

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
LE 632	Leadership & Navigating Change	<b>Prerequisite:</b>
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Fridays	<b>Instructor:</b>	Terry C. Young, PhD	<b>First day of classes:</b>	January 10, 2022
<b>Time:</b>	8:15am – 11am	<b>Email:</b>	teyoung@ambrose.edu	<b>Last day to add/drop:</b>	January 23, 2022
<b>Room:</b>	On-line Synchronous	<b>Phone:</b>	403-585-8592	<b>Last Day to Withdraw:</b>	March 18, 2022
<b>Lab/ Tutorial:</b>	NA	<b>Office:</b>	NA	<b>Last day to apply for extension:</b>	March 28, 2022
	NA	<b>Office Hours:</b>	By Appointment - ZOOM	<b>Last day of classes:</b>	April 14, 2022
<b>Final Exam:</b>	No Final Exam				

### 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.

**Required 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 14 Introductions / The promises in this journey / A high ground perspective on change and transformation

Jan 21 The Experience of Change – Discussion on Bridges – Chapters 1-3 / Our Personal Change Experiences

Jan 28 The Experience of Change – Discussion on Bridges Chapters 4-5 / Our Organizational Change Experiences

Feb 4 Defining the Change / The Models of Change - Discussion on Kotter Chapters 1-3

Feb 11 The Models of Change - Discussion on Kotter Chapters 4 & 5

Feb 18. The Never-Ending Challenge of Renewal – Kotter Chapters 6 & 7

Feb 25 **NO CLASS DUE TO READING WEEK**

Mar 3 The Never-Ending Challenge of Renewal - Discussion on Kotter Chapters 8-10

Mar 10 Stories of Change Leadership

Mar 17 Chapter Champion Presentations / Stories of Change Leadership

Mar 24 Dealing with Resistance to Change (Reframing Resistance)

Mar 31 Doing the Vital Work of Containment (Caring for the Change Team)

Apr 8 How to Be A Resilient Change Agent / Top Ten Lessons Processing

### 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 31<sup>st</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 or 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 31 <sup>st</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+	Excellent	97-100	4.0
A		94-96	4.0
A-		90-93	3.7
B+	Good	87-89	3.3
B		84-86	3.0
B-		80-83	2.7
C+	Satisfactory	77-79	2.3
C		74-76	2.0
C-		70-73	1.7
D+		67-69	1.3
D		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 Important Policies & Procedures:

### 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.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. 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.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### 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.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

### Privacy

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).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

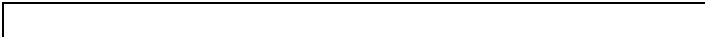
A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a



postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).