**Course Syllabus**

**Dr. Hammad Akbar**

**MGT 510 – Managing Change in Organizations**

**Spring 2025**

**Lecture Time and Location:**

**MGMT 510:** Wednesdays

**Time:** 1700 – 1950 hours

**Location:** BUA-S 1020

**Contact Information:**

**Email**: hammad.akbar@ku.edu.kw

**Office Hours**: by *email* appointment

**Office:** S01-0B-1016

**Course Website** : See Teams

**Course Description:**

Change is the only constant nowadays. This is because organizations do not work in a vacuum, but in a dynamic and competitive context. The wide-spread availability of information and knowledge is changing consumer tastes and preferences like never before and is leading to unprecedented levels of competition. Organizations, therefore, have little choice but to change in order to keep abreast with market dynamics. However, change is easier said than done. More often than not, it requires organizations to be flexible, in that often fundamentally change the way they work. The same also applies to employees of organizations. This course sheds light on the key principles of organizational change and development. The course focuses on both at the organizational level, e.g. dynamic context, flexibility, preparedness, etc., and at the individual level, e.g., minimizing resistance to change, dynamic capabilities, etc. Through this scope, organizational change and development complements contemporary research in organizational theory and design, strategic management, entrepreneurship, and organizational behavior.

The course intends to study why change is initiated, how change is accomplished, what change means for those involved, and what implications change has for capabilities, leadership, roles, employees, teams and culture. The course will approach these questions from multiple perspectives; critical perspective, tools perspective, process perspective, people perspective and innovation perspective. Students will learn how to analyze, design, and implement change as well as develop organizations through matching organizational structure, system, and culture to external pressures and market requirements. Against the backdrop of traditional organization change theory and organizational development theory, the course will cover topics including, initiating change, strategic change interventions, implementing change, change implications, resistance, leading change, innovating for change, diagnosing/designing/implementing interventions, and integrating and institutionalizing interventions.

**Course Learning Outcomes:**

The learning outcomes for this course are listed below and relate to the learning goals of the College of Business Administration Postgraduate Program.

Upon successful completion of this course, students will be able to:

1. Understand organizational change and learn about organizational development.
2. Discuss why organizations need to interact with, adapt and change in response to their external environment.
3. Learn about organizational change and development designs, structures, forms, and culture.
4. Provide an understanding of the implications that organizational change and development have for organizational systems, processes, people, and the enabling environment.
5. Understand the implications of organizational change and development for leadership and innovation within organizations.
6. Communicate the students’ analyses of business cases in written and oral formats.

**CLO Mapping to CBA Skill-Based Competency Goals**

|  |  |
| --- | --- |
| **Course Learning Outcomes**  | **Competency (Goals)** |
| *Analytical (LG5)* | *Communication (LG4)* | *Information Technology (LG3)* | *Decision-Making Skills (LG2)* | *Business Ethics (LG1)* | *General Business Knowledge*  |
| 1 |  |  |  | A |  | A |
| 2 | A |  |  |  |  |  |
| 3 | R |  |  | R |  | A |
| 4 |  |  |  | A |  | A |
| 5 | A |  |  | A |  | A |
| 6 | A |  |  |  |  | R |

**Type of Emphases:**

* **(I)ntroduce:** Students will be introduced to the skill and their grasp of it assessed in the course.
* **(A)pply:** The course will not cover the skill. Students should have a high-level grasp of the skill and are required to apply it in the course.
* **(R)einforce:** Students should have an introductory-level grasp of the skill and the course will improve their mastery to a higher level.

# CBA Competency Goals – Linked with Competency Goals

1. **Analytical Competency:** The CBA graduate will be able to use analytical skills to examine and understand business problems.

***Student Learning Objectives:***

* 1. Use appropriate analytical techniques to study and investigate organizational change and development interventions.
	2. Use relevant analytical techniques and methods to dissect and absorb change initiatives based on organization’s diagnosis and the identification of change alternatives.
1. **Decision-making Competency:** The CBA graduate will be able to solve business problems and make a well-supported business decision.

***Student Learning Objectives:***

* 1. Critically evaluate multiple solutions to address the need for a given organizational change and development.
	2. Make well-informed and well-supported business decisions.
1. **General Business Knowledge:** The CBA graduate will be able to demonstrate an understanding of the fundamental business disciplines’ concepts and theories.

***Student Learning Objectives:***

3.1 Acquire a fundamental understanding of knowledge from the main business disciplines (e.g. management, economics and finance, among others) vis-à-vis organizations as flexible and adaptable, contextual entities, thereby entailing a learning orientation to identify, respond, diagnose, implement, lead, innovate and institutionalize organizational change and development.

