

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2020</b>
LE 632	Leadership & Navigating Change	<b>Prerequisite:</b>
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesdays	<b>Instructor:</b>	Terry C. Young, PhD	<b>First day of classes:</b>	Tue, Jan 7
<b>Time:</b>	8:15am – 11am	<b>Email:</b>	teyoung@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 19
<b>Room:</b>		<b>Phone:</b>	403-410-2000 Ext 7900	<b>Last day to request revised exam:</b>	Mon, Mar 9
<b>Lab/ Tutorial:</b>	NA	<b>Office:</b>	L2079	<b>Last day to withdraw from course:</b>	Fri, Mar 20
	NA	<b>Office Hours:</b>	By Appointment	<b>Last day to apply for coursework extension:</b>	Mon, Mar 30
<b>Final Exam:</b>	No Final Exam			<b>Last day of classes:</b>	Thurs, Apr 9

### Course Description

An exploration, analysis, and application of the art and science of proposing, planning, implementing, surviving, and then sustaining change. This course will give students a firm grasp on the most prevalent models for personal and organizational change, and attempt to shape a humble yet determined posture towards leading transformation in concert with others.

### Expected Learning Outcomes

Cultivating a heart after God by:

- Shaping a heart posture of leadership that is marked by clarity, calmness, and confidence. What does it mean to strengthen the soul of your leadership in the midst of leading change?

Fostering vocational clarity and effectiveness by:

- Developing a higher degree of literacy for organizational change – change management, change resistance, and change wisdom as applied to kingdom work in the world.
- Understand the nature and process of bringing about personal and organizational change, and grasping the practical principles for leading change effectively

Nurturing theological depth and breadth by:

- Exploring and comprehending the most important research on change and to integrate this research with a theological and biblical understanding of transformational work.

Inspiring redemptive engagement by

- Appreciating the head, hands, and heart essentials for leading change and mastering the dimensions of connection making and sense-making while leading in the change process.

**Textbooks:**

William Bridges – Managing Transitions: Making the Most of Change. ©2010 Nicholas Brealey: Boston. 3<sup>rd</sup> Revised Edition.

John Kotter – Leading Change. © 2012 Harvard Business Review Press

Robert E. Quinn – Deep Change. © 1996 Jossey-Bass

**PLUS** Other Reading Materials – A compilation of materials that will complement the required texts. This reader will be shaped to meet the required reading goal for a three-hour graduate level course.

**Course Schedule:**

Jan 7 Introductions / The promises in this journey / A high ground perspective on change and transformation

Jan 14 The Experience of Change – Discussion on Bridges – Chapters 1-3 / Our Personal Change Experiences

Jan 21 The Experience of Change – Discussion on Bridges Chapters 4-5 / Our Organizational Change Experiences

Jan 28 Defining the Change / The Models of Change - Discussion on Kotter Chapters 1-3

Feb 4. The Models of Change - Discussion on Kotter Chapters 4 & 5

Feb 11. The Never-Ending Challenge of Renewal – Kotter Chapters 6 & 7

Feb 18 **NO CLASS DUE TO READING WEEK**

Feb 25 The Never-Ending Challenge of Renewal - Discussion on Kotter Chapters 8-10

Mar 3 Stories of Change Leadership

Mar 10. Chapter Champion Presentations / Stories of Change Leadership

Mar 17. Dealing with Resistance to Change (Reframing Resistance)

Mar 24 Doing the Vital Work of Containment (Caring for the Change Team)

Mar 31 How to Be A Resilient Change Agent / Top Ten Lessons Processing

Apr 7 Wrap Up – Change Wisdom

**Requirements:**

#1 – **Personal Change Experience Reflection (20%)** - On the template provided reflect and write about a personal change experience that you have gone through (either recent or long ago). Keep your reflections to no more than three pages. Your polished paper is due January 28<sup>th</sup>.

#2 – **Organizational Change Experience Reflection & Kotter (30%)** – On the template provided reflect and write about an organizational change experience that you have gone through or were able to closely observe (either recent or long ago). Keep your reflections to no more than four pages. Come prepared to share your reflections with a group of your fellow students. Your polished paper is due February 11<sup>th</sup>.

