



Course syllabus

Faculty of Business, Economics and Design

Department of Management

4FE014 Tid och föränderlighet, 10 högskolepoäng

4FE014 Time and Changeability, 10 credits

Main field of study

Business Administration

Subject Group

Business Administration

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2009-06-17

Revised 2022-12-05 by School of Business and Economics. Change of department.

The course syllabus is valid from spring semester 2023

Prerequisites

In order to be admitted to the programme, students are required to have a BSc or BA degree with at least 90 higher education credits in either business administration, economics, pedagogy, social work, sociology, political science or caring science.

Objectives

Having completed the course, the student will have acquired knowledge of, and will

- be able to interpret and in their own words describe how an organization, its employees and the relation to the clients and customers is affected by different time logics
- be able to interpret, critically reflect upon, and draw conclusions on how organizations are influenced by, and can utilize change dynamics
- be able to analyse, discuss and suggest relevant organisation designs taking different kinds of businesses and time logics into consideration
- be able to critically reflect upon, and give account for, how change dynamics influence the own leadership
- be able to interpret and critically relate to the ethical dimension of how employees are influenced by participating in/being exposed to organizational change

- be able to critically relate to, and account for how the exercised leadership influences, and is influenced by change dynamics

Content

Time as phenomenon and concept

Time and organising

Organization theory and the concept of time

Organization design and the concept of time

Theories of organizational change

Chaos and complexity

Organizational change from a practical point of view

The esthetics of change

Ethics and organizational change

Type of Instruction

The students are expected to take responsibility for their own learning. This means that there are activities which are designed and developed by the students themselves, without involvement of the teaching staff. Other activities are more traditional, such as lectures, tutoring, seminars and examination seminars. Further more it is possible that after readings, dialogue seminars and reflection meetings will be used as teaching methods. There are mandatory activities, which are indicated in the session plan. Participation in introductory meetings and examination activities is always compulsory.

Examination

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

Assessment is through the submission and processing of a task for seminars throughout the course contents.

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

For the grade pass, the expected learning outcomes have to be reached; the grade is based upon the degree to which the learning outcomes are met. The weighing of the grades to the course grade is following the principles in the document "Principer för betygsrapportering dnr 2011/160".

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 during the course or oral communication with the students, can occur and is encouraged to secure continuous quality improvement.

Other

General Computer knowledge and access to a Computer with Internet connection is necessary.

Required Reading and Additional Study Material

Required reading

Bauman, Zygmunt, *"Liquid Times. Living in an Age of Uncertainty."* Polity, Cambridge., 2006, **Pages:**128

Senge, Peter, *"The Fifth Disciplin"*, 2nd edition, Random House, NY, 2006,

Pages:125.

Stacey, R, "*Complex responsive processes in organizations: learning and knowledge creation*" London, Routledge, 2001, **Pages:253**

Zimmerman, B, Lindeberg, C, Plsek, P, "*Edgeware – insights from complexity science for health care leaders*". VHA Inc. Irving, Texas (ISBN 0-9667828-0-1), **Pages:272**

The students are expected to research for a good part of the literature them selves. At least 75 % of this literature has to consist of refereed articles, 300 pages

Whipp, Adam and Sabelis. (2002) Marketing Time. *Time and Management in Mdern Organizations*. Oxford university Press. **Sidor:222. ***ISBN: 978-0-19-925370-8**

Reference literature:

Senge, Peter, Roberts, Charlotte, Boss, Richard B., Smith, Bryan J., Kleiner, Art "The Fifth Discipline Fieldbook. Strategies and Tools for Building a Learning Organization." Nicholas Brealy Publishing, London. 1994, 85 pages

Tillberg, Peter (red), "Dialoger – om yrkeskunnande och teknologi". Föreningen Dialoger, Stockholm. 2002. ISBN-91-973169-5-4, 344 pages**