it out’ with a few people through informal and off-the-record discussion. At least we got a chance to talk about it in the open, thought Sherman.
Finally, she realised that the next steps were not clear. The meeting had ended abruptly at 5.30. It was not clear whether additional meetings would occur. Sherman had mixed feelings about another meeting. She was not anxious to repeat this afternoon’s session, but she was uncomfortable with the idea of not having any input to the new organisation, particularly since some of her key units and functions might be affected by any redesign.

*Source:* Adapted from Nadler and Tushman (1988).

### Creating a problem statement

Creating a problem statement is often one of the biggest weaknesses of students who get low marks. Students will often define the problem vaguely. Some will define the problems vaguely in a sentence; some will define the problems vaguely in a page.

A problem statement is a clear and concise statement – what is the problem and what are the causes? Our aim is to capture the essence in a sentence. Sometimes, we will have a short paragraph.

Jones (1998) describes four pitfalls in problem statements, which we can adapt to the RTO and SFC materials.

| Statement is too broad | What should we do about the computers in the workplace?—this does not define the problem  
GCCM – The company is not performing well |
|------------------------|---------------------------------------------------------------------------------------------------|
| Statement is too narrow | Example – The company does not pay enough  
GCCM – The company is not producing enough profit |
| Statement is assumption-driven | How can we make leading oil companies aware of our marketing capabilities?—This assumes they are not aware.  
If the assumption is wrong, then we waste time analysing the wrong problem.  
GCCM – The company is performing poorly and everyone else in the industry is performing poorly too |
| Statement is solution-driven | How can we persuade government to build more prisons?—This assumes a solution  
If the problem is wrong, then we waste time analysing the wrong problem.  
GCCM – The company is not performing well because we do not have a set of company values. |

*Source:* Adapted from The Thinkers Toolkit, Morgan D. Jones.
Case Study

In their book Breakthrough Thinking, Nadler and Hibino (1990) tell about a company whose distributors complained that it was sending them damaged goods. The company hired an efficiency expert to investigate, and she accepted the definition of the problem as offered – to reduce damage to goods. To solve the problem, the expert designed a computer-controlled conveyor to load truck. She estimated that the conveyor system would cost $60,000 per warehouse location, with savings yielding a payback of about eight months. Since the company owned 24 warehouses, the total investment was to be $1.44 million.

The vice president was inclined to accept the expert’s recommendation, but decided (perhaps for political reasons) to ask the internal industrial engineering group for a second opinion. The assignment was given to a staff engineer fresh out of college. He studied the situation. However, rather than accept the definition of the problem as given, he asked a new question: “What are we really trying to achieve?” His answer was, “we are trying to find the best way of distributing our products to the marketplace”. From that problem statement, he completed the study and prepared a presentation for management.

When time came for the presentation, the vice president asked, “Well, do we go ahead and spend the $1.44 million?”

The young engineer responded, “No, sir, I think you should sell all the warehouses.”

It turned out that he did not mean selling all the warehouses – just most of them. The company ultimately followed his recommendation and sold all but a few regional warehouses, each stocked by air shipments directly from the company’s manufacturing plants. Eliminating local warehouses simplified freight transfers so there were fewer physical handing points for each shipment, and consequently less likelihood of damaged goods. The solution saved the company hundreds of millions of dollars each year, and eventually forced its competitors.

What is the key issue you are trying to address? Where in the organisation are problems occurring? Is the environment in which people operate influencing the problem? These are questions that should be asked in clearly defining the problem or issue that you are addressing. You may have a good idea of the problem and a possible solution, but the accuracy of your diagnosis of the problem and the potential solution determines the effectiveness of your change intervention.

In this section we will describe some tools that you can use individually, or in groups, and to increase the accuracy of your diagnosis. The tools we will work on are:

- 5Ws;
- Why-Why diagram;
- Grouping facts to analyse better and analyse faster?
These tools can be used in a variety of situations in a manager’s work life. You may find that you have studied one or all of them in different courses. If so, you may like to skim read the relevant sections here. However, do take a moment to refresh your memory of them and compare how you used them in other courses, with how they are used in managing change.

The first tools we’ll cover are best used to explore the organisational context in which you work. Any issue or problem you work on has an organisational context and understanding this context will allow you to understand the issue more fully and search more widely for possible solutions.

Once you have a broad idea of an issue or problem there is a general tendency to jump straight to a solution. For example, if there is an issue of poor management skills we often prescribe training as a solution. Or if there is a poor take up of a new IT system we might immediately blame the IT staff who designed it and ask them to change the new system. However, these two solutions (more training and an IT system redesign) might not address the real problem. The real problem here might be poor role models, or poor communication of the value of the IT system.

