



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Organizational Change and Learning	6120103126	HR Management	T=3	P=0	ECTS=4.77	7	June 24, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	C4. Students are able to examine the theory of organizational change and organizational learning appropriately.																																																																																																				
	PO - 2	C4. Students are able to relate information technology in the field of management correctly.																																																																																																				
	PO - 3	P5. Students are able to make strategic decisions based on analysis of information and data on organizational changes and learning models in organizations																																																																																																				
	PO - 4	A5. Students are able to show intelligent and tough character in organizational change work activities and learning in organizations.																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: 40px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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																
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Short Course Description	This course discusses the concept of organizational change, and organizational learning related to rapid environmental changes that can no longer be overcome by natural development processes and "flowing with the flow". Development design to realize planned changes is needed so that organisms (humans and organizations) can develop in a positive direction and be able to face their environment. The learning method uses project based learning.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Boonstra. 2008. Dynamics of Organizational Change and Learning . Wiley. 2. Uyung, Sulaksana. 2003. Managemen Perubahan . Yogyakarta : Pustaka Pelajar. 3. Burnes, Bernard. 2004. Managing Change, Fourth Edition. Pearson-Prentice Hall 4. Carnall, Colin. 2003. Managing Change in Organisation Fourth Edition. Pearson-Prentice Hall 5. Cummings, Thomas G, dan Worley, Christopher G. 2005. Organization Development and Change Eighth Edition. Thomson Corporation 6. W. Warner Burke and Debra A. Noumair. 2015. Organization Development: a process of learning and changing. Third Edition. Pearson Education, Inc. Upper Saddle River, New Jersey 07458.
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		Supporters:					
Supporting lecturer		Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si. Dwiarko Nugrohoseno, S.Psi., M.M. Hafid Kholidi Hadi, S.E., M.SM. Khoirur Rozaq, S.E.Sy., M.M. Zainur Rahman, S.E., M.Sc.					
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	Understand & define CM, CM objectives	1.Can define CM and CM objectives 2.Can explain CM perspective	Criteria: 1.Tasks 30 % 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Definition of Change Management Library: <i>Cummings, Thomas G, and Worley, Christopher G. 2005. Organization Development and Change Eighth Edition. Thomson Corporation</i>	5%
2	Know and understand the latest organizational trends (Reengineering the Corporation)	1.Can understand 21st century organizational trends, corporate goals and reengineering 2.Can determine company reengineering methods	Criteria: 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: corporate reengineering methods Reference: <i>Boonstra. 2008. Dynamics of Organizational Change and Learning. Wiley.</i>	5%
3	Know and understand the latest organizational trends (Reengineering the Corporation)	1.Can understand 21st century organizational trends, corporate goals and reengineering 2.Can determine company reengineering methods	Criteria: 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: 21st century organizational trends, corporate goals and reengineering Reference: <i>Boonstra. 2008. Dynamics of Organizational Change and Learning. Wiley.</i>	5%
4	Knowing organizational effectiveness can take place continuously	1.Can explain and analyze organizational effectiveness that can occur continuously 2.Can explain the determining factors of organizational effectiveness	Criteria: 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: determining factors of organizational effectiveness Reference: <i>Carnall, Colin. 2003. Managing Change in Organizations Fourth Edition. Pearson-Prentice Hall</i>	3%

