

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**2016/2017 ACADEMIC YEAR**

**FINAL EXAMINATION**

**TITLE OF PAPER:** LEADERSHIP AND CHANGE MANAGEMENT  
IN EDUCATION

**COURSE CODE:** EFM630

- INSTRUCTIONS:**
- i. This paper is divided into two sections.
  - ii. Section A is compulsory.
  - iii. Answer two questions in Section B.
  - iv. Each Section has 50 marks

**TOTAL MARKS:** 100

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED TO DO SO BY THE CHIEF INVIGILATOR.**

## Section A

Answer all questions in this section

### QUESTION 1

1.1 Discuss six dimensions of change and in each of them, outline the differences between Theory E and Theory O archetypes.

(3x6 = 18 marks)

1.2 Briefly explain, in practical terms, how you would integrate Theory E and Theory O using all the six dimensions to make sure that the desired changes take place.

(2x6 =12 marks)

### QUESTION 2

Discuss Galpin's (1996) five strategic steps leaders are expected to make towards an efficient change process. Use examples to strengthen your arguments. (4x5 =20 marks)

Total for the Section = 50 marks

## Section B

Select two questions from this Section. The total for the Section is 50 marks

### QUESTION 3

According to Fullan (2006, p.3), "Change theory or change knowledge can be very powerful in informing education reform strategies and, in turn, getting results – but only in the hands (and minds, and hearts) of people who have deep knowledge of the dynamics of how factors in question operate to get particular results".

i. Briefly discuss two change theories that Fullan argues they look on the surface to have great merit but which, upon closer inspection, are seriously flawed and found wanting.

(3x5 =5 marks)

ii. Briefly discuss two theories of action that appear to have more merit and discuss why that is the case.

(2x5 = 10 marks)

#### **QUESTION 4**

Discuss five limitations of planned approach to strategic management and change management as presented in Stroh (2005). Support your discussion with examples.

(5x5 =25 marks)

#### **QUESTION 5**

According to Nudzor (2013, p.79), 'Although a wealth of fascinating literature on change management abounds in education, there is credible evidence to suggest that a lot of initiatives introduced with the view of bringing about improvement in pupils' learning outcomes often fail to yield intended results.

Give five factors, with concrete examples and, explain how Nudzor unearths the causal factors of this change conundrum and what needs to be done in order to bring about the outcomes of change.

(5x5 =25 marks)

Total for the Section = 50 marks

**THE END**