



## Course syllabus

School of Business and Economics

Department of Management

4FE425 Business Administration IV - Consulting and Leading Change, 7,5 högskolepoäng

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### **Subject Group**

Business Administration

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved 2009-10-08

Revised 2022-12-05 by School of Business and Economics. Change of department. The course syllabus is valid from spring semester 2023

### **Prerequisites**

Basic eligibility for second-level studies as well as general entry requirements: Business Administration with at least 90 credits in Business Administration. English B or the equivalent.

## Objectives

After completing this course the student should be able to:

- describe and discuss theoretical and practical perspectives on consulting and leading change in organisations
- give account for and reflect upon how a consulting team is organised, managed and coordinated to produce the best outcome
- apply practical knowledge on the particular relationship that takes place between a firm and a consulting team
- independently use different methods in practice to conduct and execute consulting assignments
- independently and in a critical manner be able to reflect on the acquired experiences throughout the whole course/programme and to report on one's own position as a potential change agent and relate this to challenges connected to work in an intercultural/global context

- evaluate the appropriateness of strategies related to leading change in an organisation as well as the practical implementation of it and subsequent follow up
- describe and discuss key concepts within the area of intercultural communication i.e. culture, cultural variations and cultural intelligence in the context of organisations and leadership
- observe, analyse and interpret various types of intercultural communication which are relevant for consultants and facilitators
- give account for and reflect upon one's own cultural intelligence
- observe, analyse and interpret challenging intercultural situations
- facilitate consulting sessions in a constructive manner in intercultural contexts in accordance with the Core Facilitator Competencies of IAF (International Association of Facilitators)

## Content

The course aims at identifying multiple themes within the broad dimensions of consulting and leading change, with focus on organisations that face challenges related to intercultural encounters. It aims at identifying the different areas of organisational development through leadership actions and through consultancy methods. An important focus is related to the understanding of the consulting service in the client organization. The theoretical field of intercultural communication is used as a backdrop during the course to reflect upon change processes and organisation development in general and to explore how different consultancy and facilitating methods may be used in different cultural contexts.

The course introduces the students to the concepts related to consultancy, change, transformational leadership, intercultural communication and conflict resolution. Furthermore a knowledgebase for individual consultancy actions are developed as well as practical skills of the facilitator role are presented and trained.

The pedagogical approach builds on the students earlier experiences in the programme and elsewhere in the academic field and on the ability to understand and analyse reflectively and critically any given organisational situation where change and development are pre-requisites for success. Also practical intercultural communication skills will be trained. The course meets high academic standards coupled with a practical focus and a consultancy climate.

## Type of Instruction

The teaching forms and methods are innovative and build on advanced practices of learning e.g. action learning and experiential learning. The opportunities for learning are many, the processes are made apparent and reflected upon, and the insights are recorded and implemented.

The learning process consists of many parallel and complementary forms: seminars, projects, training sessions and exercises, as well as individual mentorship.

## Examination

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

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

The student's progress and knowledge acquisition are continually monitored through written papers, team works and presentations, as well as regular written exams.

Assessment of the student's performance is carried out by means of active class-participation, oral presentations, and written examinations and by the submission of solutions to case studies or by the presentation of scientific articles.

The grading is based on a balanced assessment of class-participation and written reports as well as the students' ability to present and discuss report contents. Students are offered full transparency in terms of how their detailed performance is assessed.

The Course is marked with grade Fail (U), Pass (G) or Pass with Distinction (VG).

The grading is based on assessment of the written exams, reports and the student's ability to present and discuss report contents. Results are graded using one of the terms Passed with distinction, Pass or Fail, and A-F according to the ECTS scale.

Students who do not achieve a satisfactory result in the examinations are permitted to make a second attempt approximately 5-8 weeks after the normal examination date. The student will have a minimum of five occasions for written exams in relation to the syllabus to which the student was accepted. Usually 3 occasions per academic year. Students that do not pass reports can complement after consultation with the examiner.

### Course Evaluation

A written course evaluation is carried out and compiled in a report, which is archived at the faculty. The results and possible measures taken are communicated by the course coordinator and presented to the students the next time the course is given, or in another way deemed suitable by the course coordinator. Other types of course evaluations, for example regular evaluations throughout the course or discussions with students, will be included and encouraged with the aim of ensuring continuous quality development.

### Required Reading and Additional Study Material

#### Required reading

Greiner, L. E. & Poulfelt, F. (2009). *Management Consulting Today and Tomorrow: Perspectives and Advice from 27 Leading World Experts*. New York: Routledge, 528 p.

Kipping, M. & Clark, T. (2013). *The Oxford Handbook of Management Consulting*. Oxford University Press, 592 p.

Schneider, S. C. & Barsoux, J. (2002). *Managing Across Cultures*. Prentice-Hall, 284 p.

Ashby, M. & Miles, S. A. (2002). *Leaders Talk Leadership; Top Executives Speak Their Minds*. Oxford University Press, 284 p.

Scientific articles, about 300 p.

#### Reference literature

Hall, E. T. & Reed Hall, M.(1990). *Understanding cultural differences*. Intercultural Press, 224 p.

HampdenTurner, C. M. & Trompenaars, F. & Lewis D. (2000). *Building CrossCultural Comeptence*. Yale University Press, 400 p.

Helde, M. L (2012). *The Dialogue Handbook*. [www.issuu.com Search Dialogue Handbook](http://www.issuu.com/SearchDialogueHandbook). Make a free profile to download or read online.

Lustig, M. W. & Koester, J. (2012 or earlier). *Intercultural competence: interpersonal communication across cultures*. Boston: Pearson, 400 p.

Plum, E. et.ali: (2008). *Cultural Intelligence*. London: Middlesex University Press, 261 p.