

COURSE SYLLABUS

Leading Organisational Development and Learning, 5 credits

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Course Code: J2LODA	Education Cycle: Second-cycle level
Confirmed: Mar 25, 2026	Disciplinary domain: Social sciences
Valid From: Aug 31, 2026	Subject group: Business Administration
	Specialised in: A1N Second cycle, has only first-cycle course/s as entry requirements
	Main field of study: Business Administration

Intended Learning Outcomes (ILO)

On completion of the course you will be able to:

Knowledge and Understanding

1.1 Demonstrate current, advanced, and specialised knowledge (concepts, theories, frameworks) in the course content, applying and integrating this expertise to solve complex problems.

Skills and Abilities

2.2 Critically analyse complex issues using theories and data and justifying solutions with rigorous, evidence-based reasoning.

Judgement and Approach

4.1 Integrate ethical and sustainability considerations into the critical evaluation of organisational, market, and/or policy issues.

5.2 Appraise relevant emerging trends and technologies to formulate strategies and decisions for applying innovations in practice or in advanced problem solving.

Content

Organisations face unprecedented pressure to adapt and reinvent themselves amid market disruptions, geopolitical turbulence, and shifting stakeholder expectations. Organisational leadership increasingly confronts situations where adaptation cannot be managed through predefined change programs alone but requires the continuous development of organisational learning capabilities. The central challenge is not simply implementing change initiatives, but enabling organisations to learn, adjust, and coordinate collective action under conditions of uncertainty and competing interests.

In this course, you will examine how change leadership shapes organisational development by enabling collective learning processes. You will learn how leadership practices interact with organisational structures, cultures, and power dynamics to influence whether organisations successfully adapt to new challenges.

Rather than treating change as a discrete event or managerial project, the course approaches organisational development as an ongoing process of learning, diagnosis, experimentation, and institutionalisation. You will explore how to identify systemic barriers to learning, design interventions that foster adaptation, and embed learning mechanisms within organisational routines.

The course also examines how organisational cultures and sub-cultures shape development initiatives. Particular attention is given to the relational and behavioural conditions that enable learning, including psychological safety, voice, and feedback processes. You will analyse how organisational structures, technological change, and cultural assumptions interact to either support or undermine collective learning.

You will develop the ability to diagnose organisational learning barriers using systemic frameworks and identify how culture, power, and structure shape organisational adaptation. You will also learn to design organisational development interventions as learning experiments and evaluate how these interventions can be institutionalised over time. The course emphasises practices that foster collective learning, experimentation, and adaptation across teams and organisational units. By the end of the course, you will be able to analyse complex organisational situations, propose development interventions grounded in theory, and articulate how leadership behaviours influence the capacity of organisations to learn and evolve.

Connection to Research

The course is grounded in current research in organisational development, leadership, and organisational learning, drawing on contemporary literature in organisational behavior and management studies. You will critically engage with research on topics such as organisational diagnosis, culture and subcultures, psychological safety, and leadership behaviors that enable collective learning. Rather than focusing on prescriptive tools, the course emphasises the use of research-based frameworks to analyse organisational development challenges and design interventions as learning processes.

The course also connects to research conducted at JIBS, including work within JIBS research centres and by individual scholars on organisational transformation and the implementation of emerging technologies, where questions of learning, adaptation, and organisational renewal are central.

Connection to Practice

The course connects theory with practice by focusing on real organisational development challenges faced by leaders in complex and changing environments. You will apply research-based frameworks to diagnose learning barriers, analyse organisational dynamics, and design development interventions. Practical relevance is reinforced through exercises such as organisational learning diagnostics, intervention design workshops, and case discussions based on real organisational situations. These activities will enable you to translate theoretical insights into leadership practices relevant for managing development and learning processes in contemporary organisations.

