ED611

LEADERSHIP AND CHANGE MANAGEMENT

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ED611
Unit name	Leadership and Change Management
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Terry Dachs
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education **OR** ED602 Philosophical Perspectives on Education
Rationale	Change is crucial to the success of all contemporary organisations. This unit enables students to analyse and critique various contexts of change – including both internal and external processes – and to examine proactive and decisive ways in which to respond. Those holding leadership positions in schools therefore need to be proficient change managers. This unit will assist them in managing and facilitating change in insightful, contextualised and intentional ways that utilise a variety of modern models related to change management.

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Learning outcomes	On completion of this unit, students will have provided evidence that they have:
	1. investigated the nature of change within schools and some of the common causes and catalysts for change within educational contexts;
	2. identified the critical role that contextual distinctives play in change management processes and priorities;
	3. critiqued a diverse range of theories and models related to managing organisational change within schools and critiqued these from distinctively Christian perspectives;
	4. established the importance of leadership and decision making processes in all aspects of the change management process;
	5. analysed the integral links between strategies, structures and school culture and how these relate to change management imperatives;
	6. applied change management processes, priorities and perspectives to the school context and demonstrate an ability to plan for change initiatives in comprehensive and sensitive ways;
	7. critically reflected upon context specific change processes and change management imperatives from distinctively Christian perspectives; and
	8. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.
Content	Defining the concept of change – definitions and demarcations.
	Natural diffusion and the problem of educational change.
	Managing change – empirical-rational strategies.
	Managing change – power coercive strategies.
	Managing change – normative/re-educative strategies.
	Christian perspectives on change management.
	The imperative of leadership in change management.
	Becoming a 'learning organisation'.
	Managing change in a loosely coupled schooling system.
	Managing change – sustaining, enabling and evaluating change management initiatives.
	Change management and culture.
	Change management and leadership – Christian distinctives and examples.
Assessment tasks	**Task 1:** Investigative research paper
	Word length/Duration: 3000 words
	Weighting: 50%
	Learning outcomes: 1-4, 8
	Assessed: Y - 2015, S - 1, W - 8
	Task 2: Description and critical analysis of a change process
	Word length/Duration: 3000 words
	Weighting: 50%
	Learning outcomes: 4-8
	Assessed: Y - 2015, S - 1, W - 15
Specialist resource requirements	Nil

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Prescribed text(s)	Nil
Recommended readings	French, W., Bell, C.H., & Zawacki, R. (Eds.). (2005). *Organization development and transformation: Managing effective change.* New York: McGraw-Hill/Irwin. Fink, D. (2010). *The succession challenge: Building and sustaining leadership capacity through succession management.* London: Sage. Fullan, M. (2007). *The new meaning of educational change.* New York: Teachers College Press. Hall, G. & Hord, S. (2015) *Implementing change: patterns, principles, and potholes.* Boston: Pearson. Hargreaves, A., & Shirley, D. (2009). *The fourth way: The inspiring future for educational change.* London: Sage. Lambert, L. (2003). *Leadership capacity for lasting school improvement.* Alexandria, VA: ASCD. Limerick, D., Cunnington, B., & Crowther, F. (2002). *Managing the new organisation: Collaboration and sustainability in the post-corporate world.* (2nd ed.). Crows Nest, NSW: Allen & Unwin. Robertson, J., & Timperley, H. (Eds.). (2011). *Leadership and learning.* London: Sage. Senge, P. (2006). *The fifth discipline: The art of the learning organization.* New York: Doubleday. Yukl, G. (2006). *Leadership in organizations (6th ed.).* Upper Saddle River, NJ: Pearson Education. **Journals and Periodicals** The International Journal of Knowledge, Culture and Change International Journal of Management in Education International Journal of Education Policy and Leadership **Websites** http://www.kotterinternational.com/our-principles/changesteps http://eprints.usq.edu.au/6362/3/Kavanagh_Ashkanasy_2006_AV.pdf http://www.acel.org.au/ http://www.bastow.vic.edu.au/Pages/Home.aspx In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the *New International Version* (NIV) or the *New King James Version* (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Unit summary	This unit will provide students with an understanding of a range of theoretical models and processes relating to change management and will enable analysis and critical evaluation of these theoretical perspectives in context-specific school settings and environments. Furthermore, the unit identifies the centrality of strong leadership throughout the change management process and seeks to equip students with the theoretical understandings of a range of management styles and processes to facilitate change in effective and transformative ways that are consistent with a Christian worldview.

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