

Leadership & Sense Making
3 credits

Class Information		Instructor Information		First day of classes:	
Days	May 24-28, 2016 Tuesday to Saturday	Instructor:	Terry C Young, PhD	Last day to add/drop:	End of the first day
Time:	9am to 4pm	Email:	teyoung@ambrose.edu	Last day to request revised exam:	n/a
Room:	A2131	Phone:	403-585-8592	Last day to withdraw from course:	1 pm on the 4 th day of classes
Final Exam day		Office:	L2079	Last day to apply for time extension for coursework:	One month before final due date
There are no final exams for spring classes.		Office Hrs:	By Appointment	Last day of classes:	May 28, 2016

Textbook:

Bolsinger, T. (2015). *Canoeing the mountains: Christian leadership in uncharted territory*. Downers Grove, IL.: InterVarsity Press.

Drath, Wilfred. (2001). *The deep blue sea: Rethinking the source of leadership*. San Francisco: Jossey Bass Publishers.

Roberto, M. A. (2009). *Know what you don't know: How great leaders prevent problems before they happen*. Upper Saddle River, NJ: Wharton School Publishing.

The Sense Making Reader – A compilation of materials on the practice of sense making. This will be made available on the first day of the Spring Session OR can be obtained prior to the week of our session by emailing the professor at teyoung@ambrose.edu OR frontporchdoctor@gmail.com

Sense Making Articles – A few articles will also be placed in the hands of each student prior to the week we meet. These will serve as discussion points at the start of each day so prior reading is required.

Course Description:

If the first responsibility for any leader is to define current reality then making sense of your leadership setting is an essential skill if you are to lead with clearer direction, alignment, and commitment. This course will equip you to use the “lenses of the leader” to deepen your insight into what is really going on in your leadership context. You will never look at your church, organization, or work team the same way after you have learned to put on these lenses. Sacred text and secular text case studies will serve as the core teaching tools for this course.

Expected Learning Outcomes:

Cultivating a heart after God by:

- Shaping a heart posture of leadership that is marked by awareness and attentiveness to one's context and to discern the ways of God honoring wisdom in leadership.
- To foster a greater curiosity and humility in your leadership.

Fostering vocational clarity and effectiveness by developing:

- To grasp the challenges of adaptive challenges and adaptive leadership and to shape personal and organizational tools for making sense of leadership settings
- The skills of sense making through an awareness and use of diagnostic lenses during the course

Nurturing theological depth and breadth by:

- Exploring with co-learners several case studies on leadership from the sacred text of scripture
- To heighten awareness of the complexity factor in leadership and the specific application of a "spiritual lens" for discerning the needs and challenges of a given leadership context

Inspiring redemptive engagement by

- Making you a much better "seer" – equipping you to see what you need to see to discern the times and to then serve with wisdom directed effectiveness
- An appreciation for the head, hands, and heart essentials for personal leadership development with the added dimensions of eyes and ears (sense-making)

A Sampling of Topics to be covered

Navigating the Maze - The Nature of Organizations / Churches

The Theory and Practice of Sense Making

Why the best leaders are great diagnosticians

Wearing the lenses of leadership

Why are organizations so wonky at times?

The world of adaptive leadership

The power of great questions

Case Studies in Sense Making – Biblical and Contemporary

The field of "observational research"

How to engage in a field trip / case study / the work of ethnography

The OCAI Journey

Course Schedule:

Tuesday– May 24th

Navigating the Maze

The Nature of Organizations / Churches

The Theory and Practice of Sense Making

Wearing the lenses of leadership – Part I – Culture / Politics

The OCAI Journey

Why are organizations wonky . . . at times?

Time with Boslinger – Canoeing The Mountains

Wednesday - May 25th

The world of adaptive leadership
Discerning life cycles and the trap of institutionalism
Wearing the lenses of leadership –Part II - Groups
Puzzling Organization Stories from around the Circle
Time with Drath – The Deep Blue Sea

Thursday – May 26th

Wearing the lenses of leadership – Part III – People / Structures / Spiritual Environment
What is “observational research”?
A Case Study in Sense Making – Young Men and Fire
Why are organizations wonky . . . at times?
Time with Roberto – Know What You Don’t Know

Friday – May 27th

The Power of Clear Leadership
More on lenses – Systems
The Power of Small Wins
Case Studies in Sense Making
Elephants in the Church – Speaking about the things of which we do not speak . . .

Saturday – May 28th – Wrapping up by 1pm

The Power of Great Questions
The Sense Makers Tool Kit
Putting It All Together

Requirements:

#1 – *The Best Questions of Sense Makers* – 15%

Due – May 28, 2016

In teams of 2-3 you will develop a brief presentation on five great questions that can lead to better sense making in any leadership context. On Saturday we will provide 10 minutes for each group to present their questions and how these particular questions can serve as powerful sense making tools. There will be 10-15 minutes for class interaction following each presentation.