#3 – **Chapter Champion on Quinn’s Deep Change. (20%)**. Each class member will take two assigned chapter from Quinn’s text and give a concise overview of these chapters. These will be brief, 8 minute in-class presentations and is to include a one-page handout summarizing the two chapters (so half a page for each chapter). These will be presented on March 10<sup>th</sup>.

#4 – **Top Ten Lessons & Padlet Contributions (15%)**. My Top Ten (Your personal capture of the top ten lessons you want to remember from this course) + Adding 5 contributions to the Padlet for Navigating Change (10%) – In the final days of this course you are to shape a two-page (creative format if desired) summary of Your Top Ten. This can be a bullet point summary of 10 statements concerning change and transformation drawn from the readings and interactions. Make the statements crisp and clear with your own leadership context and challenges in view. Post your Top Ten to the Padlet for this course. ALSO add 5 contributions – article, visual, web site link, research article, book review etc. to the padlet by March 27<sup>th</sup>. Due – March 27<sup>th</sup>

#5 – **Reading Report & Participation Assessment (15%)**– On the template provided in class submit your reading and self-evaluation report by April 10<sup>th</sup>.

**All assignments will be submitted through Moodle. An area near the top of the page will be dedicated to Assignments and you can place your finished work in the folder provided. Please use a doc format and not pdf. This allows the Professor to comment within the document. All papers will be returned via email once they have been assessed and graded.**

**Late Submission of Assignments:**

The due dates for three assignments are posted clearly in the syllabus. These are to be submitted via Moodle on the date noted prior to midnight. **Any late submissions will receive a one credit deduction for every forty-eight hour period beyond the due date.**

**Attendance:**

The nature of the class is such that attendance is mandatory at all classes. Students will interact with the instructor, the material, and with fellow class-mates regularly – and this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. Please inform the instructor if you are going to be absent.

**Grade Summary:**

Personal Change Experience Reflection	20%	Due Jan 28 <sup>th</sup>
Organizational Change Experience & Kotter	30%	Due Feb 11 <sup>th</sup>
Chapter Champion (Quinn)	20%	Due March 10 <sup>th</sup>
Top Ten Lessons and Padlet Contributions	15%	Due March 27 <sup>th</sup>
Reading and Class Participation	15%	Due April 10 <sup>th</sup>

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>	<u>GPA</u>
A+		97-100	4.0
A	Excellent	94-96	4.0
A-		90-93	3.7
B+		87-89	3.3
B	Good	84-86	3.0
B-		80-83	2.7
C+		77-79	2.3
C	Satisfactory	74-76	2.0
C-		70-73	1.7
D+		67-69	1.3
D	Minimal Pass	60-66	1.0
F	Failure	0-59	0.0

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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:****THE TEMPLATE FOR YOUR PERSONAL CHANGE EXPERIENCE**

Reflect on a significant personal experience of change – something recent or something in your distant past.

Name the change: What changed and in what context did it occur

What prompted the change – Was it a decision, a crisis, was it your choice or someone else's?

What was life like before this change experience?

What were your emotions at the time of the change? Name your primary emotions and thoughts, then tap into the secondary emotions that followed over time

What "ended" in this experience?

What was "born" through this experience?

Describe the journey between these two points – between something ending and something being born for you

In the long term how did this work out?

Is there some symbol or metaphor or image that comes to mind for this change experience?

If you were to attach a picture or a collage of pictures what would you include?

#### THE TEMPLATE FOR YOUR ORGANIZATIONAL CHANGE EXPERIENCE

Reflect on a significant experience of organizational change that you have been a part of or that you led – something recent or something in your distant past.

Name the change: What changed and in what context did it occur

What prompted the change – Was it a decision, a crisis, was it your choice as a leader or was it the choice of those leading your department or team or company/church?

What was life like before this change process/experience (in the organization)?

What were your emotions at the time of the change? Name your primary emotions and thoughts, then tap into the secondary emotions that followed over time. Also name the primary and secondary emotions you observed and experienced from those around you

What “ended” in this change process or effort?

What was “born” through this experience?

Describe the journey between these two points – between something ending and something being born

In the long term how did this work out?

Is there some symbol or metaphor or image that comes to mind for this change experience?

If you were to attach a picture or a collage of pictures what would you include?

### Navigating Change

#### References

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## 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](mailto: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. 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.