

COURSE SYLLABUS



UNDERSTANDING AND LEADING CHANGE

IFSA-Butler Reimagining Europe Semester Program in Prague

Suggested US semester credit hours: 4 credits

Contact Hours: 60

Course Level: 300

IFSA-Butler course code: MG380-20

Course length: Semester

Delivery method: Face to face

Language of Instruction: English

COURSE DESCRIPTION

The aim of this course is to prepare students to anticipate, plan and deliver organizational change. In addition students will be able to predetermine appropriate and timely interventions required to maximize the benefits and minimize the risk of organizational change. On successful completion of this course students will have developed sufficient knowledge and understanding of leadership in the context of organizational change to make an effective and immediate contribution to the way in which an organization determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resisters.

STUDENT LEARNING OBJECTIVES

Students who successfully complete this course will:

- Compare ways in which change impacts on an organization's strategy and operations
- Evaluate the influences that drivers of change have on organizational behavior
- Determine how barriers to change influence leadership decision-making
- Apply a range of leadership approaches to a change initiative
- Strengthen critical thinking skills
- Become familiar with resources available for further research on understanding and leading organizational change
- Make cognitive connections between learning in this course and other learning experiences in the IFSA-Butler Reimagining Europe Semester Program in Prague

COURSE DELIVERY

Students are expected to read or view resources in advance and be prepared to actively discuss them in class. In each meeting, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic. Students are encouraged to bring their prior learning experiences into class discussions and to make cognitive connections between this course and others in the IFSA-Butler Reimagining Europe Semester Program in Prague whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

This course utilizes an interactive approach to teaching that focuses on the individual student's needs. This approach to teaching and learning aims to foster a challenging but caring environment that allows students to explore, create, and test themselves and their ideas in a safe place.

COURSE SCHEDULE

Weeks	Content Delivery
1 - 3	<p>Compare ways in which change impacts on an organization's strategy and operations</p> <p>Change as a constant requirement: What is change in a business context? How does position and perception influence a view of change as negative or positive?</p> <p>Types of organizational change: To include structural and strategic, and people and processes. Drivers of change: Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.</p> <p>Dealing with change: To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.</p>
4 - 6	<p>Evaluate the influences that drivers of change have on organization behavior</p> <p>Change and the impact on organizational behavior: Considering the psychological impact of change on people. How change impacts on team dynamics and how people are led and managed.</p> <p>Recognizing drivers of change: Using analytical tools such as PEST and SWOT. Selecting the most significant drivers in a given context.</p>

	<p>Responding to drivers of change: Using systems theory and continuous improvement models to predict and proactively plan for change. Using the Burke--Litwen model to make the change process efficient and effective.</p> <p>Written Report</p>
7 - 9	<p>Determine how barriers to change influence leadership decision-making</p> <p>Initiated or imposed change: Deciding to be preemptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change. Adaptive and constructive change.</p> <p>Barriers and resistance to change: Using a force field analysis to understand likely opposition and support for change in a contemporary context. Schein's organizational culture model, self--efficacy perceptions and situational resistance when determining barriers.</p> <p>Leadership and decision-making: Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.</p>
10 - 15	<p>Apply a range of leadership approaches to a change initiative</p> <p>Situational leadership: The context of a task/activity/challenge determines the appropriate leadership style/approach.</p> <p>Initiating change: Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply. When change is imposed then these opportunities are reduced or even negated.</p> <p>Change theories, concepts and models: The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.</p> <p>Individual Presentation</p>

EVALUATION METHODS

The course instructor will determine specific assignments (including paper topics), projects, and exams for the course. Your work on individual assignments and projects will be guided by grading

rubrics provided by the course instructor. Your final grade in the course will be arrived at through assessment methods determined by the course instructor and according to the percentages attached to each assignment and exam by the course instructor. Participation will constitute a determined percentage of your grade. Participation includes attendance, preparation, engagement in discussion, civility, and respect.

Assignment Number	Type of Assignment	Description and Areas Assessed
1	Written Report	Material covered during weeks 1 to 6
2	Individual presentation	Material covered during weeks 7 to 12 based on selected organization

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

READING LIST

Lewis, L. K. (2011). *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

Mee-Yan, C-J. and Holbeche, L. (2015). *Organizational Development: a Practitioner's Guide for OD and HR*. London: Kogan Page.

Northouse, P. G. (2010). *Leadership Theory and Practice*. 5th Ed. London: SAGE.

Pendleton, D. and Furnham, A. (2012). *Leadership: All You Need to Know*. London: Palgrave Macmillan.

Stanford, N. (2013). *Organization Design: Engaging with Change*. 2nd Ed. London: Routledge.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.