



## COURSE SYLLABUS

# Organising and Leading Change, 7.5 credits

*Organising and Leading Change, 7,5 högskolepoäng*

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Course Code:	MGOR23	Education Cycle:	Second-cycle level
Confirmed by:	Council for Undergraduate and Masters Education Oct 22, 2014	Disciplinary domain:	Social sciences
Valid From:	Aug 24, 2015	Subject group:	FE1
Version:	2	Specialised in:	A1N
Reg number:	2015/1867-313 IHH	Main field of study:	Business Administration

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## Intended Learning Outcomes (ILO)

The purpose of the course is to extend the students theoretical as well as practical understanding of change in an organisational context. On completion of the course the students will be able to:

### *Knowledge and understanding*

1. Discuss and illustrate the nature of change in organisations
2. Classify and make sense of different theoretical perspectives on change

### *Skills and abilities*

3. Select and employ techniques for analysis of change situations
4. Integrate and apply perspectives on how to lead and organise change efforts

### *Judgement and approach*

5. Argue for suitable concepts and models regarding leading and organising change
6. Critically review literature on leading and organising change

## Contents

The course is built around three theoretical themes in the literature on change and organisations: 1) organisational change, 2) leadership and change and 3) culture and change. The course content includes contrasts to the predominant notions of change in organisations as a response to changing environments led and implemented by top management by introducing theories, models and concepts on new and innovative forms of organising for change. Change in organisational contexts is further elaborated regarding the crucial role of leadership and culture in creating change-oriented organisations. The students experiences of both change and organisations form the basis for a reflective and critical discussion around multiple approaches to change in organisations.

## Type of instruction

The course format builds on a student centred pedagogy and includes a range of learning/change opportunities and the students are expected to take responsibility for their learning processes during the course. The format of the course is organised to support this process by including opportunities to discuss and apply the course literature through literature seminars, poster/case seminars, a student lecture and an

individual essay.

The teaching is conducted in English.

### Prerequisites

Bachelor's degree in Business Administration or equivalent (or the equivalent).

### Examination and grades

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

The intended learning outcomes knowledge and understanding, skills and abilities and assessment and attitude skills are examined in a variety of examination forms. The examination includes three overall activities: poster/case reports 20%, student lecture 20% and an individual essay 60%.

The course parts are organized, related to the Intended Learning Outcomes (ILO) and weighted in the final grade and in the following way:

ILO: 1, 2, 3 and 4 are examined in the poster/case reports (groupwork)

ILO: 1, 2 and 5 are examined in the student lecture (groupwork)

ILO: 1, 3, 4, 5 and 6 are examined in the individual essay

Registration of examination:

Name of the Test	Value	Grading
Examination <sup>1</sup>	7.5 credits	A/B/C/D/E/FX/F

<sup>1</sup> Determines the final grade of the course, which is issued only when all course units have been passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### Other information

Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to

assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

Selected research articles.