

## **BXL603 Designing Change Across Boundaries**

**Level:** 6

**Credit Units:** 5 Credit Units

**Language:** ENGLISH

**Presentation Pattern:** EVERY SEMESTER

### **Synopsis:**

In this course learners will design a cross boundary change intervention. They will dive deep into the issue or problem they wish to focus on and design a change intervention based on an analysis of empirical data that they collect. This process requires the application of learners' leadership capabilities to build trust and knowledge flow. Learners will analyse the data, working with their selected conceptual frameworks, and interpret the data in relation to trends relevant to their cross boundary issue. They will use this analysis as the basis for designing their change intervention. An evaluation plan will be an integral part of their proposal. Through the use of the dialogical inquiry process they will give and receive constant feedback from their peers, lecturer, mentor and other relevant stakeholders.

### **Topics:**

- Identifying an issue and its relation to trends and strategic directions in the ecosystem relevant
- The problem statement, and contribution of their change intervention
- Theoretical and epistemological stances
- Data needed to better understand the issue
- Exploring the purposes of boundary crossing change
- Planning for data collection and analysis
- An expansive view of the issue
- Designing collaborative, cross boundary change intervention
- Judging the design – what will the process build and what outcomes and outputs are needed
- How it relates to their theoretical and epistemological stance
- Developing an evaluation plan for continuous adjustment and a communication plan
- Reflexively putting it all together

### **Learning Outcome:**

- Appraise a range of theoretical and stakeholder perspectives in relation to boundary
- Critique trends relevant to cross boundary work
- Assess their leadership stance
- Prioritise data collection and analysis techniques
- Construct a problem statement pertinent to their change intervention
- Evaluate their own and their peers' proposals

### **Assessment Strategies (Evening Class):**

<b>Components</b>	<b>Description</b>	<b>Weightage Allocation (%)</b>
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	30
	PARTICIPATION 1	20

Overall Examinable Components	ECA	50
<b>Total</b>		<b>100</b>