SYLLABI

Basic data of the subject	
Academic unit	**Faculty of Management**
Program:	**Business Management and Entrepreneurship**
Subject	**Change management**
Level	**Bachelor**
Course status	**Obligatory**
Year of studies	**III**
Semester	**V**
Number of hours per week	**3**
Value of credits - ECTS	**5**
Time/ Location	**UShAF**
Course lecturer	
Contact details	

Course description	The course **"Change Management"** aims to provide students with both fundamental and practical knowledge about the process of change within organizations. Throughout this course, students will learn about key concepts of organizational change, the reasons for change, resistance to change, the role of leadership and communication in managing change, as well as strategies and models for successfully implementing change. The course combines contemporary theory with case study analysis and practical exercises, helping students develop the skills needed to identify the need for change, manage resistance, and lead transformative processes in various organizational environments.
Course objectives	The course content includes contrasts to the predominant notions of change in organizations as a response to changing environments led and implemented by top management by introducing theories, models, and concepts on new and innovative forms of organizing for change. Change in organizational contexts is further elaborated regarding the crucial role of leadership and culture in creating change-oriented organizations. The students experience of both change and organizations form the basis for a reflective and critical discussion around multiple approaches to change in organizations.
Expected learning outcomes	**After successfully completing the module, the student should be able to:** 1. Acquire basic knowledge of change management in enterprises; **(ECTS 0.5),** 2. Understand the importance of positive change in supporting positive business performance; **(ECTS 0.5),** 3. Identify types of change within an enterprise; **(ECTS 0.7),** 4. Analyze the impact of change management on

business operations and distinguish it from other management types; **(ECTS 0.7),**
5. Possess skills to examine the attributes of different change management styles; **(ECTS 0.8),**
6. Develop knowledge about various theories and practices of change management models; **(ECTS 0.8),**
7. Implement, together with the team in the enterprise, dynamic change management in Digital Transformation. **(ECTS 1),**

Contribution to the student load (which must correspond with learning outcomes)			
Activity	**Hours**	**Days/Weeks**	**Total**
Lectures	2	15	30
Theoretical exercises / laboratory	1	15	15
Internship	5	1	5
Contacts with teacher / consultations	1	5	5
Field exercises			
Midterm, seminars and projects.	2	2	4
Homework	1	10	10
Studying (at the library or at home)			35
Final preparation for the exam	2	5	10
Time spent on evaluation (tests, quiz and final exam)	3	2	6
Projects and presentations	1	5	5
Total			**125**

Teaching methodology	Interactive lectures with students on the topics taught, orientation in the elaboration of the material taking study cases which will be discussed in groups, learning based on a problem presented, presentation in groups by students and role play, practical lessons for subject and commitment for the student to present the knowledge gained during the lecture. Lectures are organized according to the principle of presentation of theoretical concepts with power points, discussions and presentations of students and case studies. Students will be given selected articles or papers to read and discuss in lectures and exercises.

Assessment methods	**Assessment Method** – is based on three activities that together form the final grade:
	◆ Class Activities and Engagement………**max 10 points (10%)**
	◆ Seminar Paper Preparation……………..**max 30 points (30%)**
	◆ Final Exam…………………………..**max 60 points (60%)**
	Passing Criteria in Relation to the Assessment Method:
	1.Class Activities and Engagement – evaluated with 10 points (10%) out of the total 100%:
	o **Class Activity (5 points)** – refers to the student's active participation and involvement in interactive discussions (professor-student, student-student), initiating new topics related to the subject, sharing ideas, opinions, and critical thinking to stimulate classroom debate.
	o **Engagement (5 points)** – refers to the completion and presentation of assignments given at the end of each lecture, which are then discussed at the beginning of the following lecture.
	Objective: To encourage critical thinking and creative problem-solving related to real-life situations and problems connected to the course content.
	2.Project/Seminar Paper Preparation and Presentation – evaluated with 30 points (30%) out of the total 100%:
	During the semester, the student (or a group of up to two students) must prepare a project/seminar paper (in Word and PowerPoint format), which will be presented during scheduled presentation sessions. The presentation should last no more than **15 minutes**.
	The topic can be proposed by the professor or by the student (subject to professor's approval), and must be **closely related to the course content**.
	The presentation is evaluated based on **content quality, analysis, creativity**, and the **ability to clearly communicate** the topic.
	Project/Seminar Paper Evaluation Criteria

Component	Points (%)
Structure and Purpose of the Paper	**10**
Content/Elaboration of the Paper	**10**
Conclusions Drawn and Presentation of the Paper	**10**
Total	**30**

Objective: Development of research, analytical, and scientific skills through the independent and academic treatment of a specific topic – closely related to the learning process within the course module.

