



CHRISTIAN HERITAGE COLLEGE

SO542

LEADING AND FACILITATING STRATEGIC CHANGE

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	SO542
Unit name	Leading and Facilitating Strategic Change
Associated higher education awards	Graduate Certificate in Social Science Leadership
Duration	One semester
Level	Advanced
Core/Elective	Core
Weighting	Unit credit points: 10 Course credit points: 40
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours Reading, study, and preparation 59 hours Assignment preparation 52 hours TOTAL 150 hours</p> <p><i>External</i></p> <p>Engagement with study materials 90 hours Assignment preparation 60 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Delivery mode	Face-to-face on site External
Prerequisites/ Corequisites/ Restrictions	Nil
Rationale	<p>Strategic leadership is a developing field. Whereas in the past leaders were widely perceived as people who had answers and gave command-and-control directives to followers, today's leaders are more accurately perceived as people who can ask strategic questions and effectively instigate and lead complex change processes that engender power through people as opposed to over them. Operating under this new paradigm today's leaders are increasingly expected to operate as strategic analysts and skilful facilitators of change.</p> <p>This unit seeks to equip students to become effective facilitators of strategic leadership processes. It introduces a number of relevant theories, processes, systems, models and value-based codes of conduct to help students identify helpful frameworks for leading and facilitating strategic change in the light of ethical considerations and a Christian worldview.</p>
Prescribed text(s)	Required readings will be made available on the Moodle™ web page for this unit.

<p>Recommended readings</p>	<p>Books</p> <p>Bass, B. M., & Riggio, R. E. (2005). <i>Transformational leadership</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Hughes, R. L., Colarelli Beatty, K., & Dinwoodie, D. L. (2014). <i>Becoming a strategic leader: Your role in your organization's enduring success</i> (2nd ed.). San Francisco, CA: Jossey-Bass/Wiley.</p> <p>Kolb, D. A. (2014). <i>Experiential learning: Experience as the source of learning and development</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education.</p> <p>Klein, N. (2014). <i>This changes everything: Capitalism vs the climate</i>. New York, NY: Simon and Schuster.</p> <p>Kotter, J. P. (2012). <i>Leading change</i>. Cambridge, MA: Harvard Business Review Press.</p> <p>Kotter, J. P. & Cohen, D. S. (2012). <i>The heart of change: Real-life stories of how people change their organizations</i>. Cambridge, MA: Harvard Business Review Press.</p> <p>Meadows, D. H. (2008). <i>Thinking in Systems: A Primer</i>. White River Junction, VT: Chelsea Green Publishing.</p> <p>Nefiodow, L. & Nefiodow, S. (2014). <i>The sixth Kondratieff: A new long wave in the global economy</i>. Sankt Augustin, Germany: CreateSpace.</p> <p>Rifkin, J. (2009). <i>The empathic civilization: The race to global consciousness in a world in crisis</i>. Cambridge, UK: Polity Press.</p> <p>Scharmer, C. O. (2009). <i>Leading from the emerging future: From ego-system to eco-system economies</i>. San Francisco, CA: Berrett-Koehler.</p> <p>Scharmer, C. O. (2009). <i>Theory U: Leading from the Future as It Emerges</i>. San Francisco, CA: Berrett-Koehler.</p> <p>Senge, P. M. (2006). <i>The fifth discipline: The art & practice of the learning organization</i>. New York, NY: Doubleday.</p> <p>Journal Articles</p> <p>Hey, S., & Roux, J. (2012). Wesley and Beyond: Integrating the Wesleyan Quadrilateral and 'Praxis Cycle' to support tertiary student theological engagement. <i>Journal of Adult Theological Education</i>, 9(2), 192-209.</p> <p>Journals</p> <p><i>The Journal of Sociology</i></p> <p><i>The Journal of Applied Christian Leadership</i></p> <p><i>Journal of Biblical perspectives in Leadership</i></p> <p><i>Journal of Leadership Studies</i></p> <p><i>Nonprofit Management and Leadership</i></p> <p><i>Leadership & Organization Development Journal (LODJ)</i></p> <p><i>Strategic Leadership Review</i></p> <p><i>Strategy & Leadership</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>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.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>

Content	<ol style="list-style-type: none"> 1. Introduction to strategic leadership processes 2. Strategic leadership as engaging systems 3. Theories and processes of strategic leadership towards directional clarity 4. Strategic leadership in the light of the <i>Missio Dei</i> 5. Theories and processes for leading change as operational necessity 6. Leading change that promotes <i>shalom</i> 7. Towards a framework for strategic leadership and facilitating change 8. Connecting purpose and values to fundamental decisions
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. deeply investigated, synthesised and critically applied knowledge and processes of strategic leadership; 2. heightened their formation of personal strategic leadership intelligence; 3. developed and applied a strategic leadership framework to effect change in a real-life situation; 4. critically engaged with relevant theories, processes, systems, models and value-based codes of conduct for leading and facilitating strategic change; 5. critically reflected on strategic leadership processes and personal leadership experiences; 6. integrated a Christian worldview; and 7. communicated at an appropriate tertiary standard giving special attention to correct grammars, punctuation, spelling, vocabulary, sentence structure, logic, style, referencing, and presentation.
Assessment tasks	<p>Task 1: Case Study on Strategic Change</p> <p>Drawing on examples from politics, economics and/or current affairs and discussing relevant weekly topics, prepare a case study considering a real-life scenario of strategic change.</p> <p>Word Length/Duration: 3,000 words Weighting: 40% Learning Outcomes: 1, 2, 4-7 Assessed: Week 6</p> <p>Task 2: Framework Development</p> <p>Develop a concept map and discuss relevant elements pertaining to theories, processes, systems, models and value-based codes of conduct presented during the course of the unit.</p> <p>Word Length/Duration: 2,500 words Weighting: 30% Learning Outcomes: 1-7 Assessed: Week 9</p> <p>Task 3: Framework Application</p> <p>Apply the framework from Task 2, contextualising and ‘fleshing out’ the distilled constitutive elements of the generic praxis framework cycle within the context of a personal ‘real-life’ leadership situation requiring strategic change.</p> <p>Word Length/Duration: 2,500 words Weighting: 30% Learning Outcomes: 1-7 Assessed: Week 12</p>

Unit summary	This unit seeks to equip students to become effective facilitators of strategic leadership processes. It introduces a number of relevant theories, processes, systems, models and value-based codes of conduct in a quest to help students identify helpful frameworks for leading and facilitating strategic change.
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