

Syllabus

1. Programme information

1.1. Institution	THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES
1.2. Faculty	Business Administration in Foreign Languages
1.3. Departments	Department of Business Administration in foreign languages (UNESCO chair)
1.4. Field of study	Business Administration
1.5. Cycle of studies	Licence
1.6. Education type	Full-time
1.7. Study programme	Business Administration (in German language)
1.8. Language of study	German
1.9. Academic year	2019-2020

2. Information on the discipline

2.1. Name	Change management								
2.2. Code	19.0155IF2.2-0004								
2.3. Year of study	2	2.4. Semester	2	2.5. Type of assessment	Exam	2.6. Status of the discipline	O	2.7. Number of ECTS credits	4
2.8. Leaders	C(C)	prof.univ.dr. PELĂU Corina Monica					corina.pelau@fabiz.ase.ro		
	S(S)	lect.univ.dr. ROȘCA I VLAD					vlad.rosca@fabiz.ase.ro		

3. Estimated Total Time

3.1. Number of weeks	14.00
3.2. Number of hours per week	4.00 of which
	C(C) 2.00
	S(S) 2.00
3.3. Total hours from curriculum	56.00 of which
	C(C) 28.00
	S(S) 28.00
3.4. Total hours of study per semester (ECTS*25)	100.00
3.5. Total hours of individual study	44.00
<i>Distribution of time for individual study</i>	
Study by the textbook, lecture notes, bibliography and student's own notes	20.00
Additional documentation in the library, on specialized online platforms and in the field	10.00
Preparation of seminars, labs, assignments, portfolios and essays	10.00
Tutorials	1.00
Examinations	1.00
Other activities	2.00

4. Prerequisites

4.1. of curriculum	Introduction to Business, Business management, Marketing, Economics (Microeconomics and Macroeconomics), German language, English language, Entrepreneurship culture, Communication in business (German language), Communication in business (English language)
4.2. of competences	Ability to understand processes in organizations. - Ability to use management concepts. - Understanding market realities (national scale and international scale). - Good knowledge of German and English - at least at European level C1 in writing, spoken and understood so that the student: a) Can understand a wide range of demanding, longer clauses, and be able to recognize implicit meaning. b) Can express ideas fluently and spontaneously without searching for very obvious phrases. c) Can use language in a flexible and effective way for social, academic and professional purposes. d) Can produce clear, well-structured text, detailed on complex topics, showing the controlled use of organizational models, connectors, and cohesive devices.

5. Conditions

for the C(C)	- Computer, videoprojector, internet access, multimedia, active involvement on behalf of students. - Students are expected to attend all lecture activities, to complete assigned readings before class so that they can contribute to discussions. The students' contribution will be assessed by their active participation in classroom discussions, classroom exercises, and the quality and quantity of their contributions to the discussion.
for the S(S)	- Computer, videoprojector, internet access, multimedia, active involvement on behalf of students. - Students are expected to attend all seminar activities, to complete assigned readings before class so that they can contribute to discussions. The students' contribution will be assessed by their active participation in classroom discussions, classroom exercises, and the quality and quantity of their contributions to the discussion.

6. Acquired specific competences

PREFESSIONAL	C4	Assistance in human resources management
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7. Objectives of the discipline

7.1. General objective	(1) To gain an understanding of how organizational change is achieved. (2) To enhance personal capabilities and abilities to navigate change in our lives. (3) Identify different images of managing and of change outcomes. (4) Understand environmental pressures propelling organizations towards change. (5) Understand the distinction between first-order and second-order change. (6) Understand the role of diagnostic models. (7) Understand and identify reasons for resistance to change. (8) Understand the organization development (OD) and change management approach to change.
7.2. Specific objectives	Developing a comprehensive perspective on the way to initiate and implement change, upon the steps to implement change and upon the techniques and instruments to be used during the change process, by students; Becoming aware of various situations which require change initiation or provide examples regarding change implementation; Making use of instruments and techniques required within the change process mechanism in an organization.

8. Contents

8.1. C(C)		Teaching/Work methods	Recommendations for students
1	Introduction to Change Management	Power point presentation, examples, discussion	
2	Change (definitions, characteristics, typology)	Power point presentation, examples, discussion	
3	Change management (definitions, characteristics)	Power point presentation, examples, discussion	
4	Change and its catalyst factors	Power point presentation, examples, discussion	
5	Strategic factors of change management	Power point presentation, examples, discussion	
6	Operational factors of change management	Power point presentation, examples, discussion	
7	First order and Second order changes	Power point presentation, examples, discussion	
8	Management, leadership, management styles for a succesful change implementation	Power point presentation, examples, discussion	
9	Change Management in IT: Case Study IBM	Power point presentation, examples, discussion	
10	Instruments for change management	Power point presentation, examples, discussion	
11	Kurt Lewin's change model	Power point presentation, examples, discussion	
12	John Kotter's change model based on the case study of Nokia Corporation (I)	Power point presentation, examples, discussion	
13	John Kotter's change model based on the case study of Nokia Corporation (II)	Power point presentation, examples, discussion	
14	Recap	Power point presentation, examples, discussion	