**My Expectations from You**

This course focuses on the application of concepts and ideas to real-world examples, primarily through case discussions. I intend to keep lecturing to a bare minimum. For the class to work well, and for you to benefit from it, preparation for each class meeting is essential. All students are expected to arrive at class having read the assigned chapter or the case and be prepared to offer and defend their recommendations. As our class discussion forms the crux of the course, it is important that I get to know who you are as soon as possible. Please display your name card and try to sit in the same seat every session.

An important feature of MGMT 412 is that it is an integrative class. I shall be expecting you to draw on the knowledge you have gained from your previous classes, and from your general knowledge of business affairs. But MGMT 412 is not just about reading and analysis, it is also about ideas. Successful managers are also change agents - they seek to identify new demands and requirements, and subsequently at to adjust their organizations and employees to respond to these changes and address the associated challenges. I shall expect you to generate novel and interesting insights and views.

**Required Material:**

**Textbook:** Thomas G. Cummings and Christopher G. Worley (2019). Organization Development & Change. United Kingdom: South-Western CENGAGE Learning.

**Additional Textbook:** Stefan Sveningsson and Nadja Sörgärde (2019). Managing Change in Organizations. London: Sage.

**Additional Material**: Required reading materials will be provided through the course website.

**Grading:**

The scores in this course will be the weighted average of the following items:

|  |  |
| --- | --- |
| **Weight** | **Description** |
| 10% | Attendance (two late attendances make one absence) |
| 20% | Midterm Exam  |
| 20% | Class Participation (class discussion and group exercises/discussions) |
| 10% | Report and Presentation |
| 40% | Final Exam |
| 100% | TOTAL |

**Grade Distribution:**

|  |  |
| --- | --- |
| **PERCENT** | **GRADE** |
| 95.00 – 100.00 % | A |
| 90.00 – 94.99 % |  A- |
| 87.00 – 89.99 % |  B+ |
| 83.00 – 86.99 % | B |
| 80.00 – 82.99 % |  B- |
| 77.00 – 79.99 % |  C+ |
| 73.00 – 76.99 % | C |
| 70.00 – 72.99 % |  C- |
| 65.00 – 69.99 % |  D+ |
| 60.00 – 64.99 % | D |
| ≤ 59.99 % | F |

**Course Requirements and Policies:**

“Eighty percent of success is showing up.” – Woody Allen

**Class attendance** will be determined based on roll calls conducted at the beginning of the class. In the case-method pedagogy, class attendance is critical to individual and collective learning, and so is having read the case before coming to the class. ***My expectation is that every student arrives on time and attends every class***. **Absenteeism and lateness to classes throughout the semester count against the participation grade since it adversely impacts the learning experience of the section as a whole**. Anyone who cannot attend class should email me in advance if at all possible. In case we have a **collective learning activity (i.e., a case discussion or group exercise), your attendance and lateness will count heavily for your participation grade.** Your participation during any case discussions will contribute to your participation grade.

Every student in this course must abide by the Kuwait University Policy on Attendance (published in the Student Guide, Chapter 3, Section 13). A copy of the student guide can be accessed online on:

http://www.kuniv.edu/cs/groups/ku/documents/ku\_content/kuw055940.pdf

**Participation and Class discussion:** Class participation will be assessed on the basis of your contribution to class discussion and listening. Of course, the underlying condition for class participation is attendance. I expect you to attend all sessions. Prior to class, you should thoroughly read and prepare the case for that day, including answering the study questions. Please ensure that you have used the frameworks, tools, and ideas from the readings in your analysis as appropriate. In grading class participation, I look at **both the quantity and quality of contribution**. With regards to quality, some of the criteria I shall apply include:

* Are the points made relevant to the discussion and fit within the class context?
* Do the points go beyond a mere recitation of case facts?
* Are the underlying assumptions clearly understood?
* Are the ensuing implications clearly drawn out?
* Is there evidence of analysis rather than expressions of opinions?
* Are the arguments convincing?
* Are the comments linked to those of others?
* Does the contribution further the understanding of the issues and raise interesting questions?
* Is the participant a good listener?
* Is the participant able to clearly articulate her/his thoughts?
* Does the analysis make use of learnt models and techniques?
* Are comments made in a respectful, professional, and constructive manner?

Simply being present does not warrant full credit, nor does frequent participation that does not advance the learning of the class. I will use “cold calling” occasionally so you need to be prepared for each class. Cell phones must be turned off or set to the “silent” mode during classes. Laptops may not be used during case discussion segments and activities.

