

## Leading Creative Change

Ledning av kreativ förändring  
15 credits

Programme course

722A79

Valid from: 2023 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Business Administration	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2023-04-04	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Business Administration	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2023		
<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
- Business and Economics Programme - International - English
- Master Programme in IT and Management

## Entry requirements

General entry requirements for undergraduate studies  
and

Social Studies, English, and Mathematics corresponding to the level of Swedish upper secondary education (Samhällskunskap 1b or 1a1 and 1a2, Engelska 6 and Matematik 3b/3c or Matematik C)

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

## Intended learning outcomes

This course addresses a range of topics and questions in the area of managing and leading creative change, such as: How do organizations change? How do organizations implement strategy? How do organizations implement strategic change? How do organizations stimulate entrepreneurial action? How do organizations work with innovation? How can we create individuals, organizations and contexts that stimulate creative change? Theoretically, this course addresses change from a number of perspectives and in different empirical contexts. The idea is to target the execution and implementation of change with a particular focus on entrepreneurship and innovation.

The course centers on activities associated with how to ensure that strategy works in practice and various ways on how to implement change and transformation efforts. In that respect, the course is firmly rooted in strategy and management theory, yet adds components and insights from other disciplines that offer nuance to entrepreneurial and innovative action.

The course consists of three main blocks where the first block follows a classic design with lectures and seminars, very much based on theoretical and practice-oriented literatures on change, entrepreneurship and innovation. The two other blocks are oriented towards teamwork and individual paper writing.

- Students should develop an understanding of current theory on strategy implementation and strategy execution.
- Students should develop an understanding of how the field of strategy relates to other disciplines, primarily innovation, change and entrepreneurship.
- Students should develop an understanding of the literature on the leadership and management of change in light of strategy.
- Students should develop an understanding of the literature on the management of innovation and how it relates to strategy.
- Students should develop an understanding of how strategy operates in practice and how managers can improve the success of a particular strategic decision.
- Students should improve their ability to read advanced academic papers within the area of strategy, organization and change.
- Students should improve their ability to analyze complex strategic problems and suggest solutions.
- Students should improve their ability to present their analysis and recommendations within the area of strategy and change.
- Students should improve their ability to write academic texts.

## Course content

Week 1: What is strategy implementation? What is strategy execution? Theories of strategy implementation. Current research on strategy implementation. How strategy relates to innovation, change and entrepreneurship. Lectures and literature seminar.

Week 2: Strategy as practice and process. What is strategy in practice? What is strategy-as-practice? What does the practice perspective add to our understanding? Lecture, guest lecture and seminar.

Week 3: Strategy and projects. What is a project-based view on strategy? What do we know about the linkages between strategy and projects? Lectures and case seminar.

Week 4: Strategy and innovation. Types of innovation. Linking strategy with innovation. Lectures and case seminar.

Week 5: Strategy and change. Types of change. Linking strategy with change. Lectures and case seminar.

Week 6: Strategy and creativity. How creativity relates to strategy? How leaders can work with strategic creativity? Lectures and reflection seminar.

Week 6: Written exam

Week 7-8: Group work "The Strategic Problem"

Week 9-10: Course paper "Conceptual paper on current topic in strategy and change"

## Teaching and working methods

The course consists of three main blocks where the first block follows a classic design with lectures and seminars, very much based on theoretical and practice-oriented literatures on change, entrepreneurship and innovation. The two other blocks are oriented towards teamwork and individual paper writing.

## Examination

The course will be examined through a combination of individual and group assignments. Detailed information regarding form and content of the examination is to be found in the course description.

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 conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

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.