Bibliography

- Lauer, T., Change Management. Grundlagen und Erfolgsfaktoren, Springer, Berlin Heidelberg, 2010, Germania
- Keuper, F., Groten, H. (Hrsg.), Nachhaltiges Change Management. Interdisziplinäre Fallbeispiele und Perspektiven, Gabler, Wiesbaden, 2007, Germania
- Hayes, J., The theory and practice of change management, Palgrave Macmillan, Houndmills, 2014, Marea Britanie
- Burdus, E., Caprarescu, G., Androniceanu, A., Managementul schimbarii organizationale , Editura Economica, Bucuresti, 2000, România

8.2. S(S)		Teaching/Work methods	Recommendations for students
1	Introduction to the seminar	Discussion	
2	Organisational Change Management	Case studies, discussions, experiments	
3	Organizational development	Case studies, discussions, experiments	
4	Approaching various change and change management specific situations (using the case study method)	Case studies, discussions, experiments	
5	Resistance to change	Role play	
6	The 5WHYs? technique and the Fishbone Diagram for Change Management	Brainstorming	
7	First order and Second order changes	Case studies, discussions, experiments	
8	The three step change model (Kurt Lewin)	Case studies, discussions	
9	Challenges of organizational change	Case studies, discussions	
10	Techniques for organizational change	Case studies, discussions	
11	Organizational change	Case studies, discussions	
12	Organizational change	Case studies, discussions	
13	Organizational change	Case studies, discussions	
14	Recap	Discussions	

Bibliography

- Lauer, T., Change Management. Grundlagen und Erfolgsfaktoren, Springer, Berlin Heidelberg, 2010, Germania
- Keuper, F., Groten, H. (Hrsg.), Nachhaltiges Change Management. Interdisziplinäre Fallbeispiele und Perspektiven, Gabler, Wiesbaden, 2007, Germania
- Hayes, J., The theory and practice of change management, Palgrave Macmillan, Houndmills, 2014, Marea Britanie
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9. Corroboration of the contents of the discipline with the expectations of the representatives of the epistemic community, of the professional associations and representative employers in the field associated with the programme

Discussions with representatives of the business environment.
Case studies applicable to the business environment.

10. Assessment

Type of activity	Assessment criteria	Assessment methods	Percentage in the final grade
10.1. S(S)	Ability to understand the concepts taught and operate with them	- Written tests during the semester - Oral examination and ACTIVE involvement of students during the semester	40.00
10.2. Final assessment	Acquired knowledge	Written exam	60.00
10.3. Modality of grading	Whole notes 1-10		

<p>10.4. Minimum standard of performance</p>	<ul style="list-style-type: none"> - For promotion, the final grade must be at least 5 (five). The final grade is calculated cumulatively: Seminar + Final Assessment. Therefore, the minimum promotion score must be 50 (of the total of 100 points available); - Grade 5 (50 points) will not be rounded. The student must earn at least 50 points to pass the discipline (scores between 40 and 49 are marked with grade 4 and are equivalent to not passing the exam); - Absence from the exam is equivalent to not passing the exam; - Students who have not passed the subject in previous sessions must re-establish their semester obligations during the academic year in which they defend their examination, including seminar score and attendance at the lecture. The score obtained at the ongoing evaluation during the semester of the academic year in which the discipline was not promoted is not taken into account; - The score obtained during the semester will also be taken into account in the reprogramming session of the current year; - The ongoing evaluation is to be finalized, at the latest, at the last seminar of the respective group in the semester. The evaluation shall cease, at the latest after the last seminar of the respective group in the semester. - This subject („Change Management”), both at lecture and at seminar, is based on "active learning", asking students to meditate on the things they do and to get actively involved in classroom debates. That is why the emphasis will be on the students' contribution to the good performance of the teaching activity. This aspect will be taken into account at the ongoing evaluation; - In addition to the relevant knowledge and skills pertaining to the specific subject matter, ongoing assessment and final assessment will also take into account the student's ability to express coherently and correctly in German language; - Students are expected to take part in all lecture and seminar activities; - Students are expected to work diligently on the learning activities they have to accomplish.
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Date of listing,
05/12/2021

Signature of the discipline leaders,

Date of approval in the
department

Signature of the Department Director,