



Course syllabus

Faculty Board of Business, Economics and Design
School of Business and Economics

1FE78U Att leda och vara chef i en politiskt styrd organisation, 15 högskolepoäng

Leadership and management in public sector organization, 15 credits

Subject Group

Business Administration

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by the Board of the School of Business and Economics 2011-03-04

Revised 2011-09-30. Revised literature

The course syllabus is valid from spring semester 2012

Prerequisites

No previous knowledge is required.

Objectives

On completion of the course, students should be able to, on the basis of personal experienced-based reflections, analyse and problematize around leadership in public sector organisation.

In more detail, this means that students should:

- have basic knowledge of organisational forms and structures.
- have basic knowledge of decision-theories and strategic processes.
- on the basis of the above knowledge, be able to identify, demarcate and formulate a problem with scientific relevance
- be able to identify and adapt a theoretical frame of reference, collect relevant empiricism as well as use it for a critical analysis of the problem
- be able to formulate the analysis in a written report

Content

The course content is built on research within the subject field and its relevance to a social-scientific context.

The following elements will be discussed

- Leadership
- Decision-theories
- The individual in the organisation
- Organisations' formal and informal structures
- Organisation's form and surrounding world
- Strategy and strategic processes
- Organisational change and innovation
- Learning in organisations
- Leadership case studies

In the first part of the course, focus is placed on deepening students' knowledge of organisation and leadership. In the second part of the course, this knowledge is applied to students' own experience-based leadership in public sector organisation. The synthesis of this should be analysed, documented and presented. An important part of the course deals with studying and describing changes in students' own outlook on leadership. All parts of the course have practical features which students later reflect over and discuss.

The pedagogical process is based on students' earlier experiences of their own, or others, leadership combined with the newly acquired knowledge in the subject. The result of this process should be continuously documented and presented by students. A group-report about an individually chosen part of the course should be carried out.

The course aims to meet high academic standards with preserved practical focus on students' own learning process

Type of Instruction

The aim of the course is to stimulate students to, on the basis of their own experiences, relate to academic knowledge outlooks on organisation and leadership. Students should be able to structure, analyse and relate theory to their own, and the groups', experiences. The course should also stimulate observations of changes in outlooks on leadership throughout the course. The pedagogical approach is therefore built on students' active participation.

The course consists of two parts.

Part 1

In this part of the course, a series of traditional lectures that form a theoretical and academic basis for the subject are held. Parallel to this, students should put together material about experience-based reflections on leadership on the basis of the lectures. The material can be structured as a diary or a blog and should be presented in the form of a paper. As a means of support for this, teacher-led group seminars will be held in connection with every lecture. The aim of the seminars, apart from giving students the opportunity to exchange experiences with each other, is to be active. In this part of the course, pedagogy is built on problem-based learning and personal coaching through an interactive learning process. By continuously being confronted with complex problems from everyday professional duties, students will undergo a personal leader-development at the same time as they become equipped with relevant theoretical models for reflection. The course is based on teaching that is built on interaction and reflection, which means that teachers, apart from their traditional roles, will act as mentors and coaches for students.

Part 2

The second part of the course consists of students, in groups of three, carrying out a

second paper. This paper should discuss and analyse one of the themes that are dealt with in the lectures. The structure of the group will be determined from the theme that all participants will work with. Presentations will be held during the last seminar.

Examination

The course is assessed with the grades Fail (U) or Pass (G).

The examination is built on the first part of the course and is carried out through written tests, graded paper and seminar discussions. Part two of the course is an obligatory element. Active participation during obligatory seminars can mean the difference between a grade of pass or fail.

Results are graded using one of the terms Passed with distinction, Pass or Fail, and AF according to the ECTS scale.

Course Evaluation

A written evaluation is conducted and compiled in a report, which is filed at the department. The result and actions, if taken, are communicated to the teacher responsible for the course and presented to the students in the way most appropriate according to the teacher responsible for the course. Other types of evaluations, such as continuous evaluation during the course or oral communication with the students, can occur and is encouraged in order to secure continuous quality improvement.

Required Reading and Additional Study Material

Björklund, M & U. Paulsson (2003); SEMINARIEBOKEN, Studentlitteratur AB, 138 s. ISBN 914404125X / 91-44-04125-X

J Frode Bakka, E Fivelsdal, L Lindkvist; ORGANISATIONSTEORI, 5:e upplagan. Liber förlag, 320 s. ISBN 91-47-07775-1

Lindkvist, L. Christensen, S. Daugaard Jensen, PE (2011); MAKT, BESLUT OCH LEDARSKAP. OM MÄRKBAR OCH OBEMÄRKT MAKT. ISBN 978-91-86203-70-2, SNS Förlag

Lindkvist, L. & L-G Aidemark (2005); SJUKHUS SOM BOLAG. SNS Förlag, 246 s. ISBN 91-85355-00-3