|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Title** | Managing Organizational Development & Change | | | | | | |
| **Course Code** | TMBA - 240 | | | | | | |
| **Course Type** | This course is an Elective | | | | | | |
| **Level** | Master (2nd Cycle) | | | | | | |
| **Year/Semester** | Year 1, A, B’ Semester | | | | | | |
| **Teacher’s Name** | Dr Panikos Constanti | | | | | | |
| **ECTS** |  | **Lectures/weeks** | 3 | | **Laboratories/weeks** | |  |
| **Course Purpose and Objectives** | The course is designed to provide students with the ability to develop an appreciation of the complexities and challenges raised by organizational change in the ‘real world’ and to comprehend selection, feedback, resistance, implementation and evaluation criteria in change management.  Students are expected to:   * Comprehend a variety of theoretical underpinnings with reference to stages of change, * Recognize the role of external and internal agents of change * Implement concepts and methods for exploring the introduction of management innovations and development to organizations. | | | | | | |
| **Learning Outcomes** | Upon completion of this course students will be able to:   * Think critically and creatively about organizational change; * Work critically with the theory and practice of organizational development and change management; * Understand key theories, approaches, and concepts; * Understand the reasons why change takes place and why it is a continual preoccupation for organizations; * Understand the complexities involved in leading, managing, and coping with change; * Read and work within the politics of organizational change; * Explore the themes of resistance and opposition to change and how these emerge within organizations, groups, and oneself.; * Reflect critically on own experiences of change within organizations and in your learning on the module. | | | | | | |
| **Prerequisites** | None | | | **Required** | | Elective | |
| **Course Content** | * The causes of change * Types of change * Evolutionary and emergent change * Culture and change * Power, politics, and change * Resistance to change * Leadership, learning and change * Managing change * Evaluating change | | | | | | |
| **Teaching Methodology** | Faculty members select one or a combination (according to thematic area and expected learning outcomes) of the following teaching methods in order to achieve the learning outcomes of the course: lectures, workshops, seminars, individual or group case-studies and exercises, debates, demonstrations and discussion, educational visits, digital learning, flip learning method, coaching-mentoring, project-based learning method, work-based learning method, presentations by visitors etc. | | | | | | |
| **Mode of delivery** | Face to face. | | | | | | |
| **Bibliography** | **Required** | | | | | | |
| Senior, B., Swailes, S., and Carnall, C. (2020) Organizational Change; 6th Edition; ISBN-13: 978-1292243436. | | | | | | |
| **Recommended** | | | | | | |
| Boje, D., Burnes, B., and Hassard, J. (eds.) (2015) The Routledge Companion to Organization Change. London and New York: Routledge.  Morgan, G. and Spicer, A. (2009) ‘Critical Approaches to Organizational Change’. In Alvesson, M., T. Bridgman, T., and Willmott, H. (eds.). The Oxford Handbook of Critical Management Studies. Oxford: Oxford University Press.  Pettigrew A. (2012) ‘Context and Action in the Transformation of the Firm: A Reprise’, A Journal of Management Studies, 49(7): 1304-1328.  Demers, C. (2007) *Organizational Change Theories: A Synthesis*. London: Sage. | | | | | | |
| **Assessment** | The following assessment methods are employed to assess this course:   |  |  | | --- | --- | | 30 – 50 % | Final Exam | | 20 – 40 % | Mid –Term / Tests / Quizzes | | 10 – 30 % | Assignments / Projects | | 0 – 10 % | Class Attendance & Participation | | | | | | | |
| **Language** | English | | | | | | |