



**Universitas Negeri Surabaya
Faculty of Economics and Business,
Doctoral Management Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Change Management	6100103007	Compulsory Study Program Subjects	T=3	P=0	ECTS=7.56	2	February 5, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Sanaji, S.E., M.Si		Prof. Dr. Anang Kistyanto, S.Sos., M.Si			Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-5	Graduates are able to adapt to the context of the business problems they face well.
	Program Objectives (PO)	
	PO - 1	Able to elaborate on various theories and models of change management in organizations,
	PO - 2	Able to formulate, synthesize, criticize and develop classifications of changes in organizations, including planned changes and unplanned changes, and other classifications.
	PO - 3	Able to formulate, synthesize, criticize and develop triggers/antecedents of organizational change.
	PO - 4	Able to formulate, synthesize, criticize and develop process variables (mediator/moderator), and the consequences of organizational change for individuals and organizations.
	PO - 5	Able to formulate, synthesize, criticize and develop dimensions of change in the organization.
	PO - 6	Able to formulate, synthesize, criticize and develop models of resistance and conflict management in change management.
	PO - 7	Able to formulate, synthesize, criticize and develop models of resistance and conflict management in change management.
	PO - 8	Able to elaborate various approaches to measuring management consequences and developing measurement of change management results.
	PO - 9	Able to formulate, synthesize, criticize and develop evaluation models in change management.
	PO - 10	Able to formulate, synthesize, criticize and develop change management models for implementing various organizational strategies at the corporate and business levels.
	PO - 11	Able to formulate, synthesize, criticize and develop change management models in the context of the use of innovation by organizations.
	PO - 12	Able to formulate, synthesize, criticize and develop change management models in the context of implementing growth strategies/expansion strategies.
PO - 13	Able to formulate, synthesize, criticize and develop change management models in the context of digital transformation in organizations and business.	
PLO-PO Matrix		

P.O	PLO-5
PO-1	
PO-2	
PO-3	
PO-4	
PO-5	
PO-6	
PO-7	
PO-8	
PO-9	
PO-10	
PO-11	
PO-12	
PO-13	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
PO-1																	
PO-2																	
PO-3																	
PO-4																	
PO-5																	
PO-6						✓											
PO-7																	
PO-8																	
PO-9																	
PO-10																	
PO-11																	
PO-12																	
PO-13																	

Short Course Description The Change Management course is given to PhD students in Management to criticize and assess theories and models of organizational change, sourced from articles related to change management. Furthermore, this understanding can be used to develop theories or models of change management in management and organizational research. Lectures are designed using a project based learning model with output bills at the end of the lecture. The lecture output in question is that students individually produce scientific articles that are published in accredited national journals (minimum SINTA 4) or international journals (minimum Copernicus indexed).

References

Main :

1. Carnall, C. A. (2007). Managing change in organizations. Pearson Education.
2. Senior, B., & Swales, S. (2016). Organizational change. Pearson Education.
3. McCabe, D. (2020). Changing change management: strategy, power and resistance. Routledge.
4. Artikel dari jurnal sesuai pembahasan per pertemuan

Supporters:

Supporting lecturer Dr. Sanaji, S.E., M.Si.
Prof. Dr. Anang Kistyanto, S.Sos., M.Si.
Dr. Andre Dwijanto Witjaksono, S.T., M.Si.

Week	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Able to elaborate on the scope of change management studies	Able to elaborate on the scope of change management studies	Criteria: non-test		150	Material: Scope of change management References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	0%
2	Able to elaborate on various theories and models of change management in organizations. This material discusses the comparison of change management models according to, among others, the Lewin model, ADKAR model, Kotter model, Theory E model and Theory O		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results	Material: Change management theories and models References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	2%
3	Able to formulate, synthesize, criticize and develop classifications of changes in organizations, including planned changes and unplanned changes, and other classifications.		Form of Assessment : Participatory Activities		Discussion and presentation of article review results	Material: Classification of organizational change and its characteristics References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	2%

4	Able to formulate, synthesize, criticize and develop triggers/antecedents of organizational change.		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results	Material: Triggers/antecedent, process (mediator/moderator), and consequences of change in organizations References: 1. Carnall, CA (2007). <i>Managing change in organizations.</i> Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change.</i> Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance.</i> Routledge. 4. Articles from journals according to discussions per meeting	2%
5	Able to formulate, synthesize, criticize and develop process variables (mediator/moderator), and the consequences of organizational change for individuals and organizations.		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results	Material: Triggers/antecedent, process (mediator/moderator), and consequences of change in organizations References: 1. Carnall, CA (2007). <i>Managing change in organizations.</i> Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change.</i> Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance.</i> Routledge. 4. Articles from journals according to discussions per meeting	3%
6			Form of Assessment : Participatory Activities	Project Based Learning	Discussion and presentation of 150 article review results	Material: Triggers/antecedent, process (mediator/moderator), and consequences of change in organizations References: 1. Carnall, CA (2007). <i>Managing change in organizations.</i> Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change.</i> Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance.</i> Routledge. 4. Articles from journals according to discussions per meeting	3%

7	Able to formulate, synthesize, criticize and develop models of resistance and conflict management in change management.		Form of Assessment : Participatory Activities		150	Material: Change resistance and conflict management References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	3%
8	Able to independently draft articles in the field of change management with themes/topics/problems that contain novelty and urgency and in accordance with the writing requirements of the intended journal.		Form of Assessment : Project Results Assessment / Product Assessment		150	Material: UTS Library:	30%
9	Able to formulate, synthesize, criticize and develop models of resistance and conflict management in change management.				Discussion and presentation of 150 article review results	Material: Successful change management models References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	3%
10	Able to elaborate various approaches to measuring management consequences and developing measurement of change management results.		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results	Material: Measurement of change management References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	3%

11	Able to formulate, synthesize, criticize and develop evaluation models in change management.		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results	Material: Evaluation of change References: 1. Carnall, CA (2007). <i>Managing change in organizations.</i> Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change.</i> Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance.</i> Routledge. 4. Articles from journals according to discussions per meeting	3%
12	Able to formulate, synthesize, criticize and develop change management models for implementing various organizational strategies at the corporate and business levels.		Form of Assessment : Participatory Activities			Material: Change management in the implementation of various organizational strategies at the corporate and business levels. References: 1. Carnall, CA (2007). <i>Managing change in organizations.</i> Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change.</i> Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance.</i> Routledge. 4. Articles from journals according to discussions per meeting	3%
13	Able to formulate, synthesize, criticize and develop change management models in the context of the use of innovation by organizations.				Discussion and presentation of 150 article review results	Material: Change management in the context of the use/adoption of innovation by organizations. References: 1. Carnall, CA (2007). <i>Managing change in organizations.</i> Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change.</i> Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance.</i> Routledge. 4. Articles from journals according to discussions per meeting	3%

14	Able to formulate, synthesize, criticize and develop change management models in the context of developing new products/services.		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results	Material: Change management in the context of new product/service development. References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	3%
15	Able to formulate, synthesize, criticize and develop change management models in the context of digital transformation in organizations and business.		Form of Assessment : Participatory Activities		Discussion and presentation of 150 article review results		3%
16	Article publication		Form of Assessment : Project Results Assessment / Product Assessment		150	Material: UAS References: 1. Carnall, CA (2007). <i>Managing change in organizations</i> . Pearson Education. 2. Senior, B., & Swailes, S. (2016). <i>Organizational change</i> . Pearson Education. 3. McCabe, D. (2020). <i>Changing change management: strategy, power and resistance</i> . Routledge. 4. Articles from journals according to discussions per meeting	40%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	70%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.