3. Final Exam Test – evaluated with 60 points (60%) out of the total 100%.
The student has the right to take the final exam either orally or in writing. The final exam is taken after completing the course lectures and within the exam periods set by the University Senate.
The purpose of the exam is to assess the student's knowledge,

skills, competencies, and abilities related to the learning outcomes outlined in the course material.

The exam (questionnaire form) must be completed individually by the student and is evaluated based on the following criteria:

- Objective questions with multiple-choice answers (**30 points**): These assess the student's ability to recall and recognize concepts and course material.
- Subjective questions, such as essay-type explanations, written answers, or tasks (**30 points**): The student must demonstrate the ability to respond based on the course material. These answers evaluate understanding and the ability to apply acquired knowledge in analysis, synthesis, and evaluation of problems.

Purpose of the test: To evaluate the mastery of learning outcomes and the ability to apply them in practical situations.

The student passes the exam if they accumulate at least 50 points (50%) from all assessment activities combined.

Grades at UASF:

Grade	ECTS/Grade	Percentage	Definition
10	A	90 - 100	Excellent
9	B	80 - 89	Very Good
8	C	70 - 79	Good
7	D	60 – 69	Satisfactory
6	E	50 - 59	Sufficient
5	FX/F	0 - 49	Fail/Insufficient

Teaching tools	Using the Smart-board, Internet, wireless, computer, projector, PowerPoint, using online platforms and tools to support communication and team collaboration, etc.
Theory vs. practice ratio	**60% theory (75 hours)** **40% practice (50 hours)** This report aims to analyze the connection between the theoretical knowledge gained during the lectures in the course 'Change Management' and their application in practice. Through this study, students are expected to gain a clearer understanding of how projects are managed in real life, using standardized tools and methods. Out of a total of 125 hours allocated for the course, the distribution is made according to the ratio 60% theory (75 hours) – 40% practice (50 hours). ✓ **75 hours -** is dedicated to theoretical lectures, including mastering basic concepts, methodologies, and project management standards. ✓ **50 hours -** focuses on practical exercises, analysis of concrete case studies, group work, and simulation project development. The ECTS distribution follows the 60%-40% ratio.

	The course 'Change Management' is awarded 5 ECTS, of which:
	o 3.0 ECTS (60%) are allocated to the theoretical part.
	o 2.0 ECTS (40%) are allocated to the practical part.
	This distribution reflects the balance between mastering basic concepts and their application through practical activities.
Literature	
Basic literature	1. Thomas Lauer, 2021, Change Management: Fundamentals and Success Factors, Springer Nature, Berlin
	2. S.K. Bhatia, Management of Change and Organisational Development: Innovative Strategies and Approaches, Deep & Deep Publications, 2015 2. Kavitha Singh, Organisational Change and Development, Excel Books, 2015
	3. **Bughin, J., Seong, J., Manyika, J., Chui, M., & Joshi, R. (2018).** *Notes from the AI Frontier: Modeling the Impact of AI on the World Economy*. McKinsey Global Institute
Additional literature	1. Kotter, J. P. & Cohen, D. S. (2002). The heart of change: Real life stories of how people change their organizations. Boston MA: Harvard Business School Publishing Deep Publications, 2015
	2. Kavitha Singh, Organisational Change and Development, Excel Books, 2015
*Additional Information Updating content based on research	The course content has been updated to reflect contributions from the scientific paper:
	Krasniqi, S., Haliti, L. R., & Mehmeti, I. (2022). **Implementing organizational ethics as a change process in banks: A case study Bank for Business*. **Bussecon Review of Social Sciences** (2687-2285), 4(1), 11–22. https://doi.org/10.36096/brss.v4i1.328
	Indexed in WORLD CAT: www.worldcat.org/title/implementing-organizational-ethics-as-a-change-process-in-banks-a-case-study-bank-for-business/oclc/9477067974&referer=brief_results
	This paper has been integrated into the topic:
	"Organizational Change and Institutional Ethics in Financial Organizations"
	Justification for inclusion:
	• The paper presents a concrete case of change management through the implementation of organizational ethics in a bank in Kosovo.
	• The empirical analysis helps students understand the link between ethical values and change processes in a real organization.
	Integrated elements in the course:
	• **Case study used in Week 4:** Implementing ethics as a catalyst for organizational change.
	• **Written assignment:** Analyze the role of ethics in the success of change initiatives in financial institutions.
	• **Class discussion:** Factors that facilitate or hinder ethical changes in banks.
Designed learning plan	
Week	**Lecture**

Week one	**Introduction** – familiarizing students with the course syllabus, the role, and the meaning of change management in organizations Introduction to the syllabus and learning outcomes The importance of change in organizations Challenges of the modern environment and the need for change The role of change management in organizational success **Expected Learning Outcomes:** 1, 2
Week two	**Definition of Change Management, Its Effects on the Organization, and the Impact of Psychological Factors** Definition of change management Why do changes occur? Psychological reactions to change Resistance to change and ways to overcome it **Expected Learning Outcomes:** 1, 2, 5
Week three	**Types of Changes in an Enterprise/Organization** Planned vs. Emergent changes Structural, technological, cultural, and procedural changes Practical examples of changes in different sectors **Expected Learning Outcome:** 3
Week four	***Lecture Topic from Scientific Paper: "Organizational Change and Institutional Ethics in Financial Organizations"** **The Change Process in an Enterprise** Situation analysis phase Identifying the need for change Preparing and planning for change Defining objectives and indicators **Expected Learning Outcomes:** 3, 5
Week five	**Techniques for Generating Creative Ideas for Change** Brainstorming and Delphi Technique SWOT Analysis for Change "Six Thinking Hats" Technique The Role of Creativity in Preparing for Change **Expected Learning Outcomes:** 2, 4
Week six	**The Change Management Process** Classic models: Lewin (Unfreeze–Change–Refreeze), Kotter (8 Steps) Communication during change Employee participation in the process Monitoring and adapting changes **Expected Learning Outcomes:** 4, 5, 7
Week seven	**Two Different Approaches to Change: Theory E and Theory O** Principles of Theory E (economic efficiency) and Theory O (organization and culture) Comparative approaches and their integration Practical examples

	Expected Learning Outcomes: 5, 7
Week eight	**Concepts and Approaches to Change Management** Evolutionary vs. Revolutionary approaches Systemic and sustainable approaches Impact of leadership models on change approaches **Expected Learning Outcomes:** 6, 7
Week nine	**Individual, Group/Team, Organizational, and Strategic Changes** Individual level: motivation and perception Group level: team dynamics Organizational level: transformation Strategic level: market adaptation **Expected Learning Outcomes:** 3, 4, 5
Week ten	**Strategies and Tactics of Change Management** Strategies of participation, negotiation, manipulation, and coercion Communication and support tactics Choosing a strategy based on the organizational context **Expected Learning Outcomes:** 5, 6, 7
Week eleven	**Social Responsibility During Change Management** The impact of changes on the community and stakeholders Transparency and ethics in decision-making Corporate Social Responsibility (CSR) during organizational changes **Expected Learning Outcomes:** 2, 5
Week twelve	**Culture, Politics, and Change Leadership in Organizations** The role of organizational culture as support or barrier Internal politics and power within the organization Types of leadership and their impact on change **Expected Learning Outcomes:** 6, 7
Week thirteen	**Corporate Change Management** The perspective of the board and top management Risk control and management The link between strategy and change **Expected Learning Outcomes:** 5, 6
Week fourteen	**Current Issues in Change Management in the Era of Digital Transformation and AI Implementation** New challenges posed by AI and digital transformation Automation and its impact on work structures Changing competencies and organizational structures Examples of companies that have failed or succeeded in the digital era **Expected Learning Outcomes:** 5, 7
Week fifteen	**Presentation of Seminar Papers** Presentation of projects and analysis of real-life case studies

	Reflection on the change process Group evaluation and discussion of results **Expected Learning Outcomes:** 4, 5, 6, 7
Academic policies and rules of conduct	
The student is obliged to attend lectures regularly and to have correct behavior towards colleagues and University staff, maintaining calm and active engagement in lectures and exercises is mandatory. During lectures and exercises, eating, whispering that hinders work in the classroom and the use of mobile phones are PROHIBITED. At the same time, mobile phones must be turned off or put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, use of unauthorized aids in exams, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the work submitted, the professor has the right to ask the student to verify his/her work. This can be done through: repeating the work, written or oral testing, surprise quiz or any other action deemed necessary by the lecturer.	