Jumping to solutions like this is very common, especially for action-oriented people, or those who enjoy the implementation phase of a project. However, there is a danger that you attempt to solve the wrong problem, or try to solve too many problems at once. The 5Ws tool is designed to clarify the problem before you start thinking of solutions to it.

The 5Ws

*An undefined problem has an infinite number of solutions.*

The 5Ws approach provides a structure for clarifying the situation or problem through repeated questioning. The underlying assumption is that all problems can be defined in terms of simple attributes (the What?), location in space (the Where?) and time (the When?), and people who are affected (the Who?). Not all of these W questions are relevant for all problems, however every problem will have some attributes addressed by the ‘What?’ so this is always relevant and should usually be addressed first.

The fifth W is Why? ‘Why?’ questions can serve two purposes:

- First, they can be used to gain some insight into the goals of the change program. For example, ‘Why do we want to improve employee satisfaction?’
• The second use for the Why? question is at a different level from the other Ws in that it requires a shift from a description of the issue to a focus on what the underlying causes of the problem/issue, or contributing factors, are. Often the causes or contributing factors will be identified through answers to the other 4Ws, so this question is sometimes redundant.

**Process**

**Step 1.** The order of questioning has two requirements. The What? should come first and the Why? last. The other Ws can be asked in any order.

- **What:** focus on what is. What is the problem here? What is going wrong here? What would the ideal situation look like?
- **Where:** the physical or structural locations. For example, Where does the problem usually arise (e.g., regions or departments)? Where might we expect problems to arise?
- **When:** timing issues. When do we notice the issue? When does the problem actually occur? When do customers complain?
- **Who:** gather information about stakeholders including internal and/or external customers. Who is involved in the problem? Who cares about the problem? Who is affected by the problem?
- **Why:** why do we need to solve this problem? Why is that happening? Why do people react in that way? This question can be pursued repeatedly to determine root causes (see below).

**Step 2.** While there will be frequent recycling back through questions (i.e., asking What?, then Where?, then When?, then What? again, then Who?, then Where? again etc.), the general strategy is to pursue more and more specific questions at each step before moving to the next level. For example, if the main issue is poor ‘skills’, the next question is What skills? If the answer is ‘technology skills’, then ask What technology skills? If the answer is ‘Internet skills’, then ask What specific Internet skills? etc.

**Step 3.** Stop asking these questions when you are confident that you have reached a clear definition of the problem or issue.

Try going to a more detailed level and if you think the questions or answers don’t make sense then you have probably gone deep enough. Remember that you may have to go off-line at any point to get expert input, collect and analyse data or do some research.
Step 4. Once you have generated and recorded answers to the 5Ws, use them to construct a clear problem statement, that is, a sentence which describes the crux of the issue. The clarity and succinctness of this statement is very important. If it is vague you will encounter problems later on in discussing the issue with others, in coming up with courses of action to address the issue, and evaluating your success in making changes to address the issue. This statement should not be a question, since questions can be worded in leading ways (i.e., the answer becomes obvious).

Exercise 1: Conduct a 5Ws diagnosis

Conduct a 5Ws of an issue facing your organisation. Think of a broad issue like high turnover, poor management processes or poor customer retention. Ask yourself a series of questions (starting with what, how, where, when and possibly why?) and record both your questions and answers below. The aim is to come to a clear statement of a problem. This problem should be one which is linked with the broad issue you started with.

Problem statement.
**Why-Why diagram**

The 5Ws should end with a sequence of ‘Why’ questions sequentially probing to greater depth. This repeated ‘drilling-down’ into the problem can provide surprising insights and is known as root cause analysis. It is often the case that addressing the root cause of the problem leads to the most effective and long-term solution to the problem.

Root cause analysis is a technique of drilling down into the problem to try to find out the essential causes of the problem rather than the symptoms. One tool that you may find useful for root cause analysis is the ‘Why-Why’ diagram. You can use this at the end of a 5Ws analysis, or on its own.

The Why-Why diagram is simply a tree diagram where causes of a problem are probed. It is a little like dealing with a four-year-old child who loves to ask ‘Why?’ (especially when they discover that this is often a question that gets some attention from a grown-up!). And whatever the explanation, the explanation itself seems to generate another ‘Why?’ But there are two differences between the child’s questioning and a Why-Why diagram. The first is that at each stage we look for a set of possible causes rather than just one. So we end up with a tree of explanations. The second difference is that, thankfully, we can make our own decision on when we have gone far enough down the tree!

