

Work programme of the discipline:

Course title	CHANGE MANAGEMENT
Level of higher education (degree)	FIRST (BACHELOR)
Field of study	07 MANAGEMENT AND ADMINISTRATION
Major	073 MANAGEMENT
Program subject area	MANAGEMENT (ENGLISH)
Status of the discipline	Elective
Mode of studies	FULL-TIME, PART-TIME, E-LEARNING
Total number of hours/ ECTS credits	150 HOURS /5 ECTS CREDITS
Language of instruction	ENGLISH
Lecturer	TOKAR VOLODYMYR VOLODYMYROVYCH PROFESSOR, DR.SC. (ECON.), PH.D.
Lecturer's profile	https://www.krok.edu.ua/ua/pro-krok/spivrobotniki/tokar-volodimir-volodimirovich
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Consultations	Online Consultancy: Mondays (7:00–8:00 p.m. Kyiv Time) https://knute-edu-ua.zoom.us/j/88471997303?pwd=0SBrHLRh48pamhw9tqzqhKeXFIZ6Ja.1 Meeting ID: 884 7199 7303 Passcode: 219748

1. Brief summary of the course

This course examines the dynamic challenges and opportunities organizations face in adapting to an ever-evolving global environment. It explores the core principles of change management as both a theoretical framework and a practical discipline. The course highlights key drivers of change, including globalization, technological advancements, regulatory reforms, shifts in organizational boundaries, and competitive pressures, and emphasizes their impact on organizational success and survival.

Students will develop essential competencies in identifying the need for change, diagnosing organizational challenges, and designing effective interventions to achieve strategic objectives. The curriculum includes a focus on organizational functioning, behavioral influence, and the coordination of efforts to facilitate change. Through a combination of theoretical insights and practical tools, students will gain investigative and diagnostic skills, enabling them to assess organizational dynamics effectively.

2. Learning outcomes

Not available

3. Course scope

Type of class	Total number of hours/ ECTS credits - 150 HOURS / 5 ECTS credits		
	full-time	part-time	e-learning
lectures	28	14	14
seminars / practical / laboratory classes	22	7	7
Individual work	100	129	129

4. Prerequisites

Students enrolling in this course should have foundational knowledge in management, organizational behavior, and economics. Additionally, familiarity with concepts from social and political studies, cultural studies, and basic principles of globalization is recommended. These prerequisites ensure that students are equipped to engage with the interdisciplinary nature of change management, analyze complex organizational environments, and apply theoretical insights to practical scenarios effectively.

5. Hardware and software

PC / laptop, Internet access, camera, microphone

6. Course policies – students must adhere to a code of academic integrity:

<https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf>

Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.

Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

Forms of academic dishonesty include:

- Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.
- Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.
- Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.
- Fabrication - modification or transfer, without permission, academic information, or records.

7. Programme of the course

Module #1

Topic 1. Process Models of Change

Definition of change management. Change management failure rates and associated costs. Teleological theories. Dialectical theories. Life cycle theories. Evolutionary theories. Reactive and self-reinforcing sequences. Path dependency. Strategies for minimizing negative impacts. Critical junctures and behavioral observation. Adaptive approaches to enhance effectiveness.

Topic 2. Patterns of Change

Definition of open systems theory. Interaction between organizations and external environments. Continuous incremental adaptation and the gradualist paradigm. Emergent continuous change. Punctuated equilibrium paradigm and deep structures. Incremental and transformational change. Cognitive and motivational barriers to change. Proactive and reactive change responses. Nadler's typology of organizational change: tuning, adaptation, reorientation, and re-creation. Implications for change management practice.

Topic 3. Recognizing the Need for Change

Identifying external and internal triggers for change. Recognizing opportunities for proactive change. Tools for identifying the need for change: SWOT analysis and environmental scanning. Addressing denial and cognitive biases that hinder recognition. Aligning the need for change with organizational vision and strategy.

