

## Organisational Transformation and Change

06.07.2022

### General Information

<b>Module Code</b>	W.MSCBA_OTC01.22
<b>Programme</b>	Master of Science in Business Administration
<b>Type of Module</b>	Core module in foundation
<b>Level of Module</b>	Basic
<b>ECTS Credits / Workload</b>	6 ECTS Credits (180 hours)

### Module Dependencies

<b>Pre-requisites</b>	<p>The following entry competences correspond to the learning objectives and contents of the Bachelor of Science in Business Administration (BSc BA)</p> <p>Initial competences in the field of organizational design: Students are familiar with different variants of organizational design approaches with the corresponding terminology and concepts of organization theory. They are able to apply simple project management tools.</p> <p>Initial competencies in the area of processes: Students know the basics of strategic and operational management of business processes. They are able to assess the effectiveness and efficiency potential of internal and external core processes, taking into account the relevant competitive factors as well as internationalization and digitization.</p> <p>Initial competences in the field of HRM: Students are familiar with the most important functions and tasks of human resources management and can apply proven methods and instruments for motivation, personnel recruitment, potential utilization, personnel remuneration, as well as personnel retention and exit.</p> <p>Initial competencies in the area of strategy: Students have a basic understanding of the interactions between stakeholders, environmental factors and companies / organizations and are able to create strategic analyses and develop strategic directions in concrete business situations.</p> <p>Initial competences in the field of entrepreneurship Students can develop, assess and market their own business idea with adequate methods.</p> <p>Initial competences in the field of business ethics: Students recognize the relevance of ethical aspects of entrepreneurial activity both from an internal and external perspective on companies.</p> <p>Initial competences in the field of communication: Students are able to appear and communicate professionally.</p>
<b>Follow-up modules</b>	All modules of the Majors Business Innovation and Entrepreneurship, Public and Non Profit Management, Online Business and Marketing, People Management and Organisation and Tourism

### Module Aims

The students have the knowledge and skills to sustainably manage, plan, accompany and evaluate organizational transformation and renewal processes in the context of increasing complexity and digitization.

## Learning Outcome 1

The students

- learn to think organizational transformation and renewal processes holistically and systemically
- can analyze and evaluate the transformation needs of organizations using various theories and concepts
- can classify modern concepts of managing organizational transformation against the background of central megatrends such as globalization, digitization and new work
- are able to distinguish between these theories and concepts and evaluate their knowledge potential against the background of different transformation requirements, as well as develop and justify their own strategies for implementation
- know different functions, tasks and roles in the area of Business Transformation & Change Management
- know methods and instruments of organizational consulting
- use the knowledge for the description and analysis of a concrete transformation process from practice

	Importance	Relevant NQF-Descriptors
Subject knowledge and skills: Students deal with the drivers for organizational transformation and renewal. The handling of corporate crises is also addressed. They gain an overview of classical approaches to change management and, on this basis, delve into typical obstacles to change and the innovative capacity of organizations. On the one hand, the focus is on the causes of failed transformation projects, such as lack of vision, incorrect handling of resistance, neglect of cultural transformation, lack of employee involvement, ineffective leadership practices, neglect of personnel development or errors in working with consultants. On the other hand, success factors for the development of constant organizational renewal and organizational learning are deepened and related to the transformation requirements in the age of digitalization and new work. These competencies are developed in a practical way through case study based learning, the involvement of practice speakers, the description and analysis of a renewal process from practice (group work) and playfully through a simulation game.	high	knowledge; application; judgement
Problem-solving: The students derive the requirements for management and leadership from the characteristics of successful transformation processes. They are able to develop strategies for organizational transformation appropriate to the situation and make recommendations for organizational structures, cultures and processes that are capable of renewal. The focus here is on holistic, systemic approaches to corporate development.	medium	knowledge; application; communication
Methodology: Students are familiar with methods of holistic organizational analysis to identify possible causes of failed change projects. They are familiar with various methods for successfully shaping change, e.g. for dealing successfully with resistance, for dealing constructively with contradictions and paradoxes of change, for designing participative processes and for dealing with complexity and dynamics, e.g. using the change canvas approach. Furthermore, students are familiar with approaches to the cultural transformation of companies as well as change-promoting leadership styles.	medium	knowledge; application
Communication: On the one hand, students analyze communication patterns in the context of concrete change projects and learn how to communicate the results of their organizational analysis and their consulting approaches in a way that is appropriate for the target audience. On the other hand, they document their expertise in a written case study analysis (open book exam) and present their results in the form of learning maps, which the respective working groups design themselves. By using metaphors and appropriate symbolism, students learn to communicate change visions effectively.	medium	knowledge; judgement; communication
Social skills: A simulation game lasting several days is used in the module. The simulation game is designed in such a way that students can only achieve success with a mix of professional and social skills. During the game, students can try out different roles and thus learn to put themselves in the shoes of different role holders who are affected by change. The business game ends with an individual reflection of the observations made during the game. Part of the performance record is based on group work, which trains leadership, teamwork, role clarification and conflict management, among other things. In the context of the attendance lessons, numerous group works take place, which require emotional intelligence, commitment and initiative. In the context of knowledge transfer, students recognize the importance of social competence and also the consideration of the individual and collective value dimension for successful transformation processes (e.g. dealing with resistance, the importance of psychological security, the role of coaching, clash of cultures)	medium	knowledge; communication; learning autonomy
Self-related skills: Students reflect on their own image of organization and people as well as their own understanding of roles in change processes. Especially in the business game, competencies such as stamina, self-management/stress resistance, dealing with crises (robustness), personal responsibility, initiative, leadership and moderation skills, creativity and the handling of power are put to the test. Group work also offers a learning field for reflecting on one's own strengths and weaknesses.	medium	knowledge; communication; learning autonomy

## Content Outline

- Drivers for Corporate Change - Social Megatrends and Implications for Concepts for Organizational Transformation and Innovation Capability
- Perspectives of change - overview: from classical to postmodern
- Cultural and vision-driven transformation

- Leadership and people management in change and innovation processes (including practice check)
- Psychodynamics of organizational change
- Management of uncertainty and development of dynamic skills
- Innovations as drivers for organizational change
- Design of agile transformation in organizations (incl. practice check)
- Managing complexity with organizational ambidexterity
- Shaping change in crisis situations
- Systemic and holistic perspective in change and innovation processes (change case study, simulation game)

### Teaching and Learning Methods

<b>Contact Hours</b>	seminar; exercises; lecture; discussion; case studies; guest lectures; simulation
<b>Directed Study</b>	group work; project dissertation; online training; compulsory reading

### Workload

<b>Contact Hours</b>	56 lessons / 42 hours (23.3%)
<b>Directed Study</b>	67 lessons / 50.25 hours (27.9%)
<b>Private Study</b>	87.75 hours (48.8%)

### Assignments and Assessments

Assessment Type	Quantity	Weight	Form	Evaluation Type	Time
Individual written assignment	4 pages	0%	introductory dissertation	pass / fail	during semester
Written group assignment	15 pages	40%	case study	grades	during semester
Individual written assignment	120 minutes	60%	open book	grades	during exam weeks