For example, the following Why-Why diagram might have arisen from the problem statement: ‘Older staff are dissatisfied with the lack of retraining opportunities’

**Figure 4 Why-Why diagram**

```
WHY?

Existing staff don’t receive training

Training perceived as ineffective
  WHY?
  Takes too long
  Not transferred back to the workplace

Staff resist training
  WHY?
  Runs counter to culture
  Threat to their expertise
  Too busy
```
You can see how the Why-Why diagram provides a means of rapidly recording and relating a series of causes for a problem. As you move down the tree you will find that it is not possible to say why some causes arise, that is you cannot answer the Why? question. This may be because you need to collect additional information. Alternatively it may be because you have arrived at the root cause of the problem. As we stated earlier, it is often the case that addressing the root cause of the problem leads to the most effective and long-term solution to the problem.

**Exercise 2: Construct a Why-Why diagram**

Go back to the 5Ws analysis you did earlier. Select one of the problem statements you identified (you might like to pick the most interesting one, or the one which you think most clearly explains the broader problem). Construct a Why-Why diagram to generate some root causes of this problem.
Grouping facts to analyse better and analyse faster?

What students do wrong?

In more complex cases, there are many facts. In some cases, we may have hundreds of different facts. Students often analyse these pieces of information in an unstructured way. For example, a student may look at a list of 100 facts and see a link between say facts 4, 30, 48 and 63. Then look at the list again and see another link between facts 6, 17, 23 and 93. There are two problems with this approach. First, it is difficult to see links between lots of items. Second, it is a very slow way to analyse facts.

Analyse much better and much faster

Fombrun and Nevins (2004) suggest we should analyse problems using four steps.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List</td>
<td>Identify all the facts relating to the problem</td>
</tr>
<tr>
<td>2. Prune</td>
<td>Eliminate facts that are too highly related or duplicated</td>
</tr>
<tr>
<td>3. Group</td>
<td>Group related facts together into larger categories</td>
</tr>
<tr>
<td>4. Link</td>
<td>Connect groups together (One group causes another or one group is a subset of a larger group)</td>
</tr>
</tbody>
</table>


This is similar to using an affinity diagram or the post-it note method. In these methods, each fact is written on a post-it note. These post-it notes are placed on a board. Then the post-it notes are arranged into groups. Each group is given a heading which summarises the post-it notes in a group.

Professor Robert Wood of the AGSM suggests a structured way to generate insight faster. He suggests not just grouping the facts, but grouping the facts using the headings of a model.

This does three things. First, it speeds up the analysis, because we do not have to think of reasons for items to be grouped together.

Second, it simplifies our analysis. Instead of looking for patterns in say 100 isolated facts, we look for patterns in smaller numbers of groups of facts. For examples, if we grouped the facts using the Galbraith star model, we have just five groups. Putting facts into between 3 groups and 5 groups works best, with 7 groups at the most.
Third, grouping facts using a model may also suggest some root causes. For example if many of the facts are in one group, perhaps this suggests the cause may be that group. Or if there are no facts in a particular group, then perhaps this suggests this empty group is the cause. Once we have groups of facts, we can look for links between different groups. Perhaps group A is affecting group B to cause the problem.

Rearranging the facts into different groups using a different model (with different headings) may produce different insights. If we have the facts in Word or Excel, it is easy to rearrange them fast. In Excel, we can list the facts in one column, then in succeeding columns add categories for different models. The facts can then be resorted with the click of a mouse – fast.

To help you the table below lists some useful models. Try using at least 3 different models to group your facts.

<table>
<thead>
<tr>
<th>Model</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 C’s</td>
<td>Customer, Competition, Company</td>
</tr>
<tr>
<td>Star</td>
<td>Strategy, Process, People, Rewards, Structure</td>
</tr>
<tr>
<td>7S</td>
<td>Hard S – Strategy, Structure, Systems</td>
</tr>
<tr>
<td></td>
<td>Soft S – Skills, Style, Staff, Shared Values</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strength, Weakness, Opportunity, Threat</td>
</tr>
<tr>
<td>4 M</td>
<td>Materials, Machinery, Manpower, Methods</td>
</tr>
<tr>
<td>Balanced Scorecard</td>
<td>Financials, Customers, Operations, People</td>
</tr>
</tbody>
</table>

Source: Adapted from Betty Vanderbosch (2003), Designing Solutions for your Business Problems.

With experience you will learn which models are best for different problems. We encourage you to use models to group facts. We are sure you will find it a powerful tool to help you analyse situations much better and much faster.