Topic 4. Starting the Change Process

Building readiness for change. Developing initial change strategies. Overcoming inertia and fear of failure. Establishing urgency and engaging key stakeholders. Using pilot initiatives to generate momentum.

Topic 5. Building Change Relationships

Establishing trust with key stakeholders. Leveraging formal and informal networks. Understanding the role of influence, persuasion, and negotiation in change relationships. Strategies for handling resistance through collaborative relationships.

Topic 6. Organizational Diagnosis

Definition of organizational diagnosis. The role of models in organizational diagnosis. Component vs. holistic models. Kotter's integrative model of organizational dynamics. The McKinsey 7S model. Weisbord's six-box model. Burke-Litwin causal model of organizational performance and change. Use of diagnostic models to identify misalignment and areas requiring change. Practical applications for enhancing organizational effectiveness.

Topic 7. Gathering and Interpreting Information

Methods for collecting diagnostic data: surveys, interviews, focus groups, and observation. Tools for interpreting data: statistical analysis, benchmarking, and process mapping. Avoiding biases and errors in data analysis. Presenting findings to decision-makers effectively.

Module #2

Topic 8. The Role of Leadership in Change Management

Definition of leadership in change management. Management vs. leadership in organizational change. Key leadership tasks for successful change: sense-making, visioning, sense-giving, aligning, enabling, supporting, and maintaining momentum. The impact of trust and communication on change acceptance. Distributed leadership and collective responsibility. Challenges in vision formulation and execution. Leadership behaviors influencing change outcomes.

Topic 9. Power, Politics, and Stakeholder Management

Understanding power dynamics in organizations. Identifying and managing key stakeholders. The role of organizational politics in shaping change initiatives. Balancing competing interests and building coalitions. Tools for stakeholder analysis and engagement.

Topic 10. Shaping Implementation Strategies

Definition of change strategies. Historical overview of change strategies. Values and assumptions underpinning change strategies. Strengths and weaknesses of economic strategies, organizational development (OD) strategies, and combined approaches. Contingency model for identifying effective implementation strategies. Situational variables influencing change strategies: urgency, level of support, trust, clarity of future

state, and alignment of values. Incremental and transformational change strategies. Risks and benefits of coercive strategies.

Topic 11. Developing a Change Plan

Translating diagnosis into actionable plans. Identifying objectives, timelines, and resources. Sequencing activities for maximum impact. Gantt charts and other planning tools. The importance of flexibility and contingency planning.

Topic 12. Selecting Interventions

Definition of interventions in change management. Factors influencing the selection of interventions: diagnosed issue, level of change target, and depth of intervention. Harrison's criteria for determining intervention depth. Three-dimensional model for selecting interventions. Examples of human process, technostructural, human resource, and strategic interventions. The importance of sequencing interventions. Challenges of managing multiple interventions. Time and efficacy considerations. Strategies for aligning interventions with organizational goals and capacities.

Topic 13. Implementing Change

Definition of implementation in the change process. Translating plans into actionable efforts. Differentiation between discrete and ongoing implementation activities. Iterative nature of implementation intertwined with diagnosis and planning. Key implementation factors: quality of diagnosis, communication, stakeholder management, alignment and coordination, fairness in management practices, and socioemotional support. Challenges of managing ambiguity, resistance, and the pressure to deliver quick wins. Importance of trust, procedural justice, and effective communication strategies in ensuring successful implementation.

Topic 14. Sustaining Change

Embedding change into organizational culture. Monitoring progress and addressing setbacks. Celebrating successes to reinforce positive change behaviors. Strategies for maintaining momentum: continuous improvement, training, and incentives. Lessons from organizations that have sustained long-term change.

