

# Unit Outline

Leadership Contemporary Perspectives and Challenges  
EDL563



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# Leadership Contemporary Perspectives and Challenges

EDL563

## Statement of Purpose

To enable students to explore leadership practice in terms of contemporary theory and Christian worldview.

## Pre-requisites

N/A

## Suggested Co-requisite

ED500 or EDL501 and EDL560

## Rationale

Christian educational leaders should be familiar with the principles of Christian relationships and their implications for leadership practice, organisational structures and processes. In addition, it is important that they be aware of contemporary leadership theory and practice. This unit does both in that it introduces students to the implications for leaders of relationships shaped by a Christian worldview and it provides an insight into Kouzes and Posner's thinking about leadership and its out workings in practice.

## Learning Outcomes

At the end of this unit students will be able to:

1. Critique the assumptions and values that underpin leadership styles;
2. Articulate the principles of Christian relationships and their implications for leadership practice, organisational structures and processes, reconstructing these to reflect the core values of leadership as service;
3. Develop credibility as one who serves; by better managing their responses to change and appreciating the way people they work with respond to change, dealing compassionately with people and being more sensitive to the consequences of their actions, thus building a culture of trust.

## Subject Content

1. When leaders are at their best
2. Model the way
3. Inspire a shared vision
4. Challenge the process

5. Enable others to act
6. Encourage the heart
7. Leadership is everyone's business
8. Leadership is a relationship

## Delivery Approaches

	Student Workload
1. Directed reading	60 hours
2. Responses to reading	50 hours
3. Assignment interaction	50 hours
4. Online forum interaction	20 hours
	Total: 180 hours

## Assessment

The assignments are integral to the completion of this unit. They are not merely assessment of work done elsewhere in the unit but are themselves a major part of the learning experience. The final grade for the unit will be determined by the student's performance in the three assessment tasks.

Please note that the due dates outlined below will not apply to Semester 3, as it is a short semester. Please contact your lecturer to negotiate assessment due dates during Semester 3.

## General Assessment Criteria

In addition to criteria specific to each assessable task, the following criteria will be used in the assessment of assignments:

- |                         |     |
|-------------------------|-----|
| 1. Presentation         | 10% |
| 2. Communication        | 20% |
| 3. Critical thinking    | 25% |
| 4. Adequate coverage    | 25% |
| 5. Contextual relevance | 20% |

Please refer to the Assessment Sheets at the back of this Unit Outline for details on what is expected to meet each of the above criteria.

## Assessment Tasks

### Assessment One

<b>Format:</b>	Literature review
<b>Length:</b>	2500 words
<b>Weighting:</b>	40%
<b>Learning Outcomes:</b>	1 and 2
<b>Due:</b>	By the end of Week 6 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

A critically responsive literature review. Critically compare and evaluate three themes or issues related to the practice of leadership discussed in the readings and set text taking into consideration a Biblical worldview.

#### Assessment Criteria for Assessment One

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

1. Capacity to choose relevant and current leadership themes explored in the literature.
2. Evidence of critical engagement in discussion of these themes
3. Demonstration of evaluating on the basis of a biblical worldview

### Assessment Two

<b>Format:</b>	Essay
<b>Length:</b>	3500 words or equivalent
<b>Weighting:</b>	60%
<b>Learning Outcomes:</b>	1, 2, and 3
<b>Due:</b>	By the end of Week 15 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

#### Leadership Development Report

Identify two key leadership challenges within your own setting. With reference to the literature and your own professional journey, evaluate the nature of the challenges from a biblical worldview and write a report which gives an explanation of ways in which you may be able to provide a solution to each challenge which is consistent with your school's vision of education.

#### Assessment Criteria for Assessment Two

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

1. Use of the preferred style in formatting and font (see Assessment Guidelines); use of APA 6th edition referencing style; references relevant books, articles and authors. In general three different sources (in text references) should be used for every 500 words in an academic essay; conciseness, within 10% of word limit etc.
2. Demonstrate critical analysis and synthesis in the evaluation of the nature of the two leadership challenges from a biblical worldview giving your reasons with reference to the literature.
3. Demonstrate research of the leadership challenges addressing and analysing the key aspects of them including a solution to each challenge consistent with your school's vision of education.
4. Application of established theories and/or concepts to the leadership challenges including reference to your school's vision of education and/or your actual or anticipated leadership experience.
5. Demonstrate synthesis of the information within the report, using a logical and literary style with a cohesive structure including an introduction and conclusion. Capacity to identify leadership challenges that arise within the student's educational context

## Set Text

Kouzes, J. M., & Posner, B. Z. (2012). *The leadership Challenge: How to make extraordinary things happen in organizations*. (5th ed.). San Francisco: Jossey-Bass.