Connection to Ethics, Responsibility, Sustainability (ERS)

Ethics, responsibility, and sustainability perspectives are integrated through the course's focus on leadership responsibility in shaping organisational cultures, learning processes, and development initiatives. You will examine how power, culture, and psychological safety influence whether employees can speak up, share knowledge, and participate responsibly in organisational development processes. Course discussions address the ethical responsibilities of leaders when implementing organisational changes, particularly in relation to transparency, inclusion, and the treatment of stakeholders. Assignments and exercises will enable you to consider how leadership practices and development interventions can foster responsible organisational behavior and sustainable learning capabilities.

Type of Instruction

The course is taught on campus through a combination of lectures, seminars, and interactive workshops. Learning activities include case discussions, diagnostic exercises, and group work focused on organisational development challenges. You will be expected to participate actively in class discussions and collaborative exercises. Attendance is expected for interactive sessions and presentations.

Attendance is expected for scheduled on-campus sessions and may be compulsory for some sessions.

Language of instruction is English.

Entry Requirements

The applicant must hold the minimum of a Bachelor's degree (i.e the equivalent of 180 ECTS credits at an accredited university) in Business Administration, Economics, Industrial Engineering and Management, Communications, HR, Sociology, or related discipline. At least 30 ECTS must be in Business Administration. Proof of English proficiency is required.

Examination and Grades

The course is graded A, B, C, D, E, FX or F.

Individual written exam (ILOs: 1.1, 2.2 and 4.1), representing 3 credits.

This exam assesses your ability to apply theoretical frameworks related to organisational development, leadership, and organisational learning to analyse organisational situations and propose appropriate development interventions.

Group assignment (ILOs: 2.2, and 5.2), representing 2 credits.

You will work in groups to diagnose an organisational development challenge and design an intervention aimed at strengthening organisational learning processes. The assignment culminates in a group presentation and discussion.

All parts of the compulsory examination in the course must receive a passing grade before a final grade can be set. Grades are set in accordance with JIBS grading policy.

Registration of examination:

Name of the Test	Value	Grading
Individual written exam	3 credits	A/B/C/D/E/FX/F
Group assignment	2 credits	A/B/C/D/E/FX/F

Course Evaluation

The course evaluation is important for the continuous improvement of JIBS' courses and degree programmes. The examiner is responsible for ensuring that each course is evaluated, but as a student you are essential in this process. We rely on your input to understand how we can improve. At the outset of a course the student representatives are identified. In the middle of the course there should be an opportunity for the student representatives (or a larger group of students) to share reflections on how the course is progressing. At the end of the course, you will get a course evaluation survey to fill in. The examiner will then host a debrief meeting with the student representatives to discuss improvement opportunities, based on the course evaluation data and comments.

Other Information

As a JIBS student, you are expected to maintain strong academic integrity. You must act within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you use someone else's work without proper citation or transparency about where it came from, you are committing plagiarism. Cutting and pasting without clearly acknowledging the original source is a textbook example of plagiarism.

You must also act responsibly when using Generative AI tools. Acting responsibly includes staying informed about the school's AI-policy, understanding what rules apply in each course, and properly declaring or disclaiming any use of generative AI. You are accountable for all content you submit, including AI-assisted material. Using AI without disclosure or beyond what is allowed in a course is a violation of academic integrity and will be subject to the same academic consequences as other forms of misconduct, which may include failing the assignment, failing the course, or further disciplinary action according to school policy.

The Jönköping University library offers online and in-person support for assisting you in identifying relevant sources, using and referencing literature, and creating texts that meet academic standards and integrity.

Other forms of academic misconduct include (but are not limited to) adding your name to a project you did not contribute to (or allowing someone to add their name), cheating during an examination, helping other students to cheat or submitting other students' work as your own, and using non-allowed electronic equipment during an examination. All such actions may result in disciplinary measures.

Course Literature

Please note that the course literature may be revised up to eight weeks before the start of the course.

Cummings, T. G., & Worley, C. G. *Organization Development and Change*. Latest available edition. Cengage Learning.

Alvesson, M., & Sveningsson, S. *Changing Organizational Culture: Cultural Change Work in Progress*. Latest available edition. Routledge.

Edmondson, A. C. *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley.