

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2023</b>
LE 645	Leading Through Change and Conflict	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Clint Mix (DMin)	<b>First Day of Class:</b>	May 15
<b>Days:</b>	Monday - Friday	<b>Email:</b>	clintmix@rogers.com	<b>Last Day to Add/Drop:</b>	End of the First Day of Class
<b>Time:</b>	9:00 AM-4:00 PM	<b>Phone:</b>	587.284.9973	<b>Last Day to Withdraw:</b>	End of the Last Day of Class
<b>Room:</b>	L2100	<b>Office:</b>	587.284.9973	<b>Last Day to Apply for Coursework Extension:</b>	May 21
		<b>Office Hours:</b>	By appointment only	<b>Last Day of Class:</b>	May 19

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### 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

1. Students should grow in their awareness and application of the godly character and practices needed to effectively model change in their own lives.
2. Students will be exposed to foundational paradigms and practices of leading organizational change in such a way that they can readily apply them to their current or future mission/ministry context. This will include an exploration of communal discernment as a change model.
3. Students will have the opportunity to explore some of the nuances of personal and corporate change including, adaptive vs. technical change, polarity management, and dealing with criticism.
4. Students will develop a personal and organizational "Playbook" to implement, survive, and sustain change.
5. Students will practice applying these concepts through a group presentation.

## Required and Recommended Textbooks and Readings

Cooperrider, David and Whitney, Diana. 2005. Appreciative Inquiry. Berrett-Koehler Publishers. Oakland, CA.

Kotter, John. 2012. Leading Change. Harvard Business Review Press. Boston MA.

Lencioni, Patrick. 2012. The Advantage. Josey Bass. San Francisco, CA.

Nouwen, Henri. 1989. In the Name of Jesus. The Crossroad Publishing Company. New York, NY.

Quinn, Robert. 1996. Deep Change. Josey Bass. San Francisco, CA. (Pages xi-88)

## Course Schedule

### Monday, May 15

**Unit One:** Introductions and Course overview/expectations

**Unit Two:** Personal Change One (In the name of Jesus)

- Please have *In the Name of Jesus* read before the unit

**Unit Three:** Personal Change Two: Deep Change/Leadership Pipeline

- Please have *Deep Change* (pages xi-88) read before this unit.

**Unit Four:** Group Time

### Tuesday, May 16

**Unit Five:** Leading Change (Kotter)

- Please have *Leading Change* read before the unit

**Unit Six:** Appreciative Inquiry part one

- Please have *Appreciative Inquiry* read before the unit

**Unit Seven:** Appreciative Inquiry part two

**Unit Eight:** Group Time

## Wednesday, May 17

**Unit Nine:** Adaptive vs Technical Change

**Unit Ten:** Communal Discernment part one

**Unit Eleven:** Communal Discernment Part two

**Unit Twelve:** Group Time

## Thursday, May 18

**Unit Thirteen:** Polarity Management

**Unit Fourteen:** Playbook part one

- Please have *The Advantage* read before the unit.

**Unit Fifteen:** Playbook part two

**Unit Sixteen:** Group Time

## Friday, May 19

**Unit Seventeen:** Dealing with Criticism

**Unit Eighteen:** Ministry Action Planning

**Unit Nineteen:** Group Time

**Unit Twenty:** Group Presentations

### Requirements:

#### 1. Group Project Simulating Organizational Change

Groups will choose an actual organizational context and, utilizing the material (books and lectures) from the week simulate an organizational change process resulting in a Playbook and Ministry Action Plan that they will present in the last class. The exact expectations for this assignment will be reviewed in the first class.

**30% of the final grade, 13-16 minutes long, is due on the last class.**

#### 2. Personal Change Reflection and Playbook, and Personal Development Plan

Utilizing the provided template, students will reflect on their own personal change, develop a Playbook to define their change, and develop a personal development plan to sustain their change. The exact expectations for this assignment will be reviewed in the first class.

**30% of the final grade, 6-8 pages, due May 29, 2023**

### 3. Organizational Change Reflection, Playbook, and Ministry Action Plan

Utilizing the provided template, students will reflect on their organizational change, suggest a process that they would lead their ministry through, develop a Playbook to define their change, and develop Ministry Action Plan to sustain their change. Additionally, this paper will include a three-page summary of 2-4 organizational change principles. These principles will be supported by Scripture, course books and lectures, and two to four other credible sources. Exact expectations for this assignment will be reviewed in the first class

**40% of the final grade, 10-12 pages, due June 11, 2023**

#### 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 classmates regularly – and this interaction is crucial to the design of this course. If a student is Page 4 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:

Grade %	Grade Letter	Interpretation	Grade Points
90+	A+	Mastery: Complete Understanding of Subject Matter	4.00
85-89	A		4.00
80-84	A-		3.70
77-79	B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
73-76	B		3.00
70-72	B-		2.70
67-69	C+	Basic: Developing Understanding of Subject Matter	2.30
63-66	C		2.00
60-62	C-		1.70
57-59	D+	Minimal Pass: Limited Understanding of Subject	1.30
53-56	D		1.0
50-52	D-		
	F	Failure: Failure to Meet Course Requirements	0.00
	P	Pass	No Grade Points

## 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 Final Exam Time Application* 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; or 2) the scheduled final examination slot results in three consecutive examination periods. 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/academics/academic-calendar>

### 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 registrar. 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.

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

### **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/sas/writing-services>

### **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 <https://ambrose.edu/student-life/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).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888