





5.00 credits	30.0 h	Q1
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Teacher(s)	Guilmot Nathalie (compensates Vas Alain) ;Malcourant Emilie (compensates Vas Alain) ;Vas Alain ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	<ul style="list-style-type: none"> <li>• Organizational readiness for change</li> <li>• Organizational diagnostic models</li> <li>• Change agenda implementation</li> <li>• Monitoring change models</li> <li>• Management of permanent change</li> <li>• Leadership-Sponsorship</li> </ul>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p><b>With regard to the competency framework of this program, this teaching unit contributes to the development and acquisition of the following competencies</b></p> <p><b>Mastering knowledge</b></p> <p>2.4. Activate and apply knowledge appropriately to a problem.</p> <p><b>Apply a scientific approach</b></p> <p>3.1 Conduct clear and structured analytical reasoning by applying and, if necessary, adapting scientifically sound conceptual frameworks and models to describe and analyse a concrete problem</p> <p>3.3 Thinking about the problem in a systemic and global way: perceiving the different elements of the situation, their interactions in a dynamic approach.</p> <p><b>Act in an international and multicultural context</b></p> <p>5.3. Understand and position one's personal role and field of action in the overall functioning of the company, interfacing with the various internal and external stakeholders</p> <p><b>Working in a team and exercising leadership</b></p> <p>6.1 Working in a team: integrating and being able to collaborate within a team, being open to and taking into consideration different points of view and ways of thinking, dealing constructively with divergences and conflicts, assuming diversity.</p> <p><b>At the end of this course, the student will be able to</b></p> <ul style="list-style-type: none"> <li>• mobilize knowledge of organizational diagnosis</li> <li>• chose and use conceptual models in organizational change in order to make an in-depth analysis of a change situation and to plan its implementation;</li> <li>• develop change management and leadership skills in the preparation, implementation, communication and evaluation of organizational change.</li> </ul>
Evaluation methods	<p>This course is assessed by :</p> <p><b>A. Group-work</b> with (1) <b>oral presentation on December 21th</b> – mandatory attendance to get the grade and (2) <b>written work due for December 21th.</b></p> <p><b>B. Individual work</b> : Individual reflexive work. Students can choose the medium: either written work or an audio or video file. This work is due for the beginning of the session.</p> <p>Group work = 60% &amp; Individual work= 40%</p> <p><b>Both individual and group parts are mandatory</b> to consider students complete the course. If both parts are not presented, student will get a grade of 0/20.</p> <p><b>Only the individual part may be submitted in the second session.</b> The points acquired for group work are acquired once and for all, regardless of the session.</p> <p>Regarding the use of AI, the author of a work: (1) is responsible for its content and (2) must cite the sources and explain the methodology used to produce the work. This methodology may include the use of AI tools: in this case, it must be clearly mentioned.</p>
Teaching methods	Lecture, case studies, group discussions, group project and guest speakers
Content	<p>Give students the possibility to learn how to manage organizational change taking a systemic approach. More specifically, the student will have to:</p> <ol style="list-style-type: none"> <li>1. Analyze the organizational change context relying on internal and external theoretical models;</li> <li>2. Understand the organizational change process and the roles of actors at different levels of the organization;</li> </ol>

	<p>3. Escribe and explain the steps to lead an organizational change;                  4. Go on the field to understand the empirical difficulties of such a complex process.</p>
Inline resources	Slides provided through Moodle
Bibliography	<p><b>Those are examples and do not represent an exhaustive list:</b>                  Pichault, F. (2013). <i>Change management: Toward a polyphonic management</i>. De Boeck Supérieur.                  Kotter, J. P. (2012). <i>Leading change</i>. Harvard business press.                  Mansaray, H. E. (2019). The role of leadership style in organisational change management: a literature review. <i>Journal of Human Resource Management</i>, 7(1), 18-31.</p>
Faculty or entity in charge	CLSM

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Management	<a href="#">GESM2M</a>	5		
Master [60] in Management	<a href="#">GESM2M1</a>	5		
Master [120] in Management	<a href="#">GEST2M</a>	5		
Master [120] in Human Resources Management	<a href="#">GRH2M</a>	5		
Master [120] in Motor Skills: Physical Education	<a href="#">EDPH2M</a>	5		