| **Unit Number:** | ED672 |
| **Mode of Study:** | Internal |
| **Credit:** | 3 credit points |
| **Cost:** | $1,875 |
| **Pre-requisites:** | - |
| **Location:** | TBD |
| **Study Hours:** | Seminar, 3 hours per week (total = 36 hours)  
Private Study, 10 hours per week (total = 120 hours) |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |

| **Unit Coordinator:** | Dr Ray Dallin  
Email: rdallin@sheridan.edu.au |
| **Phone:** | 9221 8170 |
| **Course Coordinator:** | Dr Natalie Leitão  
Email: nleitao@sheridan.edu.au |
| **Phone:** | 9221 8170 |
Introduction
This unit will focus on organizational change and development theories and principles and their application to your workplace and build on leadership theories as presented in the prerequisite unit Servant Leadership in Education. You will investigate how Organisation Development (OD), which is a planned process of change, is quickly evolving towards Organisational Transformation (OT). The challenges of change leadership that you may face will be presented in a real life manner through case studies, exercises and supported material within a framework for planning and leading change strategically. We will investigate change in a chaotic and unpredictable environment as well as future directions and trends in a global setting.

Master of Education Program Learning Outcomes (PLOs)
The Sheridan College Master of Education is currently being considered for accreditation by the Tertiary Education Quality and Standards Agency (TEQSA) and confirmed as meeting the standards set by the Australian Qualifications Framework (AQF).

A Master of Education qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.

Upon completion of the Master of Education you will be able to:

- Demonstrate a mastery of theoretical knowledge and workplace practice in education.
- Demonstrate your knowledge of research principles and methods in the discipline of education.
- Critically evaluate current and past scholarship and professional practice in the field of education in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Demonstrate your ability to investigate, analyse and synthesise complex information, problems, concepts and theories in education for application across multi-disciplinary contexts.
- Demonstrate your intellectual independence by making complex, creative and original contributions to the body of knowledge and workplace practice in education at both an abstract and practical level.
- Justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences through prepared presentations and projects in a variety of settings.
- Plan and execute a substantial research project.
- Model a high level of self-discipline, professional judgment, personal integrity, teamwork and respect for the dignity of individuals and groups in study and workplace settings.

Each unit you take in the Master of Education program will contribute towards the fulfilment of these broader learning outcomes.
Leading Change Unit Learning Outcomes (ULOs)
Upon completion of this unit, students will be able to:

1. Demonstrate a practical understanding of the major concepts, theories and models of Change and Organisation Development contributing to organisational effectiveness.

2. Explain and demonstrate organisational and human process Change / Organisation Development strategies that can be implemented to analyse and solve management problems and maintain employee motivation.

3. Demonstrate an understanding of the human resource processes associated with leading change while maintaining and monitoring quality.

4. Demonstrate an ability to perform the generic functions required in organisations by working to a professional standard and being an effective team member.

5. Describe how to lead change effectively.

6. Comment on the spirituality issues, core values and ethics involved in planned change and articulate perspectives on people’s growing need for spiritual meaning in their work.

7. Discuss how knowledge of change leadership can be applied in a global setting.

Graduate Attributes (GAs)
Study does more than equip you with knowledge in a specific academic discipline. Study can have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from Unit Learning Outcomes (ULOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

### College Vision Statement
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

### College Graduate Attributes
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### 1. Lovers of truth who:
- a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
- b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
- c. Can identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>Assignments, Projects, Tests &amp; Exams, Research, Workplace Learning, Academic Integrity Policy</td>
</tr>
</tbody>
</table>

### 2. Seekers of wisdom who:
- a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
- b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
- c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>Assignments, Projects, Tests &amp; Exams, Research, Workplace Learning, Academic Integrity Policy, Peer review</td>
</tr>
</tbody>
</table>

### 3. Innovative thinkers who:
- a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
- b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
- c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tr>
<td>Assignments, Projects, Tests &amp; Exams, Research, Workplace Learning, Peer review</td>
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</tbody>
</table>

### 4. Effective communicators who:
- a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
- b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
- c. Promote respect, hospitality and understanding towards cultures and groups.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>Assignments, Projects, Tests &amp; Exams, Research, Workplace Learning, Peer review</td>
</tr>
</tbody>
</table>

### 5. Independent learners who:
- a. Perform tasks to the best of their own abilities and strive for a high academic standard.
- b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
- c. Take responsibility for their own learning and research.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>Assignments, Projects, Tests &amp; Exams, Research, Workplace Learning</td>
</tr>
</tbody>
</table>

### 6. Servant leaders who:
- a. Model respectful and ethical behaviour in team environments.
- b. Serve the local, national and global community.
- c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.

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<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>Assignments, Projects, Research, Workplace Learning, Peer review, Student-led activities</td>
</tr>
</tbody>
</table>
Course Structure

Learning Calendar
The Sheridan College Master of Education uses a trimester model and may be completed in one year if you were taking a full-time load or in two years if part-time. The units are delivered in twelve-week learning blocks apart from the Action Research Project which is delivered in one final twenty-four week learning block. The table below gives you an idea of how your academic program might look if you were taking a full-time load.

<table>
<thead>
<tr>
<th>SAMPLE M. Ed. PROGRAM</th>
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<tbody>
<tr>
<td><strong>TRIMESTER 1</strong></td>
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<tr>
<td>Worldview Foundations in Education (3cp)</td>
</tr>
<tr>
<td>Curriculum Construction: Analysis and Perspectives (3cp)</td>
</tr>
<tr>
<td>Action Research in Education (3cp)</td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional ten (10) hours per week of private study, immersing yourself in the course material and completing the assessment requirements.

Reading and preparation should be done prior to each seminar. You may choose to keep a journal of insights and questions to contribute during the week’s discussion.

Canvas
Canvas is the Learning Management System (LMS) used at Sheridan College. Canvas allows you to view your courses, communicate with staff and other students, access assessment scores, participate in online discussions and much more.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Aberdeen Street campus if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.
Location
The unit will be taught at one of the following locations:

- **Quinns Baptist College**, 8 Salerno Drive, Mindarie, WA, 6030
- **Austin Cove Baptist College**, Inlet Boulevard, South Yunderup, WA, 6028
- **Alkimos Baptist College**, 60 Seagrove Boulevard, Merriwa WA 6030
- **Aberdeen St Campus**, Suite 18, 7 Aberdeen St, Perth WA 6000

Learning Resources

Unit Text


Prescribed Reading(s)


Additional Resources


Relevant journal articles may be found in the following journals:

- Academy of Management Executive
- Academy of Management Review
- Administrative Science Quarterly
- Educational Leadership
- Harvard Business Review
- Journal of Applied Behavioural Science
- Journal of Applied Psychology
- Journal of Educational Administration
- Journal of Management
- Journal of Management Development
- Organization Development Journal
- Organizational Dynamics

**College Library Resources**

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection
Cunningham Library

Sheridan College is an institutional member of the *Australian Council of Educational Research’s Cunningham Library.*

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


The Cunningham Library will be an invaluable resource for Sheridan College educators across all disciplines in keeping current with educational research in curriculum design, assessment, course delivery (including andragogical methodologies).

Public Libraries

You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For leadership these include:

- Academic Search Premier
- Business Advisors Guide
- Business Source Premier
- EBL (EBook Library)
- EBSCO
- EconLit
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- Informit Business Collection
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books

Other Free Resources

Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
Community Memberships

Community memberships are available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available as follows:

- **Edith Cowan University** $88 ($22 with concession)  
- **Curtin University** ($70.40) [https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm](https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm)
- **Murdoch University** ($99) [http://library.murdoch.edu.au/Our-services/Community-members/](http://library.murdoch.edu.au/Our-services/Community-members/)
- **University of Notre Dame** ($40)  
- **UWA** $99 ($50 with concession)  
  [http://www.is.uwa.edu.au/about/visitors-friends/visitors#community](http://www.is.uwa.edu.au/about/visitors-friends/visitors#community)

Community members who wish to access online resources at some of these institutions may only be able to access those resources while logging in from a terminal within the library itself. However, the resources of the Vose Seminary are fully available to community members.

Reserve Collection

A growing physical reserve library of books will be maintained at the Aberdeen Street campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Learning Support

Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>ULOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essay (3000 words)</td>
<td>30%</td>
<td>Week 5</td>
<td>1, 2</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>2. Group case study report (1000-1500 words) Oral presentation</td>
<td>30%</td>
<td>Week 10</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>2, 4, 5, 6</td>
</tr>
<tr>
<td>3. Examination (4 x 200 words approx.)</td>
<td>40%</td>
<td>Week 13</td>
<td>3, 4, 5, 6, 7</td>
<td>1, 3, 4, 5</td>
</tr>
</tbody>
</table>
Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes within the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the course requirements.

1. Essay
You will be asked to pick from two (2) topics and write an essay. Academic references are to be included. The essay will be a minimum of 3000 words and not exceeding 4000 words.

**ULO**s addressed 1, 2

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Analysis of the Topic</td>
<td>Limited or no evidence of understanding or analysis.</td>
<td>Demonstrates understanding supported with evidence from the literature but characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis strongly supported with evidence from the literature.</td>
<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively strongly supported with evidence from an extensive range of literature.</td>
<td></td>
</tr>
<tr>
<td>Engagement with Contemporary Scholarship</td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse a range of scholarly viewpoints.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints with evidence of creative and genuinely independent scholarly judgements begin to emerge.</td>
<td></td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Consistently uses correct spelling, grammatical and referencing.</td>
<td>Work is free of errors (spelling, grammatical and referencing).</td>
</tr>
</tbody>
</table>

2. Group case study report and oral facilitation
In week one, you will be given details of a case study and will work individually to prepare an analysis in accordance with the standard case analysis approach as taught in this unit. In week eight the written case study analysis will be submitted. In addition you will give an oral presentation to the class in which you will present your solution and justification for your solution. After all students have presented the class will sit together to discuss and decide on the best way forward for the case study.

**ULO**s addressed 1, 2, 3, 4, 5, 6
<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the main issues/problems</td>
<td>Limited or no evidence of ability to identify the main issues / problems in the case study.</td>
<td>Demonstrates ability to identify the main issues / problems in the case study.</td>
<td>Demonstrates pronounced ability to identify and detail the main issues / problems in the case study.</td>
<td>Demonstrates pronounced ability to identify, detail, critique the main issues / problems in the case study.</td>
<td>Demonstrates superior knowledge and skills to identify, detail, critique and make reasoned judgement regarding the main issues / problems in the case study.</td>
</tr>
<tr>
<td>Identification of the symptoms of the issues/problems</td>
<td>Limited or no evidence of ability to identify possible symptoms in the case study</td>
<td>Demonstrates ability to identify possible symptoms in the case study.</td>
<td>Demonstrates pronounced ability to analyse possible symptoms in the case study.</td>
<td>Demonstrates pronounced ability to analyse and critique possible symptoms in the case study.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of possible symptoms in the case study.</td>
</tr>
<tr>
<td>Proposal of solution with justification</td>
<td>Limited or no evidence of ability to propose an appropriate solution and provide justification</td>
<td>Demonstrates ability to propose an appropriate solution and provide sound justification</td>
<td>Demonstrates pronounced ability to propose an appropriate solution and provide strong justification</td>
<td>Demonstrates pronounced ability to propose an appropriate solution with strong justification such that independent judgements begin to emerge.</td>
<td>Demonstrates superior ability to propose an appropriate solution with compelling justification and shows evidence of genuinely independent judgements.</td>
</tr>
<tr>
<td>Contribution to group discussion and decision making process</td>
<td>Limited or no evidence of ability to comment on and evaluate proposed strategies and solutions.</td>
<td>Demonstrates ability to comment on and evaluate proposed strategies and solutions.</td>
<td>Demonstrates pronounced ability to comment on and evaluate proposed strategies and solutions such that independent judgements begin to emerge.</td>
<td>Demonstrates superior ability to comment on and evaluate proposed strategies and solutions such that independent judgements begin to emerge.</td>
<td>Demonstrates superior ability to comment on and evaluate proposed strategies and solutions and shows evidence of creative and genuinely independent judgements.</td>
</tr>
<tr>
<td>Engagement with a range of scholarly viewpoints</td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique a wide range of scholarly viewpoints such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints with evidence of creative and genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Composition</td>
<td>Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Consistently uses correct spelling, grammatical and referencing.</td>
<td>Work is free of errors (spelling, grammatical and referencing).</td>
</tr>
<tr>
<td>Oral facilitation</td>
<td>Limited ability</td>
<td>Sound ability</td>
<td>Pronounced ability</td>
<td>Pronounced ability such that independent scholarly judgements begin to emerge.</td>
<td>Superior ability with evidence of creative and genuinely independent scholarly judgements.</td>
</tr>
</tbody>
</table>
3. Examination
The final exam will be a 3 hour exam assessing all the material covered in the unit.

