



APPLIES TO ACADEMIC YEAR 2013/2014

BIK 2917 Organizational Development and Change

Programme

Single courses

Responsible for the course

Morten Emil Berg

Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

7,5

Language of instruction

Norwegian

Introduction

Organizational learning and the leader or consultant as change agent

Teams, departments and organizations are continually facing new challenges. Leaders as well as experts are expected to act as change agents and facilitators. The key challenge is to develop teams and organizations which are flexible enough to adapt to challenges by incremental learning processes. This course focuses especially on the different stages of the learning process, "step by step". Distinct success criteria and pit-falls in change processes are highlighted.

Learning outcome

Knowledge

By the end of the course, students should have gained:

1. Knowledge into the different stages of the change process
2. Knowledge into specific tools and techniques in the work of change
3. Thorough insight into success criteria and pit-falls of change processes
4. Awareness of their resources and talents and started to develop these strengths and talents
5. Knowledge of the change agent's role

Skills

1. Apply a systematic methodology in order to achieve change in a team, a department or an organization
2. Apply specific tools and techniques in the work of change
3. Identify obstacles to change and knowledge of strategies to overcome such obstacles
4. Act as resource partner for change in discussions and concrete projects
5. Act as facilitator to develop a team, department or organization
6. Build networks and alliances where members continually support and challenge each other

Attitudes

1. Altruistic values. Helping employees and customers to succeed
2. Awareness of the importance of working on both the personal and the professional role, and reflection on personal values, cognition and behaviour
3. Show a constructive, critical attitude towards change theories and "change tools". Consciousness of both positive and negative consequences/implications of these theories and tools.
4. Consciousness of ethical considerations and aspects related to organization development and organizational change.

Prerequisites

Students are expected to have a basic knowledge of organization and leadership.

Compulsory reading

Books:

Brown, Donald R. and Don Harvey. 2010. An experiential approach to organization development. 8th ed. Pearson Prentice Hall. 490 sider

Recommended reading

Books:

Klev, Roger og Morten Levin. 2009. Forandring som praksis : endringsledelse gjennom læring og utvikling. 2. utg. Fagbokforlaget

Course outline

Building a platform for change

- Challenges and possibilities facing teams, departments and organizations today
- Paradoxes and dilemmas in change processes
- Innovation and revitalization of organizations. Identifying and influencing organizational culture
- Realization and living the new organizational culture

The change process

- Stages in a change process. The importance of flexibility
- Making a diagnosis: Identifying and analysing the organization or department
- Goal: Specifying the ideal/wanted situation
- Planning and implementation: Grounding the change process. Information, communication, involvement and commitment

Tools and strategies

- Tools, techniques and methods for implementing the change process. Evaluation, learning and rewards
- Obstacles to change. Strategies for overcoming obstacles
- Success criteria and pit-falls in change processes. Prerequisites and strategies for succeeding
- Tool-kit for change work
- Evaluation of change

Future

- The role of consultants and change agents. An alternative consulting style
- Continual development and change in organizations. Learning as "step-by-step processes"
- Future trends: Organization development and change in the years to come
- Developing oneself as a change agent

Computer-based tools

itslearning

Learning process and workload

Course duration is 42 hours of teaching throughout one semester.

Examination

Term paper

On the first day of the course a term paper is handed out. The term paper normally includes planning, implementation and/or evaluation of an actual change project in a team, department or organization. However it is up to each student to elaborate on the final formulation of the main question of his or her project. Students are encouraged to pick the main question from their own job context. Students will work on their project throughout the course. The professor/tutor will primarily highlight the field of organization development and change processes, but will also discuss specific projects with students.

The term paper can be completed individually or by a team of max. three students. The term paper should be limited to max. 20 pages.

Examination code(s)

BIK 29171 - Term paper; counts 100% in order to pass and obtain a grade in BIK 2917; 7,5 credits.

Examination support materials

All aids are permitted

Re-sit examination

Re-sit at the next ordinary exam.

Additional information