8. Course scheme

Topic	Number of hours									Control form
	Full-time			Part-time			E -learning			
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
Module # 1										
Topic 1. Process Models of Change	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 2. Patterns of Change	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 3. Recognizing the Need for Change	2	2	7			9			9	IA, S, T, CS, P
Topic 4. Starting the Change Process	2	2	7			9			9	IA, S, T, CS, P
Topic 5. Building Change Relationships	2		7			9			9	IA, S, T, CS, P
Topic 6. Organizational Diagnosis	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 7. Gathering and Interpreting Information	2	2	8			10			10	IA, S, T, CS, P

Module #2										
Topic 8. The Role of Leadership in Change Management	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 9. Power, Politics, and Stakeholder Management	2		7			10			10	IA, S, T, CS, P
Topic 10. Shaping Implementation Strategies	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 11. Developing a Change Plan	2		7			10			10	IA, S, T, CS, P
Topic 12. Selecting Interventions	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 13. Implementing Change	2	2	7	2	1	9	2	1	9	IA, S, T, CS, P
Topic 14. Sustaining Change	2	2	8			9			9	IA, S, T, CS, P
Total hours	28	22	100	14	7	129	14	7	129	-
FINAL CONTROL/ Credit	Credit									-
TOTAL	150		150			150				-

Control form

- IA – individual assignments
- S – survey
- T – test, mid-term tests
- CA – calculation assignments
- CS – solving case-studies
- P – oral presentation
- E - exam

9. Individual tasks

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

Content of an individual educational and research task (educational project)
<p>The individual task consists of three types of questions. Task options are posted on the Moodle platform:</p> <ol style="list-style-type: none"> 1. Open Question <ul style="list-style-type: none"> • Requires a comprehensive, well-detailed answer based on theoretical knowledge and analysis of additional information. • Assesses your understanding of the topic, your ability to express your own opinions, and your skill in arguing and supporting your position. 2. Calculation Task <ul style="list-style-type: none"> • Involves performing specific calculations using formulas or economic models. • Evaluates your knowledge of economic methods and your ability to apply them in practice. 3. Situational Task <ul style="list-style-type: none"> • Presents a real-life economic problem or case study that must be analyzed with a proposed solution. • Tests your capacity to apply theoretical knowledge to practical problems and make informed decisions. <p>Requirements for completing the task</p> <ul style="list-style-type: none"> • Logical Structure: Answers should be clearly organized and include an introduction, main body, and conclusion. • Strong Argumentation: Every statement should be well-supported with logical arguments and references to credible sources. • Accuracy: Ensure calculations are precise and presented with appropriate units of measurement. • Originality: All responses must be your own work and free of plagiarism.

- Formatting: The task must adhere to the formatting guidelines specified on the Moodle platform.

10. Teaching methods

In the process of studying the discipline “Introduction to Management” various types of educational activities, teaching methods, and technologies are utilized to enhance student learning and engagement.

Types of educational activities:

1. Lectures. Sessions where the lecturer provides theoretical and practical material, introducing fundamental management concepts, principles, and tools.
2. Seminars. Interactive classes where students engage in discussions, analyze case studies, and participate in group activities to deepen their understanding of management topics.
3. Practical classes. Sessions that focus on applying management techniques and tools to solve real-world problems.

Teaching methods and technologies:

1. Presentations and multimedia materials. Incorporating slides, videos, and visual aids to improve comprehension and make the learning process more engaging.
2. Active learning methods. Encouraging student participation through group projects, discussions, role-playing exercises, and brainstorming sessions that foster active involvement and collaboration.
3. Case method. Using real-world management scenarios for analysis, enabling students to apply theoretical knowledge, develop critical thinking, and enhance decision-making skills.

Use of information technologies. Leveraging interactive learning platforms and digital tools to provide an enriched and modern educational experience.

11. Control methods

Control measures are used to determine the success of training. Control measures include mid-term tests (3) and final control.

Mid-term tests are carried out during practical (seminar) classes and is aimed at checking the level of preparedness of the student to perform a specific task.

The final control is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

During the study of this course, the following forms of current control are used: mid-term tests.

