THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Executive Master of Arts in International Educational Leadership and Change
Programme QF Level : 6
Course Title : Leading Organizational Change
Course Code : EDA6009
Department : Education Policy and Leadership, Faculty of Education and Human Development
Credit Points : 3.0
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

The University’s 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. Synopsis

In response to the forces of globalization and technological change, organizations throughout the world are faced with the need to constantly innovate to survive and succeed. Change has become the only constant state in the environment of educational and public-sector organizations. Research conducted in a wide range of organizations and societies concludes that leaders play a critical role in the successful implementation of change. This course breaks down the process of organizational change into several facets and looks at factors that influence change management. Students will seek to develop effective change strategies that address a common problem of organizational change. Students will learn to apply change principles drawn from a variety of research-based change models. These models of organizational change include those developed by Kotter, Bridges and others. The course will assist students in learning how to apply change principles to increase staff satisfaction and performance, as well as learning results. After completing the course, students will be able to analyze the factors that impact organizational change in a specific context and develop theoretically sound, practical strategies for successful implementation.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1 Become aware of personal, political and structural issues which influence the effective implementation of change in organizations.
CILO2 Analyze obstacles and causes of resistance to change in organizations
CILO3 Apply successful strategies for implementing organizational change.
CILO4 Understand the role of leaders in the change process.
CILO5 Evaluate the effectiveness of alternate strategies for implementing successful organizational change.
CILO6 Reflect upon the challenges of implementing organizational change in intercultural contexts and develop contextually relevant strategies to account for these changes.
CILO7 Discuss and assess course concepts with IEMA and other colleagues.
### 3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Introduction</strong></td>
<td></td>
<td><strong>CILO</strong> 1,4,7</td>
</tr>
<tr>
<td><em>Introduction and Global Change Forces</em></td>
<td></td>
<td>Video lecture</td>
</tr>
<tr>
<td>The single presentation in this unit serves first to introduce the course, preview important concepts and explain the learning sequence for the course. The lesson continues to explore global change forces with a view to explaining why in the midst of often seemingly chaotic global change, organizations change slowly. It provides a response by discussing the concept of resistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Creating a Vision</strong></td>
<td><strong>CILO</strong> 1-3,7</td>
<td>Video lecture Discussion Questions</td>
</tr>
<tr>
<td>This lesson focuses on the need to set a clear vision when embarking on any change process. Students relate the impact of vision on the change process in their own professional context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Building a Change Team</strong></td>
<td><strong>CILO</strong> 3,4,7</td>
<td>Video lecture Discussion questions</td>
</tr>
<tr>
<td>This lesson focuses on building the right team to lead any change process. Students contextualize team building in their own professional setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Communication in Times of Change</strong></td>
<td><strong>CILO</strong> 1-3,7</td>
<td>Video lecture Discussion questions</td>
</tr>
<tr>
<td>This lesson examines the critical nature of communication in any change process and suggests strategies for participants to unitize in affecting change. Students will assess the effectiveness of communication strategies in their own experience and contexts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Models of Change Management</strong></td>
<td><strong>CILO</strong> 5,7</td>
<td>Video lecture Discussion questions</td>
</tr>
<tr>
<td>This reviews various models of change management. Apart from Kotter and Bridges, it also looks at models developed by Lewin, McKinsey, Heath and Satir.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. Change Emotions

This lesson examines factors pertaining to individuals' psychological and emotional responses over various phases of change. Students will assess strategies that account for the various emotions teachers experience when encountering change initiatives.

G. Culture and Change

This lesson explores factors that impact on organization's capacity to change and then on the impact of cultural difference on change capacity. Of particular influence is that of cultures' power distance and degree of collectivism. It explores personality, organizational and national cultural differences and how they influence values and expressions of resistance. These factors in turn impact on the predominant management approaches used in the region. Students will relate the impact of organizational and societal culture to change in their contexts.

H. Change in Practice

The final lesson explores the broad concept of sustainable education as a basis for a change model. It looks at a practical example of a major change process in a school. This leads to an introduction to the project that each student will complete – to introduce a model of sustainability education into their school.

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion questions</td>
<td>20%</td>
<td>CILO1-7</td>
</tr>
</tbody>
</table>
Individual Reflective Essay: Change Management

Students will complete a 1,500 to 2,000 word individual essay in which they apply one of the concepts outlined in a lesson – Vision, Team Building, Communication, Models of Change Management, Change Transitions, Culture and Change - to a personal case of change.

<table>
<thead>
<tr>
<th>Introducing Sustainable Education into School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will produce a document, video or some form of promotional vehicle that clearly outlines the process to introduce sustainable education into their own school, based on a selection of the UN Sustainable Development Goals. It should contain information on all the aspects covered in the course and targeted specifically at the unique community served by the school. The document/video/brochure will be accompanied by a one-page explanatory document that outlines the context in which changes are being conducted.</td>
</tr>
</tbody>
</table>

5. Required Text(s)

*E-books of both texts are available at the library of the institute.*

Bridges, W. (2003). Managing transitions: Making the most of change (2nd ed.).


6. Recommended Readings

**Change Context**


**Change Process**


**Change Practice**

**Emotions**


**Culture**


**Practice**


7. Related Web Resources
   www.classroomchange.blogspot.com/
   www.changeeducation.com/
   www.icec.oise.utoronto.ca/
   http://practicaltheory.org
   www.cecillinois.org/
   www.transformedu.org/
   http://unesdoc.unesco.org/images/0024/002474/247444e.pdf

8. Related Journals
   Educational Administration Quarterly
   Journal of Organizational Change Management
   Journal of Organizational Change
   Journal of Educational Administration
   Journal of Applied Behavioral Science
   Learning Organizations

9. Academic Honesty
   The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
    Nil