



COURSE SYLLABUS

Leading in Complexity and Change, 15 credits

Leading in Complexity and Change, 15 högskolepoäng

Course Code: JLCR21	Education Cycle: Second-cycle level
Confirmed by: Council for Undergraduate and Masters Education May 3, 2021	Disciplinary domain: Social sciences
Valid From: Aug 23, 2021	Subject group: FE1
Version: 1	Specialised in: A1N
	Main field of study: Business Administration

Intended Learning Outcomes (ILO)

On completion of the course the student will be able to

Knowledge and understanding

1. Describe common factors influencing complexity, leadership and change.
2. Understand the concepts of roles, goals, contexts and their implications in developing action plans.

Skills and abilities

3. Independently analyze complex work contexts.
4. Develop action plans and strategies for change.
5. Understand and compare different leadership roles in relationship to change.
6. Work with different perspectives and different points of view.

Judgement and approach

7. Demonstrate an ability to apply different perspectives in work development and change.
8. Reflect upon the challenges involved in leading and change.
9. Demonstrate the ability to critically assess individual and organizational challenges in complexity and change.

Contents

The purpose of this course is to develop leadership, organisations and groups in order to manage complexity and change more effectively and efficiently. Our increasingly challenging environment relies not only on our abilities to manage but also to lead in times of uncertainty, change and complexity. The abilities to adapt, innovate and thrive are essential components for successful businesses, organisations and for the people that work and lead them. The course focuses on a developmental project, the challenges involved, the implications of different solutions, perspectives and different leadership styles. More specifically it means to

- a) assess the organisations/departments (or the like) readiness for development and change;
- b) develop a plan for change that addresses a real (small or large) challenge, taking aspects like

resistance, culture and leadership of potentially different solutions into account;
c) implement the plan in the organisation; and
d) evaluate the implementation and reflect over the projects as a whole from different perspectives related to leading in complexity and change.

The course is organised around three different modules comprising of 10 sessions in all.

- Module 1 comprises of 4 sessions, focussing on understanding different organisational and leadership contexts, including oneself as a leader. During module one the student will carry out an organisational assessment of the context regarding its change capacity. The student will also develop an action plan for the implementation of change in the student's own organisation.
- Module 2 comprises of 4 sessions focussing on carrying out the action plan.
- Module 3 comprises of 2 sessions focussing on evaluation of the project.

Connection to Research and Practice

The course is designed based on research in change, leadership, diversity and problem solving. Based on practical knowledge of change projects, leadership and innovation the course integrates theoretical knowledge with hands-on experience of different challenges involved in change.

Type of instruction

This is an online course. All activities are web-based and comprise of a mix of lectures, seminars and workshops with written group reflections throughout the different course modules as well as a final individual reflection after all three modules.

Different groups of participants will be expected to work together during completion of each module.

The teaching is conducted in English.

Prerequisites

Bachelor's degree (i.e. the equivalent of 180 credits at an accredited university or the equivalent) and at least two years of work experience in a leading role. Applicants without a bachelor's degree need least five years of work experience in a leading role.

Also, an application letter written in English is required. The letter should contain a description of the applicant's current leading role and a short description of the organization's support for the development project, including who has given the permission (can be the applicant him- or herself, for instance in the case of the applicant being self-employed), why the applicant feels interested and motivated in taking the course.

Examination and grades

The course is graded Fail (U), Pass (G) or Pass with Distinction (VG).

Module 1: Written group reflection (ILO's: 1, 2, 3 and 4) representing 2 credits

Module 2: Written group reflection (ILO's: 5, 6, 7 and 8) representing 2 credits

Module 3: Written group reflection (ILO's: 8 and 9) representing 2 credits

After all modules: Individual written reflection (ILO's: 1, 2, 3, 4, 5, 6, 7, 8 and 9) representing 9 credits

Registration of examination:

Name of the Test	Value	Grading
Module 1: Written group reflection [†]	2 credits	U/G/VG
Module 2: Written group reflection [†]	2 credits	U/G/VG
Module 3: Written group reflection [†]	2 credits	U/G/VG
After all modules: Individual written reflection [†]	9 credits	U/G/VG

[†] All parts of compulsory examination in the course must be passed with a passing grade or pass with distinction before a final grade can be set. The final grade of the course is determined by the sum total of points for all parts of examination in the course (0-100 points). Grade is set in accordance to JIBS grading policy.

Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. There must be course evaluators identified among the students. The evaluation is carried out continuously as well as at the end of the course, through a survey. After the course the course Examiner meets with student evaluators to discuss the survey results and possible improvements. A summary report is also created. The report is followed up by program directors and discussed with faculty and relevant others (e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean, or 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

A list articles will be supplied at the course introduction.