



California Labor Management Initiative



RUTGERS

## **Shared leadership and change management**

*an executive education course  
developed by Saul Rubinstein and Charles Heckscher  
Rutgers University  
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For decades there has been a growing sense of crisis in American education – a feeling that our schools are falling behind our global peers in a complex, knowledge-based economy. Federal policy initiatives have tried to accelerate change through top-driven measurement and high-stakes testing, combined market reforms.

These changes have put great pressure on school administrators, teachers, and unions. No Child Left Behind and Race to the Top reduced the autonomy of teachers in their classrooms and pushed administrators towards directive interventions. They have remained controversial and the results have been at best mixed. Many feel that the sense of professionalism and collaboration has suffered. Turnover among teachers has increased, and there appears to be a looming crisis of teacher recruitment in many areas.

An alternative model that has developed in some districts emphasizes collaboration among teachers, unions, and administrators with a focus on student performance. This has been successful in a number of cases over long periods, and is currently getting more attention as the existing policies are put in question.

This course will examine the organizational and leadership challenges posed by these developments. We will begin by looking at the long-term changes in education over the last decades, and then work on the techniques and skills needed to lead in this environment. Particular attention will be paid to the challenges of managing and leading through collaborative relations and sustaining change over time.

The work will be the equivalent of a 3-credit graduate course. It may (optionally) be taken for credit from Rutgers University. 10 of the classes will be conducted virtually, through internet discussions and readings. At the beginning and middle we will hold 1-day “face-to-face” sessions to work on interpersonal skills and teamwork.

The course may be held over roughly a three to six-month period, with a “class” every 1-2 weeks.

### **Expectations for student work:**

Regular classes (weekly or biweekly):

1. **Reading / viewing:** Students will read or view weekly materials that may include articles, videos, slide presentations, and other media.
2. **Forums:** In most weeks there will be a forum based on the readings and cases. You will need to **post your own analysis**, and then to **engage actively in discussions and exercises** with your team based on those materials. Each person will lead at least

one team discussion.

In some weeks there might instead be team assignments, such as a group paper, exercise, or presentation.

3. Leadership:

Students will be assigned to lead (approximately) two forums: facilitating the discussion, encouraging teammate involvement, summarizing the main points. You will write journal entries on this experience -- your leadership style and how it worked.

4. Individual project, due at the end of the course:

Students will **write a case study**, using concepts and lessons from the course. This will normally be based on personal experience, preferably in a current job. In most weeks you will write a paragraph or two in your case document applying the week's concepts to your case situation. The final version should be about 10-12 pages long (or 2500-3000 words), due on the last day of class.

**Course materials:**

Most course materials will be available directly from the assignment sheets, without charge; some will need to be purchased from a Harvard Business School course pack.

**A note on virtual work and scheduling**

You will need to work on the course several times in any given week -- a mix of reading, forum discussions, individual writing, and team exercises; the exact times will be flexible.

**Class schedule and topics**

Week	Subject
1	Why partnership?
IN-PERSON SESSION: leadership skills, effective meetings	
2	Changing nature of education and schools
3	Union-Management partnership
4	A general change framework
5	Bureaucratic vs collaborative leadership styles
6	Leadership: Power & influence
7	Governance and decision-making
8	Purpose (collaborative visioning)
9	Collaborative process (initiatives)
10	Teacher leadership / distributed leadership
IN-PERSON SESSION: negotiation, visioning, planning	

*For additional information on course availability contact Ed Honowitz at [ed@cdefoundation.org](mailto:ed@cdefoundation.org)*