

COURSE CTR3030: LEADING FOR CHANGE**Level:** Advanced**Theme:** Leadership**Prerequisite:** CTR2030 Governance & Leadership**Description:** Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.**Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> describe the change and decision-making processes used in a governance structure identify and record the organizational structures used in a school and in a community construct, propose and initiate the use of a project-planning model demonstrate basic competencies. 	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> presentation of decision-making strategies that affect change in a governance structure; e.g., in a school, in the community. <i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i>	40
	<ul style="list-style-type: none"> developing and implementing the project planning model designed to affect change. <i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i>	60
	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

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Concept	Specific Outcomes	Notes
Decision Making	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the decision-making roles and impacts of: <ul style="list-style-type: none"> – assigned leaders – ascribed leaders – primary decision makers – secondary decision makers – tertiary decision makers – interest groups – opinion leaders • describe the current decision-making structure in the school and the community • identify and assess the role played by the leadership groups listed above. 	
Change	<ul style="list-style-type: none"> • explain why change is now viewed as a constant • describe and explain key changes that have occurred during the past three years within the school's and the community's governance and assess the impact of these changes • identify and describe how these changes were brought about and by what form of leadership and leadership activities. 	
Change Agents	<ul style="list-style-type: none"> • explain the concept of "change agent" • identify key change agents; e.g., in the school, in the community • identify and compare different types of change agents • explain the difference between: <ul style="list-style-type: none"> – internal and external change agents – formal and informal change agents – administrative and "grass-roots" change agents • describe the strategies used by change agents to facilitate change • prepare a chart to show the: <ul style="list-style-type: none"> – organizational structures available in a governance structure; e.g., in the school, in the community – how change is/is not facilitated by these structures • prepare a job description for a change agent for a selected project. 	

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Concept	Specific Outcomes	Notes
Change Assessment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify various methods of assessment used to assess change in societal contexts • evaluate key changes that have occurred recently in the school and in the community including: <ul style="list-style-type: none"> – intended/desired outcomes – actual or emerging outcomes – process of change – key change agents • identify key elements/resources needed to bring about change • explain the role of time as a critical element/resource in the change and change assessment processes. 	<p>Consideration should be given to the various stakeholders who may be affected by a change.</p>
Project Plan	<ul style="list-style-type: none"> • create an original project plan for a school or community project identifying key elements, personnel and other resources • create an instrument suitable for assessing the project plan and its outcomes • present and/or facilitate the presentation to “sell” the project plan to key decision makers • evaluate the impact of the plan and its presentation on affecting the desired change. 	