**How can I improve my problem statement?**

When you have your problem statement, how can you improve it? To improve your problem statement, try looking at your problem statement in different ways. We will discuss a practical and simple way to do this, which sidesteps some of our natural biases. Give yourself just five minutes to restate the problem statement in as many different ways as possible. Set yourself a goal to restate the problem statement in at least 6 different ways. The following four techniques are useful for creating alternative problem statements.
### Paraphrase
Restate the problem using words without losing the original meaning.

**Initial statement:** how can we limit congestion on the road.

**Paraphrase:** how can we keep road congestion from growing?

### Broaden
Restate the problem in a larger context

**Initial statement:** should I change jobs?

**Broaden:** how can I achieve job security?

### Narrow
Restate the problem in a smaller context

**Initial statement:** how can we increase profit

**Narrow:** how can we increase profits in department X?

### Make it worse
Reverse a problem statement to make things worse

**Initial statement:** how can we get employees to come to the company picnic?

**Worse:** how can we discourage employees from attending the picnic?

---

**Source:** Adapted from The Thinkers Toolkit, Morgan D. Jones.

---

**Analysing cases fast with different models**

This appendix introduces some quick techniques for organising facts using a Spreadsheet and a word processor. This is what most people would propose starting with...

<table>
<thead>
<tr>
<th>Facts</th>
<th>Star</th>
<th>5 W’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low morale</td>
<td>People</td>
<td>What</td>
</tr>
<tr>
<td>Lack of teamwork</td>
<td>People</td>
<td>What</td>
</tr>
<tr>
<td>No new products in 2 years</td>
<td>Strategy</td>
<td>When</td>
</tr>
<tr>
<td>Project Managers no power</td>
<td>Processes</td>
<td>What</td>
</tr>
<tr>
<td>Flat structure</td>
<td>Structure</td>
<td>What</td>
</tr>
<tr>
<td>Scientist financial incentive to win new patents rather than develop new products and processes</td>
<td>Rewards</td>
<td></td>
</tr>
<tr>
<td>Was on the leading edge</td>
<td>Strategy</td>
<td>Where</td>
</tr>
<tr>
<td>Growing competition</td>
<td>Processes</td>
<td>When</td>
</tr>
<tr>
<td>No cooperation between divisions</td>
<td>People</td>
<td>Who</td>
</tr>
<tr>
<td>Researchers felt less than excited due to Sr Mgrs halting projects</td>
<td>People</td>
<td>Who</td>
</tr>
<tr>
<td>New department head hired as 2IC</td>
<td>People</td>
<td>Who</td>
</tr>
<tr>
<td>Major restructuring announced</td>
<td>Structure</td>
<td>When</td>
</tr>
<tr>
<td>Revised incentive scheme</td>
<td>Rewards</td>
<td>What</td>
</tr>
</tbody>
</table>
Practical Tip
We suggest putting the categories to the left, in the spreadsheet. Then we can produce clearer tables. So, we start with...

<table>
<thead>
<tr>
<th>Star</th>
<th>5 W's</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

If we sort by the 5W's column, we get...

<table>
<thead>
<tr>
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<th>5 W's</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
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<td>People</td>
<td>Who</td>
<td>New department head hired as 2IC</td>
</tr>
</tbody>
</table>
If we only copy the right hand two columns, then... in Word, using edit-paste special-formatted text (RTF), we get this table:

<table>
<thead>
<tr>
<th><strong>5 W’s</strong></th>
<th><strong>Facts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
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<tr>
<td>Who</td>
<td>New department head hired as 2IC</td>
</tr>
</tbody>
</table>

Select the table and put in lines, so you can see what you are doing.
Then select all the boxes containing **WHAT**, right click, click on **merge cells**. Now delete all of the WHAT in that single box except for one. Repeat for other groups. You will have a table like this:

<table>
<thead>
<tr>
<th>5 W's</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>Low morale</td>
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</tr>
<tr>
<td></td>
<td>New department head hired as 2IC</td>
</tr>
</tbody>
</table>

Then we suggest changing the formatting to make it easier to see the themes.

<table>
<thead>
<tr>
<th>5 W's</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>Low morale</td>
</tr>
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<td></td>
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</tbody>
</table>

Here we might look at the **WHO** and see that a key issue is getting the divisions to cooperate and link this to **WHEN** by saying getting divisions to cooperate is more important now because of the increasing competition. We might also look at the **WHAT** and note they are all connected with rewards.
From this we might say the problem is: we need to ensure the rewards encourage cooperation.

**We can repeat the process with a different model:**

If we sort by the star column, we get...

