



**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.

Please note that the course syllabus is available in the following versions:

Autumn2010 , Autumn2012

Course code	4ME005
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	AV - Second cycle
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programnämnd 9
Decision date	2010-06-04
Course syllabus valid from	Autumn 2010

Specific entry requirements

Undergone the course 'Design and assessment of learning' or the equivalent.

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 builds on preceding courses in the Master's programme by creative possibility for the participants to apply his 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 during the master's program, 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 main fields of study, 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 examination will be provided during a period of two years after a close-down of the course.

Other directives

A course evaluation will be carried out according to the guidelines that are established by the Board of 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

Wenger, Etienne

Communities of practice a brief introduction

URL: <http://www.ewenger.com/theory/>.

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

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