

# Syllabus

for course at advanced level

**Project Leadership and Change Management**  
**Projekt- och förändringsledning**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE5434
<b>Valid from:</b>	Spring 2015
<b>Date of approval:</b>	2014-12-16
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	A1N - Second cycle, has only first-cycle course/s as entry requirements

## Decision

This syllabus has been approved by the Board of Education of the Stockholm Business School, Stockholm University, Dec 16, 2014

## Prerequisites and special admittance requirements

Degree of Bachelor worth at least 180 credits, or admitted to Business Administration IV, Extended Course or Business Administration IV, Magister's Course, Master's programme, or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
5434	Project Leadership and Change Management	7.5

## Course content

For many organizations in the private and public sectors, projects are a fundamental part of the way they operate: adoption of IT-systems, product development, process improvement, and many other types of projects are often run simultaneously within and across operations. Managing such projects is a complex task, as they span divisional borders, resources, and capabilities, and must be adjusted to different stakeholder expectations in different business environments.

The course in Project Leadership and Change Management aims to provide the student with an understanding of how to manage projects in different types of organizations, by providing the student with theoretical perspectives, analytical tools, and methods for defining, designing, executing, and developing projects. This involves discussions about commonly used structures and frameworks for project management, but also critical reflection about how to develop a strategy, and how the strategy can be put into practice through planning, budgeting, risk management, organization, and project prioritization and improvement. The course also discusses organizational resistance and how to manage people in change.

## Learning outcomes

Intended Learning Outcomes

The course gives the students comprehensive understanding of theoretical perspective, management concepts, analytical tools, and methods used in project management. Upon completion, the student will have a theoretical understanding of project management, a tool-box for defining, designing, executing, and developing projects, and will be able to critically evaluate how and when these perspectives and tools apply.

Upon completion of the course, students should be able to:

#### Knowledge and understanding

1. Describe and explain different frameworks for, and theoretical perspectives of, project management, as well as concepts, methods, and approaches used in project management.
2. Demonstrate knowledge and understanding about the difficulties of managing organizational change.
3. Demonstrate an understanding of research methodology in project management.

#### Skills and abilities

4. Apply analytical tools and methods to project definition, design, execution, and development, and identify possible sources of project failure.

#### Judgement and approach

5. Evaluate organizational situations and manage projects appropriately, actively avoiding sources of project failure.
6. Critically evaluate the role and contribution of research to project management in different organizational situations.

#### Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is English. Please note that all teaching and learning activities - such as lectures, seminars, assignments and assessment tasks – are carried out in English when the language of instruction is English.

#### Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

#### Assessment tasks

The course contains the following weighted assessment tasks.

1. Individual final examination: assesses intended learning outcomes 1-4; constitutes 60% of total course points.
2. Assessment task 2, seminar 1: assess intended learning outcomes number 1-6; constitutes 8% of total course points.
3. Assessment task 3, seminar 2: assess intended learning outcomes number 1-6; constitutes 8% of total course points.
4. Assessment task 4, seminar 3: assess intended learning outcomes number 1-6; constitutes 8% of total course points.
5. Assessment task 5, seminar 4: assess intended learning outcomes number 1-6; constitutes 8% of total course points.
6. Assessment task 6, seminar 5: assess intended learning outcomes number 1-6; constitutes 8% of total course points.

## Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

All assessment tasks are assessed on a 100-point scale. Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

## Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent) □

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

**B (Very Good)** ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

**C (Good)** ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

**D (Satisfactory)** ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

**E (Sufficient)** ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

**Fx (Fail)** ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

**F (Fail)** ☐

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

**Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

**Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

**Required reading**

Required Reading

- Maylor, Harvey (2010). Project Management (4th ed.). Pearson, U.K.
- A selection of academic articles and cases (updated each semester, see the study guide).