<table>
<thead>
<tr>
<th>Star</th>
<th>5 W's</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>What</td>
<td>Low morale</td>
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</tr>
</tbody>
</table>

Now hide the 5W’s column, then copy...

In Word, using edit-paste special-formatted text (RTF), we get this table:

<table>
<thead>
<tr>
<th>Star</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>People</th>
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</table>

Then select all the boxes containing **WHAT**, right click, click on **merge cells**. Now delete all of the WHAT except one. Repeat for other groups. You will have a table like this:

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>
Then we suggest changing formatting to make it easier to see patterns.

<table>
<thead>
<tr>
<th>Star</th>
<th>Facts</th>
</tr>
</thead>
</table>
| People | Low morale  
       | Lack of team work  
       | No cooperation between divisions  
       | Researchers felt less than excited due to Snr Mgrs halting projects  
       | New department head hired as 2IC |
| Processes | Project Managers no power  
       | Growing competition |
| Rewards | Scientist financial incentive to win new patents rather than develop new products and processes  
       | Revised incentive scheme |
| Strategy | No new products in 2 years  
       | Was on the leading edge |
| Structure | Flat structure  
       | Major restructuring announced |

Similarly, we can look at the themes. In complex cases we may get different insights from using different models.

Here we might choose to change the categories that certain facts are in. However, we start to examine the categories:

- **Strategy** – was good, used to be leading edge now no new products
- **People, Rewards and Processes** do not seem to support strategy
- **Rewards** – incentives do not fit new products; informal rewards are connected with power; department heads have power and value expertise not new products
- **Structure** – flat structure encourages innovation, so that’s a good fit

So, we quickly see some of the patterns. Then we can say we need to ensure people, processes and rewards support strategy of product innovation. (We will see later in the course, this could be one of the design criteria – design must support strategy of product innovation)

This may seem overkill for simple cases. But, when you have complex cases with lots of facts, like analysing your organisations, it makes the analysis easier.

With a little practice, you can produce different tables for different models very fast. Then you have different perspectives on the same facts very quickly. Since, different models give you different perspectives you can diagnose very fast. This is easier than trying to see patterns in long lists of facts.
Guide to the course materials

In the printed materials for each week there are several icons which denote different activities in the text.

**Exercise**

Indicates an exercise to be completed.

**Online activity**

Indicates an exercise or activity to be completed in the online discussion area or when you are required to lodge some work in the Discussion area of the eLearning system.

**Checkpoint**

A review of material just covered.

**Unit learning review**

Indicates a point where you could now use your learning review.

**Read**

Indicates a reading contained in the course material that you are required to read.

**Listen**

Indicates a point to listen to a provided CD.

**Reflect**

Indicates a point to consider the material you have just covered.
Acknowledgements

Course Coordinator

Gavin Schwarz BA, MPhil (Hons), PhD
Associate Professor, School of Management,
UNSW Business School.

Gavin Schwarz is an Associate Professor in the School of Management at the UNSW Business School, The University of New South Wales. His current research interests include organizational failure to change, structural inertia, inter-professional communication in healthcare, and knowledge development in organization theory. His research has been published in various journals such as Journal of Management, British Journal of Management, Journal of Applied Behavioral Science, Journal of Management Inquiry, Group and Organization Management, and other organization studies outlets. He is an associate editor at the Journal of Change Management and the Journal of Applied Behavioral Science, and is an executive board member of the Organization Development and Change division of the US Academy of Management.

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References


Appendix

Appendix 1  Assessment cover sheet.
Appendix 1

Assessment cover sheet.
Please fill in all details on this form and submit it as the first page of your assessment.

Student ID: 
Name: 
Course name: 
Instructor name: 
Due date: 
Assessment name: 
Page count: 
Student comments on the assessment: 

 I declare that I have read, understood and followed the University Rules in respect of student academic misconduct outlined in the Student Code and the Student Misconduct Procedures.

 I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

 I declare that appropriate citation methodology has been used throughout the assignment in accordance with the UNSW policy on Academic Misconduct. I have read the policy on plagiarism in the Managing Your Learning manual.

 I acknowledge that the assessor of this item may, for assessment purposes:
– provide a copy to another staff member of the University.
– communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Agreement:
By submitting this assignment, I am agreeing to the statements and conditions above. I have retained a copy of this assignment, which I can provide if necessary.
Please fill in all details on this form and submit it as the first page of your assessment.

**Student details**

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**Assessment details**

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**Student comments on the assessment**


**Student declarations**

- I declare that I have read, understood and followed the University Rules in respect of student academic misconduct outlined in the [Student Code](#) and the [Student Misconduct Procedures](#).
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