

## **Entrepreneurship and Organizational Change**

Entreprenörskap och organisatorisk förändring  
15 credits

Programme course

722A51

Valid from: 2022 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Business Administration	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2016-05-09	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2023-11-21	Other Subjects within Economy and Administration	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2016	Autumn semester 2022	
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Course offered for

- Business and Economics Programme - International - French
- Business and Economics Programme
- Business and Economics Programme - International - Spanish
- Business and Economics Programme - International - German
- Master Programme in IT and Management
- Business and Economics Programme - International - English

## Entry requirements

General entry requirements for undergraduate studies  
and

Mathematics and Social Studies corresponding to the level in Swedish upper  
secondary education (Matematik 3b/3c and Samhällskunskap 1b/(1a1 and 1a2)  
and

English corresponding to the level of English in Swedish upper secondary  
education (Engelska 6)

160 ECTS credits passed från the Business and Economics Programme, or  
equivalent

## Intended learning outcomes

### Knowledge and understanding:

After having successfully completed the course the student should, on an advanced level, be able to:

- Synthesize knowledge about entrepreneurship and organizational change gained through reading, discussions, experiences and cases, and express it orally and in writing
- Critically and independently discuss classic and contemporary research on entrepreneurship and its connection to organizational change
- Describe critical issues within the theoretical field of entrepreneurship and organizational change, and position them in relation to each other, and to related fields
- Understand and discuss the prerequisites for organizational change through entrepreneurship in private as well as public and non-profit contexts
- Understand and discuss the prerequisites for organizational change through entrepreneurship in different regions of the world, as well as the role of globalization

### Skills and abilities:

After having successfully completed the course the student should, on an advanced level, be able to:

- Analyze complex entrepreneurial processes in various context, identify problems and discuss solutions
- Critically and independently discuss the discourse on entrepreneurship and change

### Values and attitudes:

After having successfully completed the course the student should have developed a critical and reflective attitude towards what they read and experienced within the fields of entrepreneurship and organizational change.

## Course content

The aim of the course is to deepen and widen the student's knowledge and understanding about entrepreneurship and its role for organizational change.

Students will learn about organizational perspectives on entrepreneurship, as well as entrepreneurship perspectives on organizations. Classic as well as contemporary views on entrepreneurship and organizational change are elaborated in the course, as well as organizational change and entrepreneurship in different sectoral and national contexts. We will go into depth in for example the following areas;

- Entrepreneurship as means and ends for organizational and structural change in western economies and on emerging markets in the global economy.
- The societal construction of entrepreneurship vs diversity and change in organizations.
- Intrapreneurship and Employee-Driven-Innovation (EDI) vs managed change.
- Methodologies for understanding and supporting entrepreneurship and organizational change on different levels of analysis.

## Teaching and working methods

Students will learn through reading and reflecting on articles and books from different perspectives, as well as through seminars, lectures, guest-lectures and team assignments. Students are responsible for their own learning process, and lectures provide perspectives on the course content, thus giving an opportunity for students to facilitate the process of structuring the course content. Students have to prepare tasks and assignments for seminars and work individually and in teams. Language of instruction is Swedish.

## Examination

The course content is examined continuously during the course, through group assignments reported in writing and orally during seminars, as well as through a written individual examination at the end of the course.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.