## Required Reading

Barns, I. (2002). Becoming theologically reflective practitioners. *Journal of Christian Education*, 45 (2), 7-20.

Bolman, L.G. and Deal, T.E. (2008). Reframing leadership. In *Reframing Organisations: Artistry, choice and leadership* (4th ed., pp 341-372). San Francisco: Jossey-Bass Publishers.

Chance, P. L. (2009). Leadership: Influencing behavior, relationships, and school effectiveness. In *An introduction to educational leadership & organisational behaviour: Theory into practice*. (2nd ed., pp. 83-108). Larchmont NY: Eye on Education

Daft, R. L. & Pirola-Merlo, A. (2009). What does it mean to be a leader? In *The leadership experience Asia Pacific* (1st ed., pp. 2-34). South Melbourne: Cengage.

Duignan, P. (2006). Key challenges for educational leaders. In *Educational leadership: Key challenges and ethical tension*. Cambridge: Cambridge University Press.

Evans, R. (2007). The authentic leader. In *The Jossey-Bass Reader on Educational Leadership*. (2nd ed. pp. 135-156). San Francisco: Jossey-Bass.

Hu, J. & Liden, R. C. (2011). Antecedents of team potency and team effectiveness: An examination of goal and process clarity and servant leadership. *Journal of Applied Psychology*, 96 (4), 851-862. DOI: 10.1037/a0022465.

Jackson, D. (2013). For the Son of Man did not come to lead, but to be led. In G.Hill (Ed) *Servantship*. Eugene, OR::ipf & Stock. pp 15 - 31

Leithwood, K & Jantzi, D. (2011). Transformational leadership. In B. Davies. (Ed.), *The essentials of school leadership* (2nd ed., pp. 37-52). London, UK: Corwin Press.

Linstead, S., Fulop, L. & Lilley, S. (2009). Leadership and leading. In *Management & organization: A critical text* (2nd ed. pp 473-538). London: Palgrave Macmillan.

Linstead, S., Fulop, L. & Lilley, S. (2009). Managing teams. In *Management & organization: A critical text* (2nd ed. pp 539-573). London: Palgrave Macmillan.

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Pekerti, A. A. & Sendjaya, S. (2010). Exploring servant leadership across cultures: comparative study in Australia and Indonesia. *The International Journal of Human Resource Management*, 21 (5), 754-780. DOI: 10.1080/09585191003658920.

Razeghi, A. (2006). Leading through belief: Managing the power of hope. *Strategy & leadership*, 34 (5), 49-51.

Sendjaya, S., Sarros, J. C. and Santora, J. C. (2008). Defining and Measuring Servant Leadership Behaviour in Organizations. *Journal of Management Studies*, 45, 402-424. DOI: 10.1111/j.1467-6486.2007.00761.x

Schlechty, P. C. (2009). Painting A New Image of Schools. In *Leading for learning: How to transform schools into learning organizations*. San Francisco: Jossey-Bass.

Wright, W. C. (2003). A Theology of Servant leadership. In *Relational leadership: A biblical model for influence and service*. Carlisle: Paternoster Press.

## Recommended Reading

Beare, H. (2006). Leadership for a new millennium. *ACEL Monograph* 38: 22.

Block, L. (2003). The leadership-culture connection: an exploratory investigation. *Leadership & Organization Development Journal*, 24(6), 318-334.

Bolman, L. G. & Deal, T. E.(2008). *Reframing Organizations: Artistry, Choice and Leadership*. (4th ed.). San Francisco: Jossey-Bass.

Bock, D. L. & Glaser, M. (Eds.). (2012). *The Gospel according to Isaiah 53: Encountering the suffering servant in Jewish and Christian Theology*. Grand Rapids: Kregel.

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Laniak, T. S. (2006). *Shepherds after my own heart: Pastoral traditions and leadership in the Bible*. Leicester: Apollos.

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- McNeal, R. (2006). *Practicing greatness: 7 disciplines of extraordinary spiritual leaders*. San Francisco: Jossey-Bass.
- Martin-Kniep, G. O. (2008). *Communities that learn, lead, and last: Building and sustaining educational expertise*. San Francisco: Jossey-Bass.
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- Sarros, J. C., Cooper, B. K. & Hartigan, A. M. (2006). Leadership and character. *Leadership & organization development Journal*, 27 (8), 682-699.
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