

Course ID:	Course Title:	Fall 2019
BUS 445	Collaborative Leadership for Social Change DRAFT	Prerequisite: 30 credits
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Online	Instructor:	Dr. Randy Poon <i>Ambrose University</i>	First day of classes:	Wed., Sept. 18, 2019
Time:	N/A		Dr. Gord Preston <i>The King's University</i>	Last day to add/drop, or change to audit:	Sun., Sept. 29, 2019
Room:	N/A	Email:	rpoon@ambrose.edu	Last day to request revised exam:	N/A
Lab/ Tutorial:	N/A	Phone:	(403) 410-2000 (x6513)	Last day to withdraw from course:	Sun., Nov. 3, 2019
Final Exam:	TBD	Office:	L2055	Last day to apply for coursework extension:	Mon., Nov. 18, 2019
		Office Hours:	T/TH 12:00 – 1:00 W/F 12:30 – 1:00 or by appointment	Last day of classes:	Sun., Dec. 1, 2019

Course Description

An examination of the elements of transformative collaborative leadership in order to equip students in the practice of community organizing, teaching them to reflect on their leadership capacity. Leadership principles and models are examined with a focus on application in a complex collaborative, social change context. Social change trends, structures, roles, and processes are examined with a focus on application of Collective Impact and Community Engagement models.

In this course students will experience the intersection of two topics. The first is social change, including social trends, traditional and alternate approaches to social change, and barriers to change. The second topic is collaborative leadership. Implementing social change is too large an undertaking for any one organization, so a collaborative approach to leadership is needed. This approach requires unique knowledge and skills, including structures, roles, and processes of leading in a collaborative context. Finally, students will apply knowledge in an analysis and action recommendation project.

This course is a collaboration between management professors from three western Canadian, faith-based universities, Ambrose University in Calgary, Canadian Mennonite University (CMU) in Winnipeg, and The King's University in Edmonton. As a collaboration, the course becomes a living laboratory in which the principles of collaborative leadership are applied. ***The course is delivered via a paced, asynchronous online method offered over a 10-week timeframe.*** This means students have weekly content and activities, but do not have to attend an in-person or virtual class. The content delivery is via recorded video lectures, article and text readings, on-line discussion and self-reflection. Students must ensure they have Internet access and are familiar with online etiquette. ***The course runs over a reduced semester timeframe (10 weeks) and therefore requires a greater effort per week than normal 13-week semester courses.***

Expected Learning Outcomes

Students will be able to:

- Apply complexity theory to analyze and interpret contemporary social issues such as poverty
- Identify the principles of successful large-scale, multi-sector collaborative partnerships and the various styles of leadership that are most effective in community work
- Apply principles of management that are consistent with an understanding of inter-organizational relations
- 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
- Apply various evaluation approaches to assess progress within the core “components of success” needed to effectively sustain a collective impact effort

Textbooks and Readings

There is no textbook for this course. All lectures, assigned readings, and other resources will be posted or linked to in Moodle.

Course Requirements and Evaluation

Course grading and evaluation will be conducted according to the following:

Weekly Discussion Forums (6 worth 5% each)	30%
Term Group Assignment	40%
• Staged assignments (5 worth 4% each)	
• Action plan (12%)	
• Video presentation (8%)	
Research Essay	18%
Reflective Paper	12%

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated on the Moodle course page. Late assignments will lose 10% per day late up to one week. Grading rubrics for the assignments will also be found in Moodle.

Referencing standards may use either APA or MLA style guide. Claims of ignorance of appropriate citation standards will not be accepted as a legitimate reason for improper citation.

In the case of legitimate or approved absence, and at the instructor’s discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Assignments:

Online Discussion

Students will actively participate in weekly online discussions related to the presented content, weekly discussion questions and other students' contributions. Details regarding the online discussions are posted in each unit's forum but generally students will make one initial post in response to an assigned question (250 - 300 words), two responses (150 – 200 words) to others' posts, then finally, a response to someone who has responded to your initial post (150 – 200 words).

Research Essay

This assignment is to write a 2,000 to 2,500-word essay on a topic related to one of Units 2 - 6. Be sure to go beyond providing a summary of the topic, try to address a particular aspect or theme related to the overall topic. For example, if you are interested in Leadership, you may want to delve more deeply into types of governance structures used in collaborative endeavours. Consult with the Unit instructor on other acceptable topics. Be sure to utilize either APA or MLA citation guidelines. Each essay must draw from at least six academic or evidence-based professional sources.

Term Group Assignment and Action Plan

Working in groups of up to 5* students will identify a social issue for which they would like to propose a collaborative solution. Each week a stage in the process will be addressed, such as issue identification, stakeholder identification, collaborative opportunities, etc. Then, an action plan will be developed to address the issue and a persuasive video developed to create issue awareness and solicit participation in the action plan.

* Note: One of the course objectives is to also foster inter-university engagement. Because of the higher enrolment from CMU, only 1-2 Ambrose or Kings students will be permitted per group. In addition, Ambrose students cannot participate in the same group as another Ambrose student; similarly, Kings students cannot participate in the same group as another Kings student. As such, there will likely be about 3 CMU students per group. Students should have their groups pre-approved to ensure that each group has representation from at least 2 of the participating institutions.

Reflective Paper

At the end of the course students will share a reflective paper assessing their potential for engaging in collaborative leadership efforts.

Course Schedule:

Overview

The bulk of content will be delivered through recorded lectures, readings and on-line discussion. Each module is usually one week. See the course Moodle site for a comprehensive list of dates and deadlines

Unit 1: Introduction and Social Trends

Students will be introduced to online study and to an overview of course content. Existing and emerging social trends and their implications will be presented and discussed.

Unit 2: Complexity

Complex Adaptive Systems hold unique characteristics and require appropriate approaches to align with these characteristics. In this module students are introduced to the difference between simple, complicated, and complex situations and the differing approaches to dealing with complex situations.

Unit 3: Community Engagement

This unit introduces the need for, challenges of, and approaches to community engagement in addressing broad social issues. Topics will include obtaining community voices, levels of engagement, capacity building, and outcomes/obstacles of engagement.

Unit 4: Collaboration

Collaboration presents significant challenges to those engaging in a collaborative approach to social issues. In this module students examine characteristics, barriers and drivers of collaboration. Models for different levels of collaboration are introduced.

Unit 5: Leadership

After a brief overview of the study of leadership, attention is focused on the unique nature of leading in complex, collaborative environments. Special attention is paid to organizational learning, and trust development.

Unit 6: Upside Down Thinking

Conventional approaches to problem solving can have shortcomings when dealing with complex social issues using a collaborative approach. One alternate approach is the use of "Upside Down Thinking." Students will explore alternate problem-solving approaches and how they are applied, with a focus on the Upside Down Thinking model.

Unit 7: Collective Impact

This module brings together the previous topics and outlines a collaborative approach to complex social issues: Collective Impact. Students are introduced to necessary pre-conditions, factors for successful adoption, and case studies of Collective Impact.

Unit 8: Collective Impact Tracks

In this two-week module students break into interest groups to explore the application of course content to a sector or social issue of common interest. A collaborative approach to analyzing and proposing action will be encouraged, and will culminate in students producing a final report on a topic/issue of their choosing.

Unit 9: Reflection

Students are encouraged to individually and collectively reflect on their learning and how it may be applied in current and future endeavours, particularly in respect to their capacity to engage in collaborative leadership efforts.

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 students to use a laptop in future lectures and/or to ask students to withdraw from the session if they do 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 advised to retain this syllabus for their records.