When studying this course, the following form of semester control is used: credit.

12. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100 points) and the national scale.

General course evaluation system: Participation in the work during the semester / final test – 60%/40%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

13.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Modules #1 & #2		
Solving case-studies (1 x 5 points)	5	
Calculation assignments (2 x 2,5 points)	5	
Surveys / Test (1 x 5 points)	5	
Oral presentation (1 x 5 points)	5	
Individual work (1 x 10 points)	10	
Mid-term test (3 x 10 points)	30	
Total for modules #1 & #2	60	
	Final test	40
	Total for the course	100

13.2. Conditions for awarding points

1. Solving case-studies (Maximum Score – 5 Points)

- Completeness of the Solution (2 Points): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
- Accuracy of Answers (2 Points): All numerical data and calculation results must be accurate.
- Clarity of Presentation (1 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

2. Calculation assignments (Maximum Score – 2,5 Points)

- Completeness of the Solution (1 Point): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
- Accuracy of Answers (1 Point): All numerical data and calculation results must be accurate.
- Clarity of Presentation (0,5 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

3. Tests (Maximum Score – 5 Points)

- Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 20).

4. Survey (Maximum Score – 5 Points)

- Correctness of Answers (3 Points): Answers to questions must be accurate and correct.
- Coverage of the Topic (2 Points): Answers should demonstrate knowledge of all key aspects of the topic.

5. Oral presentation (Maximum Score – 5 Points)

- Substance (2 Points): Completeness and depth of topic coverage, inclusion of relevant data and examples.
- Visual Presentation (2 Points): Quality of slides, use of graphics, clarity, and aesthetics.
- Communication Skills (1 Point): Ability to convey information to the audience, respond to questions, and engage listeners.

6. Individual Work (Maximum Score – 10 Points)

- Depth of Research (3 Points): Quality of topic analysis, use of various sources of information and literature.
- Structure and Formatting (2 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.
- Originality and Creativity (2 Points): Presence of personal conclusions, recommendations, and interesting ideas.
- Responses to Questions (3 Points): Engagement in presenting work results, participation in discussions, and feedback.

7. Mid-term tests (Maximum Score – 10 Points)

- Number of Correct Answers (10 Points): Students receive 0,5 points for each correct answer (total number of tests per session is 20).

13.3. Final assessment criteria

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory
1–49	unsatisfactory

14. Methodological provision

Attention Students:

All educational and methodological materials, including lecture plans, video recordings, presentations, seminar assignments, case studies, and more, are available in the Moodle course “Change Management” (Volodymyr Volodymyrovych Tokar) at the following link: <https://dist.krok.edu.ua/course/view.php?id=2118>

15. Recommended literature

Basic

- Hayes, J. (2014). *The theory and practice of change management* (4th ed.). Palgrave Macmillan.

Additional

- Carnall, C. A. (2007). *Managing change in organizations*. Prentice-Hall International, UK, Limited, Pearson Education Limited.
- Barton, D., & Court, D. (2012). Making advanced analytics work for you. *Harvard Business Review*, 90(10), 78–83.
- Davenport, T. H., Harris, J. G., De Long, D. W., & Jacobson, A. L. (2001). Data to knowledge to results: Building an analytic capability. *California Management Review*, 43(2), 117–138.
- Davenport, T. H., & Patil, D. J. (2012). Data scientist: The sexiest job of the 21st century. *Harvard Business Review*, 90(10), 70–76.
- Watson, H. J., Wixom, B. H., Hoffer, J. A., Anderson-Lehman, R., & Reynolds, A. M. (2006). Real-time business intelligence: Best practices at Continental Airlines. *Information Systems Management*, 23(1), 7–18.

16. Additional information on the discipline (educational component)

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

Work programme of the discipline:

Compiled by: Professor of the Department of International Business, Doctor of Economic Sciences, PhD in Economics, Professor Volodymyr Tokar.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).