**Exams:** There will be one mid-term exam and one final examination, which will cover the course material to that point in the course, including lectures, discussions, cases and readings. Details about exam contents, time, and location will be discussed in the class. **Missed examinations may not be made up without prior permission, no exceptions.**

***Note:*** *The instructor reserves the right to change assignments and cases as necessary to facilitate an improved learning experience.*

**Course Website**

MGMT 412 uses Teams (website) to facilitate the administration of the course. You will be responsible for checking the Teams website regularly for class work and announcements. Please become familiar with the website. I recommend creating a shortcut (link or favorite) in your browser that will take you to the course login page. At the course website, you can

* Check for announcements,
* Download slides and files related to MGMT 412, and
* Review the grades and monitor your progress.

**Cheating and Plagiarism:** Every student in this course must abide by the Kuwait University Policy on Cheating and Plagiarism (published in the Student Guide, Chapter 3, Section 2). A copy of the student guide can be accessed online on: http://www.kuniv.edu/cs/groups/ku/documents/ku\_content/kuw055940.pdf

Please carefully note all sources and assistance when you turn in your work. Under no circumstances should you take credit for work that is not yours. You should neither receive nor give any unauthorized assistance on any deliverable. If you have any questions about what constitutes ‘unauthorized assistance’ please email me before the deliverable is submitted.

**Writing Style:** Students must refer to MLA writing style for their assignments and report writing. Please refer to the English Language Center for help.

 **Office Hours**

My office hours are given at the beginning of this document. If you have a time conflict, please contact me to schedule an appointment for another time. You may contact me any time via email. It is best not to contact me via telephone, as I often work in areas other than my office. In general, this syllabus is your first source of information on questions pertaining to the class. I will not answer a question the answer for which is in the syllabus. When sending me an email, always include **the course title** **and your first and last name in the email title** (the same applies to if you send me a message via teams). **I reserve the right to not recognize or respond to emails/messages without the course title and your first and last names.**

**Case Analysis Workshop**

Analyzing business case studies can be challenging, especially if you have no prior experience working with cases. Sometime early on in the semester, I will hold a case analysis workshop to help you prepare your case and prepare for the in-class case discussions. The date, time, and venue for the workshop will be announced in class during the first week of the semester.

**Course Outline (subject to modifications):**

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| **Title** | **Topics** |
| Introduction  | - Rules of the game/syllabus - Introduction to Organizational Change and Development Theory*- Case Analysis Workshop*  |
| Initiating Change and Development | - Open systems, boundaries, feedback, equifinality and alignment- Dynamic era/Information and knowledge - Why is change difficult? - *Case Discussion:* The Decline of Kodak  |
| Strategic Change Interventions | - Types of change (Planned/prescriptive versus emergent, radical versus evolutionary/incremental; continuous versus transformational)*- Case Discussion:* Restructuring of NHS England |
| Implementing Change  | - Models of change - Implications for systems, routines, culture and ways of working*- Case Discussion:* Kindred Todd and the Ethics of OD |
| Implications of Change  | - Process perspective - People perspective *- Case Discussion:* Technology and Books case  |
| Resistance to Change  | - The complexity of resistance- Models of overcoming resistance *- Case Discussion:* Changes at the Brazilian company, Semco Partners |
| Leading Change  | - Leadership approaches and activities- Change agents *- Case Discussion:* tbd  |
| Innovating for Change  | - Innovations for change (e.g. technological)- Implications for organization (level of organized behavior, and learning organization) *- Case Discussion:* Technology and Power  |
| The OD Process – Diagnosing Organizations  | - Methods of data collection and feedback - Organizational and individual level diagnosis *- Class Discussion:* Appropriate methods of diagnosis |
| Designing and Implementing Interventions  | - Internal or external contracting- Effective interventions - Organizational interventions and issues*- Case Discussion:* Top Management Team at Ortiv Glass Corporation |
| Integrating Strategy  | - Team building and its activities - Integrating divergent perspectives *- Case Discussion:* Conflict Management at Balt Healthcare Department  |
| Evaluating and Institutionalizing OD | - Evaluating interventions - Routinizing interventions *- Case Discussion:* Institutionalizing structural change at Hewlett-Packard |

**Important Dates**

|  |  |
| --- | --- |
| **Date** | **Event** |
| tbc | Last day to drop classes |
| tbc | Last day of classes |
| tbc | Final Exam (Comprehensive) |