

Course ID:	Course Title:	Spring 2017
BUS/DVST 445	Special Topics in Leadership: Collaborative Leadership for Social Change	Prerequisite:
		Credits: 3

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	Mon - Fri	Instructor:	Dr. Randy Poon, PhD Mark Holmgren, BA	First day of classes:	June 19
Time:	9:00 – 4:00	Email:	rpoon@ambrose.edu mark@tamarackcommunity.ca	Last day to add/drop, or change to audit:	End of the first day
Room:	TBD	Phone:	Randy Poon 403.410.6513 Mark Holmgren 780.299.0780	Last day to request revised exam:	n/a
Lab/ Tutorial:	NA	Office:	L2055	Last day to withdraw from course:	1 pm on the 4 th day of classes
		Office Hours:	NA	Last day to apply for coursework extension:	June 15, 2017
Final Exam:	NA			Last day of classes:	June 23

Course Description

An exploration of the principles and application of the Collective Impact approach to facilitating social change in complex social environments. This course will explore the nature of complexity and the principles of collaborative leadership that enable effective community action to reduce poverty and tackle other complex social issues. The course will include a mix of degree students as well as professionals completing the course for professional development purposes. This course will be taught by instructors from the Tamarack Institute for Community Engagement.

Expected Learning Outcomes

This course will provide an introduction to collaborative leadership and collective impact for people working for social change. Upon completion of this course, learners will be able to:

- Apply complexity theory to analyze and interpret contemporary social issues such as poverty;
 - What trends are and will be impacting communities and individuals, and how can institutions, governments, funders, and non-profit groups work differently to anticipate future challenges and address them together?

- Identify the principles of successful large-scale, multi-sector collaborative partnerships and the various styles of leadership that are most effective in community work;
 - What is collaboration and where does it fit along a spectrum of working together with others?
 - What principles should guide collaborative leadership within the context of working together to effect major changes in society and what personal attributes are necessary to be a leader among many leaders?
 - How can we think differently together (e.g. Upside Down Thinking) in order to move past or through biases, status quo habits, and conflicting personal values or ideologies and craft new or innovative approaches to collaborative work?

- Articulate the five conditions and the guiding principles of collective impact as a collaborative leadership framework focused on addressing large-scale social problems and the process of clarifying, and reaching agreement on, the scope and reach of your collective impact initiative;
 - What is Collective Impact and its various components (e.g. its five conditions), where is it working well, and how does Tamarack Institute see its evolution and future potential?
 - How can local communities organize to create a “game-changer” approach to reducing or ending poverty?
 - What is authentic Community Engagement and the various ways to do it with persons with lived experience and how does such engagement challenge institutions to change how they see their roles and work in community?

- Apply various evaluation approaches to assess progress within the core “components of success” needed to effectively sustain a collective impact effort.
 - How can we deepen our understanding of and our continued learning about poverty beyond it being measured by poverty lines and traditional data-driven views of poverty’s impact on all of us?

Textbooks

None

Required Readings (articles)

Mark Cabaj and Liz Weaver. COLLECTIVE IMPACT 3.0 - AN EVOLVING FRAMEWORK FOR COMMUNITY CHANGE,

Mark Holmgren. SOMETIMES TO HEAR THE MUSIC YOU HAVE TO TURN DOWN THE NOISE: A GAMECHANGER APPROACH TO POVERTY REDUCTION STRATEGY AND EVALUATION.

Community Places. COMMUNITY PLANNING TOOL KIT: COMMUNITY ENGAGEMENT

Aspen Institute. MEASURING COMMUNITY CAPACITY BUILDING.

Mark Cabaj. MEASURING COMMUNITY IMPACT: FIVE SIMPLE RULES.

James Shelley. SYSTEMS AND COMPLEXITY THEORY IN POVERTY REDUCTION STRATEGIES. [Video]

Course Schedule

Each day will be a mixture of presentation, dialogue, group exercises, case studies. The current intent is to either go on outings to local venues where examples of what is being taught are occurring or to bring in some guest speakers.

Day One:

- Review of Learning Objectives
- General requirements – attendance, assignments, etc.
- Sharing why people are in the room – what questions are they bringing.
- Leadership – Exploring student perspectives on the nature of leadership within the context of social change
- Collaboration – presentation and discussion about the collaboration spectrum (compete, coexist, communicate, cooperate, coordinate, collaborate, integrate).
- The Complexity of Social Issues (e.g. poverty as the key example)
- Introduction and discussion re: Collective Impact – its origins, its 5 conditions and its evolution – within the context of large scale community change

Day Two:

- Diving deeper into the 5 conditions of Collective Impact and their evolution.
 - The Leadership paradigm – from Management to Movement Building
 - From Common Agenda to Community Aspiration
 - From Shared Measurement to Shared Learning
 - From Mutually Aligned Activities to High Leverage Activities
 - From Continual Communication to Inclusive Community Engagement
 - From Backbones to Containers for Change
- The Four Components of Success and the Five Phases of Collective Impact

Day Three:

- What is Community Engagement?
 - Understanding the Community Engagement Continuum: Inform, Consult, Involve, Collaborate, Empower and the contexts in which they work well.
 - Standards of Community Engagement
 - Community Engagement and Capacity Building – How to do it and how to measure it.
 - Avoiding Trickle Down Community Engagement
- Tools of Community Engagement
 - Dialogue and Generative Conversations
 - Managing biases
 - Technology Tools, including web and social media
 - Citizen Juries and Participatory Budgeting

Day Four:

- Trends and Forces that are impacting and will impact communities and community change work.
- Diving Deeper into Shared Measurement and Learning – the Five Simple Rules, Game Changer approach, Attribution Challenges and Contribution Analysis.
- Leaders as Thinkers and Innovators: Turning Norms Upside down, Disruptive Innovation, Upside Down Thinking, Integrative thinking, Lateral Thinking....
- Identifying the desired attributes/qualities of a Collaborative Leader (based on the learning so far in days 1,2,3)

Day Five

- Identifying and engagement around the unanswered questions that students have.
- Group work and presentations/discussion: Five Key Talents and Key Practices of Collaborative Leaders.
- Identifying a 90 day leadership plan for each student.

Requirements:

10% - Class attendance and participation

25% - Case study report (6-8 pages) and presentation (in-class)

25% - Dialogue posts (online posting of learned responses drawn from books and peer-reviewed articles. This will take place using Moodle after the in-class course in the 4 weeks following the class. It will consist of responding to two key topics. Students will be required to post two original posts and three response posts per topic).

40% - Major paper (12-15 pages)

Attendance:

Attendance is required for all part of the class and participants are expected to be on time. Each absence of a session (1.5 hour block) will result in a loss of 10% of the final grade. Appeals for being excused for an absences without impacting the student's grade will be evaluated on a case by case basis at the discretion of the instructors.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.