There will be two sections:

**Section A:** Short answer questions. You will be given 5 questions and you have to answer 4 questions only. Each question will be worth 5% giving a total of 20% of the overall mark for this unit. Students should spend about 1.5 hours for this section.

**Section B:** Essay questions. You will be given 4 essay topics and you have to select 2 essays only. Each essay will be worth 10% giving a total of 20% of the overall mark for this unit. Students should spend about 1.5 hours for this section.

*ULO addressed 3, 4, 5, 6, 7*
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used in accordance with APA levels of headings.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Please note also that Sheridan College deploys plagiarism-detection software. The Sheridan College Academic Integrity Policy can be located at http://sheridan.edu.au/index.php/home/policy-library.

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. An APA guide has been uploaded to Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your instructor no later than one week before the due date and provide documentation from a medical practitioner or the student counsellor as to why you cannot adhere to the stated due date. Your instructor may then approve a new due date.

- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- All assignments must be submitted to assignments@sheridancollege.com.au.

- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

Assessment Moderation

- Your assessments may be marked by an external examiner in addition to your instructor. This is common practice in the higher education industry and is designed to ensure your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and administrative matters</td>
<td>Waddell et al. (2014) chapter 1</td>
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<tr>
<td></td>
<td><em>Introduction to Leading Change</em></td>
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<tr>
<td></td>
<td>• Conceptualisation of Change Leadership</td>
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<tr>
<td></td>
<td>• The change problem and its solution Case study analysis approach</td>
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<tr>
<td>3</td>
<td><em>The Environment of Change</em></td>
<td>Waddell et al. (2014) chapters 2-3 Kotter (2012) chapters 3-4</td>
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<tr>
<td></td>
<td>• Leadership and the role of change</td>
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<td></td>
<td>• Managing resistance and organisational culture</td>
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<td></td>
<td>• The process of organisational change</td>
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<td></td>
<td>• Establishing a sense of urgency</td>
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<td></td>
<td>• Creating a guiding coalition</td>
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<tr>
<td>6</td>
<td><em>Organisational Development (OD)</em></td>
<td>Waddell et al. (2014) chapters 6-8 Kotter (2012) chapters 6-7 Cummings &amp; Worley (2009) selected chapters</td>
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<tr>
<td></td>
<td>• OD and change</td>
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<td></td>
<td>• OD interventions: People and processes</td>
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<td></td>
<td>• Communicating the change vision</td>
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<td></td>
<td>• Empowering employees</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td><em>Organisation Transformation</em></td>
<td>Waddell et al. (2014) chapters 9-10</td>
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<td>• Characteristics of transformational change</td>
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<td>• Organisation design and culture change</td>
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<td>8</td>
<td><em>Organisation Transformation</em></td>
<td>Kotter (2012) chapters 5, 8</td>
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<td>• Generating short term wins</td>
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<td>• Anchoring new approaches in the culture</td>
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<td>10</td>
<td><em>Competitive and Collaborative Strategies</em></td>
<td>Waddell et al. (2014) chapter 11 Group case study report and oral presentation</td>
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