



APPLIES TO ACADEMIC YEAR 2012/2013

BMP 3101 School Leadership in Practice

Programme

Bachelor of Management

Responsible for the course

Geir Lahnstein, Kjell A Eliassen

Department

Department of Accounting - Auditing and Law

Term

According to study plan

ECTS Credits

30

Language of instruction

Norwegian

Introduction

Today's schools are characterised by the necessity of having to adapt to a continuously changing environment, something which requires continuous learning by employees as well as executives. If the schools are to deliver the expected results, the school as an organization must be developed and renewed. Achieving this objective constitutes one of the most important leadership tasks in schools today. The school system needs executives capable of understanding and applying the relevant tools necessary to execute change processes, so that they can contribute to creating a positive development for the schools themselves, the everyday social and academic environment in schools and not least for the students.

The programme has been developed in cooperation with the Norwegian Association of Local and Regional Authorities (KS) in the counties of Telemark, Buskerud and Vestfold. The Norwegian Association of Local and Regional Authorities (KS) is the only employers' association and interest organization for municipalities, counties and local public enterprises in Norway. The co-operation is founded on the national competence project entitled the Knowledge Promotion which applies to the entire education sector where leadership competence constitutes one of several key priority areas.

Learning outcome

Learning Outcomes

The course participants shall acquire basic knowledge in management skills communication and interpersonal relations. They shall be familiar with important concepts such as leadership role and leadership style, dilemmas, theories and tools that are relevant in a leadership situation. The programme has a particular focus on the leadership challenges faced by school executives in actual everyday school situations. Course participants are also required to become familiar with the most important management systems used in schools.

Skills Outcomes

Upon completion of the course, participants shall have acquired the competence required to be able to take on a goal-oriented and systematic approach to their leadership role when it comes to the further developing their employees and themselves, and be able to handle proposals relating to educational reforms from political decision makers in a professional manner. The programme has a special focus on the executive's ability to create a good working environment and his/her ability to tackle relevant tension and conflict within his/her organizational unit in a good manner. Upon completing the programme, participants are expected to effectively plan, execute and follow-up relevant improvement measures in relation to their own workplace. The programme focuses in particular on the developing the students' ability to relate appropriately to such phenomena as workplace negativity and resistance towards change. The programme concretely requires that the course participants are able to master relevant leadership tools (for instance feedback to employees, delegation and the performance interview).

Processual Outcomes

The programme aims to be an arena for dialogue, reflection, learning and interaction. The programme focuses on the participants' own experience, challenges and questions and aims to confront these based on relevant leadership theories and problem-solving methods.

Attitudinal Outcomes

The programme is founded on a perspective on humanity based on ethical values whose central focus is the best interests of students. Course participants shall be trained in exhibiting a critical and reflective approach in relation to established systems and routines and awareness-raising with regard to continuous

improvement and so-called best practice. The fact that the employees are the most important resource makes the participants committed to always develop attitudes focusing on opportunities and possibilities and solutions linked to what can be done concretely to ensure that the employee succeed in their job.

Target Group

The programme is intended for school executives and school professionals with a desire for a future career as a school executive.

Prerequisites

Participants should have basic insight into organizational theories and management and a minimum of 3 years professional experience.

Compulsory reading

Books:

Berg, Morten Emil. 2008. Ledelse : verktøy og virkemidler. 3. utg. Universitetsforlaget
Busch, Tor, Erik Johnsen og Jan Ole Vanebo. 2003. Endringsledelse i det offentlige. 3. utg. Universitetsforlaget
Christensen, Tom ... [et al.]. 2010. Forvaltning og politikk. 3. utg. Universitetsforlaget
Ekholm, Mats... [et al.], red. 2010. Skoleutvikling i praksis. Universitetsforlaget
Gjerde, Susann. 2010. Coaching : hva - hvorfor - hvordan. 2. utg. Fagbokforlaget
Haaland, Frode Hübertz og Frode Dale. 2005. På randen av ledelse : en veiviser i førstegangsledelse. Gyldendal akademisk
Wennberg, Bodil. 2001. EQ : emosjonell intelligens i livet og på jobben. NKS-Forlaget

Recommended reading

Books:

Wheelan, Susan A. 2012. Creating effective teams : a guide for members and leaders. 4th ed. SAGE

Course outline

General:

School framework conditions
School development
The Knowledge Promotion
Relationship with school owners
New Public Management (NPM)
Goal-oriented management
Perspectives on tomorrow's school management

Management and Management Theories

The concept of management
Management in a historical perspective
Situation-based management
Self-management and emotional intelligence
Team management
Transformation Management
Knowledge-based management
Coaching and leadership in flat organizations
Strategies for school restructuring and change

Practical Management

Personnel management
Communication
Feedback
Delegation
Motivation and job satisfaction
Performance Interviews
Conflict resolution
Coaching, executives with a coaching-based leadership style
Relevant tools in the change process

Computer-based tools

itslearning

Learning process and workload

The programme is normally completed over the course of two semesters. The participants will be signed up for tuition each semester. The course consisting of lectures is entitled BMP 3102 for the first semester and BMP 3103 for the second semester.

The programme is completed through interaction between theory and practice. In addition to lectures, group work will be used to create dialogue and in-depth discussions in relation to some topics. Other

central approaches which will be used in this programme include knowledge sharing and reflection and the use of cases and practical exercises linked to the participants' own experiences and job situation and the experiences and job situation of their fellow participants

The programme is meant to be completed over the course of three semesters consisting of a total of 19 days of gathering where each gathering lasts 1-2 days.

Examination

Participants will be process evaluated through the following activities:

Hand-In Assignment 1: An essay consisting of a maximum of 10 pages to be written individually and handed in by a given date (accounts for 20% of the final grade)

Hand-In Assignment 2: An essay consisting of a maximum of 10 pages to be written individually and handed in by a given date (accounts for 20% of the final grade)

In addition students are required to hand in a project dissertation. Dissertation length: Max 25 pages excluding appendices (accounts for 60% of the final grade). The project dissertation shall be completed individually or in groups of up to 3 individuals. Both exams must be completed by the end of the course.

Participants must receive a passable grade on both their essays and their project dissertation in order to receive a final grade for this course.

Examination code(s)

BMP 3011 – Process evaluation: two individual essays, account for 40% of the total grade for the course BMP 3101 Practical School Management and School Development, 30 ECTS Credits.

BMP 3012– the project dissertation, accounts for 50% of the total grade for the course BMP 3101 Practical School Management and School Development, 30 ECTS Credits.

Both exams must be completed and passed in order for participants to receive a final grade for this course

Examination support materials

All aids are permitted during exams.

Re-sit examination

Resit at the next ordinary exam

Additional information