



**Karolinska
Institutet**

Course syllabus for

Leading Change and Learning, 7.5 credits

Att leda förändringsarbete och lärande, 7.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Course code	2QA200
Course name	Leading Change and Learning
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Medical Education
Level	Second cycle, has only first-cycle course/s as entry requirements
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Styrelsen för utbildning
Decision date	2010-12-22
Revised by	Board of Higher Education
Last revision	2016-06-30
Course syllabus valid from	Autumn 2011

Specific entry requirements

Bachelor's degree or vocational degree worth at least 180 credits and at least two years work experience are required within the medical, caring, or behavioural sciences, and/or two years teaching experience (at upper secondary level or higher - please submit a work certificate). English language skills equivalent to English B at Swedish upper secondary school are also required.

Proficiency in the English language should be documented by an internationally recognized test such as TOEFL: internet based (iBT) with a total score of at least 90 and minimum score of 20 on written test; paper based (PBT) with a total score of at least 575, and minimum score 4.5 on written test; or IELTS (academic) with an overall mark of at least 6.5 and no band less than 5.5; or other documentation that according to regulations certifies the equivalence of English B at Swedish upper secondary school.

Objectives

The aim of the course is to help the participants to develop the skills and understanding that is required to create a learning organisation when leading change and development work and learning in their workplace. The course gives the participants the possibility to apply their educational skills in practice.

Learning outcomes

On completion of the course, the participants should be able to:

1. Apply development theory in connection with the care and education (C3, A4*).
 - a) Illustrate how change in the system influences and is influenced by interactions on individual, group, organisational and system level (C2).
 - b) Apply relevant techniques to facilitate development (C3).
 - c) Facilitate for others to discover what is meaningful in what they do and what they can do (C5, A3).
2. Describe his/her own leadership style and develop its efficiency (C3, A3).
 - a) Create time for reflection for you alone and other. (A3)
3. Analyse how political factors affect the leadership in order to be able to navigate the political arena (C4).
4. Cooperate to create a learning organisation based on a scientific approach/ scholarship of medical education (C6, A3).

* C, and A refer to the cognitive (C) and affective (A) levels in Bloom's taxonomy. The taxonomy is a classification system to categorise different levels of abstraction in learning. The taxonomy is hierarchical, which implies that when you aim higher up in the taxonomy (higher number) the preceding levels are included. The cognitive levels are: remember (1), understand (2), apply (3), analyse (4), evaluate (5) and create (6).

The levels for the affective aspects are: Will receive (1), will to respond (2), values (3), start internalise values (4) and life stance (5). See: Anderson, LW, Krathwohl, DR, Airasian, PW, and Bloom, BS (2001). A taxonomy for learning, teaching and assessment: a review of Bloom's taxonomy for a course objectively. New York: Longman.

Content

The course is based on the skills that the participants so far have developed, especially with a focus on scholarship of medical education, literature search, reflection and integration, course design and group processes in interprofessional environments. The set-up is based on that the participant will apply the skills in a context where one must take account of the requirement and expectations of the environment and adapt to these continuously. To be able to effectively cope with and navigate in an environment that continuously changes, the participants will supplement pedagogical competencies by relevant knowledge, skills and attitudes in "change management" and leadership.

The course contains two fields; individual development of leadership, and understanding and skills regarding learning organisations and how these may be developed. These two fields will be studied in parallel, and in interaction with one another and aim at learning how we can work with development to prepare for an unknown future.

The field individual development concerns the understanding and analysis of own leadership in relation to current leadership theory and learning. The course participants will map their leadership style by means of different tools whereupon a professional development plan will be created.

The field of learning organisations is based on literature from both leadership and organisation/management, and organisation and system issues within higher education. Here, the understanding of central concepts are deepened such as culture, change and development work. Focus is on taking on a strategic perspective on pedagogical development within medicine and nursing contexts, as well as on development and learning processes for teachers/supervisors and educational leaders.

Teaching methods

The participants will work in small groups. Each group will develop a web-based learning activity that consists of a number of modules with the aim to support the fulfilment of the expected learning outcomes for this course. During the first part of the course, the participants work with the creation of the learning activity with support from the course management. During the second part of the course, the

participants will study in accordance with one another's learning activities, and evaluate them by means of action evaluation. The participants will in connection with this deepen their knowledge of the methodology around action research.

In parallel with the above the participants will work with his/her own continuing professional development in leadership and development work. As a support for both parts of the course, literature and a smaller number of assignments will be suggested to help the development of specific skills.

