



COURSE SYLLABUS

Organizing and Leading Change, 7.5 credits

Organizing and Leading Change, 7,5 högskolepoäng

Course Code:	LOCK18	Education Cycle:	First-cycle level
Confirmed by:	Director of Education Jan 2, 2018	Disciplinary domain:	Social sciences
Revised by:	Director of Education Jun 3, 2020	Subject group:	FE1
Valid From:	Autumn 2020	Specialised in:	G1F
Version:	3	Main field of study:	Business Administration, Psychology

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- discuss and explain the nature of change in organisations
- classify and make sense of different theoretical perspectives on change

Skills and abilities

- select and apply techniques for analysis of change situations
- integrate and apply perspectives on how to lead and organise change efforts

Judgement and approach

- argue for appropriate concepts and models regarding leading and organising change
- critically review literature on leading and organising change

Contents

- Theory on organisation change
- Leadership and change
- Organisational culture as driver for change

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups.

A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

General entry requirements and 30 credits in Business Administration or Psychology including organizational theory, or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. The course also use the grading scale U/G for oral group examination where G is the passing grade.

The course is examined through seminars and one individual written assignment examination. Absence from seminars could be replaced with individual assignments. The individual written assignment decides the final grade of the complete course. For a passing grade on the course, the student needs a G on the seminars, and an E on the individual written assignment.

The learning outcomes forms the basis for the structure of teaching, the composition of the course literature and the design of the examination. The examination must allow for students to be assessed on an individual basis. Students may not take a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion. If a student has failed the same examination three times, the student is entitled to request that the next examination be assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the vice dean of education.

In case the course is terminated or significantly altered, examination according to the present course syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Seminars	2.5 credits	U/G
Individual written assignment	5 credits	A/B/C/D/E/FX/F

Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

Course literature

Burke, W. W. (2017). *Organization change: Theory and practice*. Sage Publications. (Selected chapters)

Cummings, T. G., & Worley, C. G. (2014). *Organization development and change*. Cengage learning.

Leonard, H. S., Lewis, R., Freedman, A. M., & Passmore, J. (Eds.). (2016). *The Wiley-Blackwell Handbook of the Psychology of Leadership, Change, and Organizational Development*. John Wiley & Sons. (Selected chapters)

In addition to the specified course literature, articles, book chapters etc. may be added according to the course instructor's instructions.

Please note that the course literature may change until one month before the course starts.

Citing Sources – How to Create Literature References

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

The Interactive Anti-Plagiarism Guide – Jönköping University

Information about plagiarism at higher education institutions available in the course event on the e-learning platform