5	Knowing organizational effectiveness can take place continuously	<ol style="list-style-type: none"> 1.Can explain and analyze organizational effectiveness that can occur continuously 2.Can explain the determining factors of organizational effectiveness 	Criteria: <ol style="list-style-type: none"> 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% 	Reading literature and listening to students' explanations 3 X 50		Material: organizational effectiveness that can occur continuously. Reference: <i>Cummings, Thomas G, and Worley, Christopher G. 2005. Organization Development and Change Eighth Edition. Thomson Corporation</i>	0%
6	Know the basic characteristics of planned change and theories of change	<ol style="list-style-type: none"> 1.Can explain the basic characteristics of planned change 2.Can explain theories of change: Lewin's Change Model, Action Research Model, The Positive Model, Comparisons of Change Models 	Criteria: <ol style="list-style-type: none"> 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Theories of change: Lewin's Change Model, Action Research Model, The Positive Model, Comparisons of Change Models References: <i>Burnes, Bernard. 2004. Managing Change, Fourth Edition. Pearson-Prentice Hall</i>	5%
7	Understand the general model of planned change	<ol style="list-style-type: none"> 1.Can explain the general model of planned change 2.Can explain the stages of planned change 3.Able to make a planned change plan Able to understand the implementation of change Understand how to evaluate and institutionalize change 	Criteria: <ol style="list-style-type: none"> 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Planned Change Bibliography: <i>Cummings, Thomas G, and Worley, Christopher G. 2005. Organization Development and Change Eighth Edition. Thomson Corporation</i>	5%
8	UTS		Form of Assessment : Test	3 X 50			20%
9	Able to lead and manage change	<ol style="list-style-type: none"> 1.Understand how to lead and manage change 2.Know the activities of managing effective change: motivating change, creating a vision, building political support, managing transitions, managing momentum 	Criteria: <ol style="list-style-type: none"> 1.Duty 30% 2.Participation 20% 3.UTS 20% 4.UAS 30% Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: leading and managing change References: <i>Cummings, Thomas G, and Worley, Christopher G. 2005. Organization Development and Change Eighth Edition. Thomson Corporation</i>	5%

10	Able to motivate change	<ol style="list-style-type: none"> 1.Understand how to motivate change 2.Can create readiness for change 3.Can reduce resistance to change 	Criteria: Holistic Rubric Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Motivating Change Bibliography: Cummings, Thomas G, and Worley, Christopher G. 2005. <i>Organization Development and Change Eighth Edition.</i> Thomson Corporation	5%
11	Able to create a vision of change	<ol style="list-style-type: none"> 1.Can explain the core ideology 2.Can contract a vision of the future 	Criteria: Holistic Rubric Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Vision of change References: Cummings, Thomas G, and Worley, Christopher G. 2005. <i>Organization Development and Change Eighth Edition.</i> Thomson Corporation	5%
12	Understand how to build political support strategies	<ol style="list-style-type: none"> 1.Can understand how to assign change agents 2.Can identify key stakeholders Can explain how to influence stakeholders 	Criteria: Holistic Rubric Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Political Support Bibliography: Cummings, Thomas G, and Worley, Christopher G. 2005. <i>Organization Development and Change Eighth Edition.</i> Thomson Corporation	5%
13	Able to manage transition periods and understand change management structures	<ol style="list-style-type: none"> 1.Can explain how to manage the transition period 2.Can make activity plans and change commitments. Know the change management structure 	Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Managing Transitions Literature: Cummings, Thomas G, and Worley, Christopher G. 2005. <i>Organization Development and Change Eighth Edition.</i> Thomson Corporation	3%
14	Able to explain how to maintain the momentum of change so that it occurs continuously	<ol style="list-style-type: none"> 1.Can explain how to maintain the continuity of the momentum of change 2.Can explain how to build a change agent support system 3.Can explain how to develop new competencies and new behaviors 4.Able to prepare courses 	Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: maintaining the continuity of the momentum of change. References: Cummings, Thomas G, and Worley, Christopher G. 2005. <i>Organization Development and Change Eighth Edition.</i> Thomson Corporation	5%

15	Able to identify and apply transformational change	1.Can explain the characteristics of transformational change 2.Can describe culture change 3.Can describe Self-Designing Organizations, Organizational Learning & Knowledge Management	Criteria: Holistic Rubric Form of Assessment : Participatory Activities	Reading literature and listening to students' explanations 3 X 50		Material: Self-Designing Organizations, Organizational Learning & Knowledge Management Library: <i>Boonstra. 2008. Dynamics of Organizational Change and Learning. Wiley.</i>	5%
16	UAS		Form of Assessment : Test	3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	61%
2.	Test	20%
		81%

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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.