#2 - Personal Reflection Paper on *The Deep Blue Sea* – 20%

Due – June 17, 2016

Write a personal reflection paper on this book with particular attention to and application of Drath’s challenge for a new way of leading. Provide a succinct summary of the author’s work and then reflect on why his proposed new approach is so challenging today AND also why it is so needed in organizations. Conclude with a few key points as to how this approach potentially leads to better sense making in your leadership context.

Length – No more than 5 pages / appropriate formatting / references properly cited if references other than the book in focus are used.

#3 - Critical Reflection Paper on *Canoeing The Mountains* – 25%

Due – July 1, 2016

Write a critical reflection paper on this book interacting with the content and principles of the author. **Select at least five specific takeaways** for you and critically reflect on their application to your own life and present or future leadership. In the final one page or so of your paper – what represents your greatest takeaway from Bolsinger, and how would this take-away help to make you a better sense maker in your current context?

Length – No more than 5 pages / appropriate formatting / references properly cited if references other than the book in focus are used.

#4 – *Wearing A Lens* In The Field — 25%

Due – July 15, 2016

With your Cultural Lens on you are to compile a thorough observational research summary of what you see through this lens. The observation is to be done in your current context of leadership or where you serve. A specific aspect of this assignment will be to interact with the implications of what you have observed for you as a leader or leadership team, and what these observations surface about the challenge of bringing about real changes in this context.

A template will be provided and the length depends on the depth of your observation. Creative formatting is permitted but you are also free to use the template provided for your work in the field.

#5 - *Course Reading* / Class Participation* – 15%

Due – July 29, 2016

A reading report will be handed in detailing your reading of the required texts and the weekly articles to be distributed throughout the course of the class. The report form is provided with all texts and articles referenced. Your full value for credit will be based on a thorough reading of all assigned materials. The weekly articles will be handed out during class time and serve as the basis for the opening segment of the session noted. Your reading requirement covers three required texts and a Sense Making Reader and Article Pack.

Attendance: The only way to receive the full benefit of this course is to be present on all five days that we meet. We will miss you terribly if you are not here! Furthermore, if you miss more than 20% of the class (that is the equivalent of one full day) you will unfortunately forfeit credit for the course. In the event of extreme circumstances this can be negotiated with the professor.

Grade Summary: Determination of Final Grade:

#1 – Best Questions Presentation	15%	Due May 28
#2 - Personal Reflection Paper on <i>The Deep Blue Sea</i>	20%	Due June 15
#3 - Critical Reflection Paper on <i>Canoeing The Mountains</i>	25%	Due June 29
#4 – Wearing the Lenses In The Field Project	25%	Due July 15
#5 - Course Readings / Class Participation	15%	Due July 29

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>
A+		97-100
A	Excellent	94-96
A-		90-93
B+	Good	87-89
B		84-86
B-		80-83
C+	Satisfactory	77-79
C		74-76
C-		70-73
D+	Poor	67-69
D	Minimal Pass	60-66
F	Failure	0-59

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

Sense Making Resources

Bolman, L. & Deal, T. (1997). *Reframing organizations*. San Francisco: Jossey-Bass.

Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Collins.

Conner, D. (1992). *Managing at the speed of change: How resilient managers succeed and prosper where others fail*. New York: Random House.

Conner, D. (1998). *Leading at the edge of chaos: How to create the nimble organization*. New York: John Wiley & Sons.

Corderio, W. & Lewis, R. (2005). *Culture shift: Transforming your church from the inside out*. San Francisco: Jossey-Bass.

Courtney, H. (2001). *20/20 Hindsight*. Cambridge, MA: Harvard Business School Press.

Day, G. & Schoemaker, P. (2006). *Peripheral vision: Detecting the weak signals that will make or break your company*. Boston: Harvard Business School Press.

Dervin, B. (1983). *An overview of sensemaking research: Concepts, methods, and results to date*. I.C.A.

Dervin, B. (1992). *From the mind's eye of the 'user': The sense-making qualitative-quantitative methodology*, *Qualitative Research in Information Management*, J.D. Glazier and R.R. Powell, eds., Libraries Unlimited, pp. 61–84.

Erikson, K. (1994). *A new species of trouble: The human experience of modern disasters*. New York: Norton.

Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge, MA: The Bellknap Press of Harvard University Press.

Heifetz, R. A. & Linsky, M. (2002). *Leadership on the line: Staying alive in the dangers of leading*. Cambridge, MA: The Bellknap Press of Harvard University Press.

