



APPLIES TO ACADEMIC YEAR 2016/2017

ORG 2800 Change Oriented Management, Team and Coaching

Programme

Bachelor of Management Program

Responsible for the course

Stig Ytterstad

Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

30

Language of instruction

Norwegian

Introduction

The world of work of today is characterized by the fact that changes occur more rapidly and are more comprehensive than ever before. This applies to both the private sector and the public sector as well as for voluntary organizations. For this reason it is important that tomorrow's executives acquire the necessary change competence. In a modern organization, changes are being planned and executed as part of a committed teamwork between executives, employees and shop stewards. Many organizations are characterized by the fact that they are labour-intensive with highly competent employees. Accordingly, an important success factor is what might be termed competence-driven change.

Learning outcome

Knowledge Outcomes

Students shall acquire basic knowledge in management skills communication and interpersonal relations. They shall know and be familiar with relevant concepts, dilemmas and theories linked to the management of the relevant change process. The programme has a particular focus on middle managers and their challenges in relation to changes and their task of safeguarding a good working environment, and the individual employee's need for job coping skills and competence development. The perspective shall be future-oriented, market-oriented and solution oriented in that traditional rule-oriented and bureaucratic attitudes and behaviour patterns within each individual organization are being challenged.

Skills Outcomes

Upon completion of the course students shall have acquired the competence required to be able to take on a goal-oriented and systematic approach to their leadership role when it comes to the changes faced by an organization. The programme emphasises the students' ability to develop their own anti-authoritarian leadership style focusing on the fact that each employee is the most important resource that the organization has, so that the employees are actively included in the efforts relating to the implementation of changes on a team basis. The programme has a special focus on the students' ability to handle tension and conflict related to changes in an appropriate manner. Upon completing the programme, students are expected to effectively plan, execute and follow-up relevant changes in relation to their own workplace. The programme focuses in particular on the developing the students' ability to relate appropriately to such phenomena as resistance towards change

Attitudinal Outcomes

The programme is founded on a perspective on humanity based on ethical values whose central focus is the customer's best interest. Students shall be trained in exhibiting a critical and reflective approach in relation to established systems and routines and awareness-raising with regard to continuous improvement and so-called best practice. The fact that the employees are the most important resource makes the students committed to always develop attitudes focusing on opportunities and possibilities and solutions linked to what can be done concretely to ensure that the employee succeed in their job.

Prerequisites

It is desirable for students to have a basic understanding of management and organizational theories as well as some executive experience.

Compulsory reading

Books:

Bang, Henning og Midelfart, Thomas Nettet. 2012. Effektive ledergrupper. 1, 2 opplag. Gyldendal Norsk Forlag. 19-246

Bolman, Lee G. og Terrence E. Deal. 2014. Nytt perspektiv på organisasjon og ledelse : strukturer, sosiale relasjoner, politikk og symboler. 5. utg. Gyldendal akademisk

Brochs-Haukedal, William. 2010. Arbeids- og lederpsykologi. 8. utg. Cappelen akademisk

Einarsen, Ståle og Harald Pedersen. 2007. Håndtering av konflikter og trakassering i arbeidslivet. Gyldendal akademisk

Gjerde, Susann. 2010. Coaching : hva - hvorfor - hvordan. 2. utg. Fagbokforlaget

Glasø, Lars og Geir Thompson, red. 2013. Transformasjonsledelse. Gyldendal akademisk

Jacobsen, Dag Ingvar. 2012. Organisasjonsendringer og endringsledelse. 2. utg. Fagbokforlaget

Lai, Linda. 2013. Strategisk kompetanseledelse. 3. utg. Fagbokforlaget

Martinsen, Øyvind L., red. 2015. Perspektiver på ledelse. 4. utg. Gyldendal akademisk

Articles:

Reeves, M., Love, C., & Tillmanns, P.. 2012. Your strategy needs a strategy. Havard Business Review. September. 8 sider

Recommended reading

Course outline

Perspectives on organizations, understanding organizations and management

- Clarification of important concepts and dilemmas
- Developmental trends within the field of organizational theory, leadership and competence management
- Understanding organizations and the interaction within them
- Psychology within the organizational arena
- Values, organizational cultures and co-operation in teams
- Organizational cultures and resistance towards change
- The relationship between organizations and their surroundings (framework conditions)
- Some central management theories as seen in a historical perspective
- Different metaphors used to understand organizations: machine, family, jungle theatre

Change Management

- Different approaches to the development of individuals, groups and organizations
- Planning, organization and management of change processes
- Coping with radical change processes (Business Process Re-engineering)
- Customer-driven change and continuous development through customer orientation
- Involvement and ownership to change processes
- Different phases in the effort relating to change processes
- Pitfalls and success criteria in relation to changes
- Strategies for overcoming resistance towards change
- The executive as an agent for change, the employee as a resource person
- The employee as a resource person in the change process
- Coaching as a method for creating successful changes
- Use of external consultants

Competence-driven change

- Competence as a competitive factor and resource within an organization
- Competence development with a view towards developing the organization in new directions
- How to develop a learning organization
- Basic theories of learning and the need for competence development
- Mobilization of hidden competence
- Competence mapping and implementation of competence measures
- Developing a plan for competence development and the organization's other planning basis, goals and strategies
- Evaluations and effect measurement of competence development measures

Computer-based tools

Learning process and workload

The programme is completed over the course of 2 semesters, which also include guidance and advice relating to the project assignment.

The participants will be signed up for tuition each semester. The course consisting of lectures is entitled ORG 2801 for the first semester and ORG 2802 for the second semester.

For their project dissertation, students are asked to explore a dilemma from their own job situation. Students shall develop their abilities with regard to independent problem resolution across the different academic subjects dealt with in the programme. Through their project assignment students shall acquire proficiency with regard to systematic problem analysis and develop their ability to apply theories on concrete problems and provide training for students with regard to presenting their own work in the form of a report.

The students themselves are responsible for finding suitable literature on the chosen subject for their dissertation, beyond the literature listed on the curriculum. Information on the writing and the formal requirements for the project dissertation will be provided in a separate seminar on research and writing methods. Dissertation length: Max 25 pages exclusive of appendices.

Examination

The programme is completed with a 5-hour individual written exam. The written exam will account for 40% of the overall grade for this course. The project dissertation, which will account for 60% of the overall grade, shall be written in groups consisting of 1-3 students.

All exams must be completed and passed in order for students to have the course ORG 2800 Change Management, Teams and Coaching approved and be awarded the 30 ECTS credits.

Examination code(s)

ORG 28001 Change Management, Teams and Coaching -a 5-hour individual written exam which will account for 40% of the overall grade required to have the course ORG 2800 Change Management, Teams and Coaching approved and be awarded the 30 ECTS credits.

ORG 28002 Change Management, Teams and Coaching - a project dissertation which will account for 60% of the overall grade required to have the course ORG 2800 Change Management, Teams and Coaching approved and be awarded the 30 ECTS credits.

Examination support materials

All support materials + BI approved exam calculator. Examination support materials at written examinations are explained under examination information in the student portal @bi. Please note use of calculator and dictionary in the section on support materials (https://at.bi.no/EN/Pages/Exa_Hjelpemidler-til-eksamen.aspx).

Re-sit examination

Re-sit at the next ordinary exam.

Additional information