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Nota di contenuto	Cover; Title Page; Copyright; Contents; About the Author; Introduction; Chapter 1 The Only Thing We Have to Change Is-Change Itself; The Kubler-Ross Model of Change Management; The Kruger Model of Change Management; The Kotter Model of Change Management; The Role of Organizational Culture in Change Processes; Hierarchical Organizations; Decentralized Organizations; Distributed Organizations; The IKEA Effect; Why Change Must Change; What about Other Stakeholders?; Conclusion; Chapter 2 Reframing Change; Different Ways of Viewing Change; The Common View of Change; The Classical View of Change The View of Continual ChangeThe Intentional View of Change; The Visionary View of Change; Bolman and Deal's Four-Frame Model; De Bono's Six Thinking Hats; Ten Analytical Lenses; Conclusion; Chapter 3 Determining the Need for Change; Is All Change Good for Higher Education?; Is All Change Bad for Higher Education?; Is Some Change

Good for Higher Education?; Case Study: Pursuing Innovation without First Establishing Need; The Ten Analytical Lenses and the Need for Change; The Drivers of Change; The Central Role of the Needs Case in Change Leadership; Conclusion
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The Planning Fallacy
The Need to Measure the Measurable; Shallow SWOT Analysis; Platonicity, Reification, and the Lorenz Butterfly Effect; Fitting the Culture; The Lack of Mission in Mission Statements; Better Approaches to Strategic Change; Scenario Planning; The Strategic Compass; Conclusion; Chapter 6 Creating a Culture of Innovation; Creativity as Lateral Thinking; Preparing a Program for Formalized Lateral Thinking; Refinements to Formalized Lateral Thinking; The Role of Mind-Set, Outliers, and Learned Optimism; Innovation Killers and Innovation Midwives; Conclusion
Chapter 7 Leading Reactive Change
Fighting Icebergs with ICE; Types of Change; Is Reacting Actually Leading?; The Transformation from Elon College to Elon University; The Transformation from High Point College to High Point University; The Lessons to Be Learned; Levels of Change; Conclusion; Chapter 8 Leading Proactive Change; The Myth of Visionary Leadership; The Telling-Is-Leading Fallacy; Arizona State University; University of Notre Dame; The New Horizons Plan for Saudi Higher Education; Conclusion; Chapter 9 Leading Interactive Change; University of Nebraska-Lincoln
The Rules of the Red Rubber Ball

Sommario/riassunto

Initiate innovation and get things done with a guide to the process of academic change
Change Leadership in Higher Education is a call to action, urging administrators in higher education to get proactive about change. The author applies positive and creative leadership principles to the issue of leading change in higher education, providing a much-needed blueprint for changing the way change happens, and how the system reacts. Readers will examine four different models of change and look at change itself through ten different analytical lenses to highlight the areas where the current approach