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- Kahane, A. (2004). *Solving tough problems: An open way of talking, listening, and creating new realities*. San Francisco: Berrett-Koehler.
- Kauffman, J., Ed. (2002). *Loss of the assumptive world: A theory of traumatic loss*. New York: Brunner-Routledge.
- Kauffman, J. (Ed.). (2002). Loss of the assumptive world: A theory of traumatic loss. New York: Brunner-Routledge.
- Klein, G. (2004). *The power of intuition*. New York: Currency.
- Klein, M. & Napier, R. (2003). *Courage to act: Five factors of courage to transform business*. Palo-Alto, Ca. Davies-Black.
- Kleiner, A. (1996). *The age of heretics: Heroes, outlaws, and the forerunners of corporate change*. New York: Doubleday.
- Kotter, J. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kotter, J. (2005). *Our iceberg is melting*. New York: St. Martins Press.
- Kouzes, J. & Posner, B. (1999). *Encouraging the heart*. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (1990). *The leadership challenge*. San Francisco: Jossey-Bass.
- Kurtz, C & Snowden, D. (2003). *The new dynamics of strategy: Sense-Making in a complex and complicated world*, IBM Systems Journal, vol. 42, pp. 462–483.
- Lowney, C. (2003). *Heroic leadership: Best practices from a 450 year old company that changed the world*. Chicago: Loyola Press.
- Louis, M. R. (1980). *Surprise and sensemaking: What newcomers experience in entering unfamiliar organizational settings*. Admin. Sci. Quart, 25 226–251.
- Mitroff, I. (2005). *Why some companies emerge strong and better from a crisis: Seven essential lessons for surviving disaster*. New York: Amacom..
- Nanus, B. & Dobbs, S. (1999). *Leaders who make a difference: Essential strategies for meeting the non-profit challenge*. San Francisco: Jossey-Bass
- Noer, D.M. (1997). *Breaking free: A prescription for personal and organizational change*. San Francisco: Jossey-Bass.
- O'Toole, J. (1995). *Leading change: Overcoming the tyranny of custom and the power of tradition*. San Francisco: Jossey-Bass.
- Paget, M. A. (19880). *The unity of mistakes*. Philadelphia: Temple University Press.
- Palus, C. & Horth, D. (2002). *The leader's edge: Six creative competencies for navigating complex challenges*. San Francisco: Jossey-Bass.
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- Patriotta, G. (2003). *Sensemaking on the shop floor: Narratives of knowledge in organizations*. Journal of Management

Pfeffer, J. (1981). *Power in organizations*. Marshfield, MA: Pitman.

Pfeffer, J., G. R. Salancik. 1978. *The external control of organizations: A resource dependence perspective*. New York: Harper and Row.

Pfeffer, J. & Sutton, R. (2000). *The knowing-doing gap: How smart companies turn knowledge into action*. Boston: Harvard Business School Press.

Quinn, R. (1996). *Deep change: Discovering the leader within*. San Francisco: Jossey-Bass.

Quinn, R. (2004). *Building the bridge as you walk on it: A guide for leading change*. San Francisco: Jossey-Bass.

Schein, E. H. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Ramos, J. (2009). *The age of the unthinkable: Why the new world disorder constantly surprises us and what we can do about it*. New York: Little, Brown and Company.

Raelin, J. A. (1985). *The clash of cultures: Managers and professionals*. Boston: Harvard Business School Press.

Schwartz, P. (1991). *The art of the long view: Planning for the future in an uncertain world*. New York: Doubleday.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday.

Starbuck, W. H. & Mezas, J. (1996). *Opening Pandora's box: Studying the accuracy of managers' perceptions*. *Journal of Organizational Behavior*, 17, pp. 99–117.

Sutcliffe, K. M. (1994). *What executives notice: Accurate perceptions in top management teams*. *Acad. Management Journal*. 37 1360–1378.

Sutcliffe, K. M. (2000). *Organizational environments and organizational information processing*. F. M. Jablin, L. L. Putnam, eds. *The New Handbook of Organizational Communication*. Thousand Oaks, CA: Sage. pp. 197–230.

Useem, M. (1998). *The leadership moments: Nine true stories of triumph and disaster and their lessons for us all*. New York: Random House.

Weick, K., Sutcliffe, K. M. & Obstfeld. (2005). *Organizing and the process of sensemaking*, *Organization Science* 16(4), pp. 409–421.

Weick, K. E., K. M. Sutcliffe. 2001. *Managing the unexpected*. San Francisco, CA: Jossey-Bass.

Weick, K. & Sutcliffe, K. (2003). *Hospitals as cultures of entrapment: A re-analysis of the Bristol Royal Infirmary*. *California Management Rev.* 45(2), pp. 73–84.

Weick, K. (2001). *Making sense of the organization*. Oxford: Blackwell Publishing.

Weick, K. (1995). *Sensemaking in Organizations*. Thousand Oaks, CA: Sage.

Weick, K. & Roberts, K. (1993). *Collective mind in organizations: Heedful interrelating on flight decks*. *Admin. Sci. Quart.*

38, pp. 357–381.

Weick, K. E. (1993). *The collapse of sensemaking in organizations: The Mann Gulch disaster*. *Admin. Sci. Quart.* 38, pp. 628–652.

Weick, K. E. (1979). *The social psychology of organizing*, 2nd ed. Reading, MA: Addison-Wesley.

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.

Exam Scheduling

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.

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.