Examination

The examination consists of a group assignment and an individual assignment, which aim to enable the participants to demonstrate their fulfilment of the expected learning outcomes. The group assignment consists of the participants creating a course, and form a theoretically anchored argument around the set-up, development and contents of the course. The participants should also evaluate one another's courses. The individual assignment consists of each participant reviewing her/ his own fulfilment of an individually adapted plan to develop leadership skills.

Transitional provisions

The course has been cancelled.

Other directives

A course evaluation will be carried out according to the guidelines that are established by the Board of Higher Education at Karolinska Institutet.

Language of instruction: English

Literature and other teaching aids

Bloom, Benjamin Samuel

A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives

Anderson, Lorin W.; Krathwohl, David R.

Complete ed. : New York : Longman, c2001. - xxix, 352 p.

ISBN:0-321-08405-5 (hardcover : Complete ed. : alk. paper) LIBRIS-ID:11778392

[Library search](#)

Christensen, Clayton M.; Grossman, Jerome H.; Hwang, Jason

The innovator's prescription : a disruptive solution for health care

New York : McGraw-Hill, cop. 2009 - li, 441 s.

ISBN:978-0-07-159208-6 (alk. paper) LIBRIS-ID:11318130

[Library search](#)

Collins, James C.q (James Charles)

Good to great and the social sectors : a monograph to accompany Good to great

London : Random House Business, 2006. - 35 p.

ISBN:1-905211-32-5 (pbk.) LIBRIS-ID:11565185

[Library search](#)

Covey, Stephen R.

The 7 habits of highly effective people : restoring the character ethic

London : Simon & Schuster, 1999 - 358 s.

ISBN:0-684-85839-8 (pbk) LIBRIS-ID:8294250

[Library search](#)

Fisher, Roger; Sharp, Alan; Richardson, John

Getting it done : how to lead when you're not in charge

1. ed. : New York : HarperBusiness, cop. 1998 - xiii, 219 s.

ISBN:0-88730-842-2 LIBRIS-ID:6254468

[Library search](#)

Fisher, Roger; Ury, William

Getting to yes : negotiating an agreement without giving in

Patton, Bruce

2. ed. : London : Random House Business Books, 1999 - xv, 207 s.

ISBN:1-84413-146-7 LIBRIS-ID:9645374

[Library search](#)

Hamel, Gary.; Breen, Bill

The future of management

Boston, Mass. : Harvard Business School Press ;a London :b McGraw-Hill [distributor], 2007. - xiv, 272 p.

ISBN:978-1-4221-0250-3 (hbk.) LIBRIS-ID:10654324

[Library search](#)

Heifetz, Ronald A.d 1951-

Leadership without easy answers

Cambridge, Mass. ;a London : Belknap Press of Harvard Univ. Press, 1994 - 348 s.

ISBN:0-674-51858-6 LIBRIS-ID:5116591

[Library search](#)

Jackson, Brad; Parry, Ken W.

A very short, fairly interesting and reasonably cheap book about studying leadership

Los Angeles ;a London : SAGE, 2008 - x, 162 s.

ISBN:1-4129-2845-1 (hbk.) LIBRIS-ID:10734881

[Library search](#)

Kember, David; Jones, Alice

Reflective teaching and learning in the health professions : action research in professional education

Oxford : Blackwell science, 2000

ISBN:# ISBN:0-632-05739-4 ;CIP entry LIBRIS-ID:LIBRIS-ID:5089183

[Library search](#)

Kim, W. Chan; Mauborgne, Renée

Blue ocean strategy : how to create uncontested market space and make the competition irrelevant

Boston, Mass. : Harvard Business School Press, cop. 2005 - 238 s.

ISBN:1-59139-619-0 (inb.) LIBRIS-ID:9627193

[Library search](#)

Pink, Daniel H

Drive : The Surprising Truth About What Motivates Us

Edinburgh : Canongate Books, 2009

ISBN:9781847677686

[Library search](#)

Ramsden, Paul

Learning to lead in higher education

London : Routledge, 1998

LIBRIS-ID:LIBRIS-ID:11575442

Wheelan, Susan A.

Creating effective teams : a guide for members and leaders

2. ed. : Thousand Oaks, Calif. : SAGE, 2005 - 151 s.

ISBN:1--41291376-4 (pbk.) LIBRIS-ID:10134437

[Library search](#)

Wenger, Etienne

Communities of practice : learning, meaning, and identity

Cambridge : Cambridge University Press, 1998 - xv, 318 s.

ISBN:0-521-43017-8 (inb.) LIBRIS-ID:5019917

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