

**Leadership and Navigating Change**
**3 credits**
**Prerequisite(s): ED 503**

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
<b>Dates</b>	This is a weekend module course	<b>Instructor:</b>	Terry C Young, PhD	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept. 18, 2016
	Sept 23,24, 2016 Oct 21,22, 2016 Nov 18,19, 2016 Fridays – 6:30pm-9:00pm Saturdays – 9am to 4pm	<b>Email:</b>	teyoung@ambrose.edu	<b>Last day to request revised exam:</b>	Mon, Oct 24, 2016
		<b>Phone:</b>	403-410-2000 Ext 7900	<b>Last day to withdraw from course:</b>	Mon, Nov 14, 2016
<b>Final Exam day</b>		<b>Office:</b>	L2079	<b>Last day to apply for time extension for coursework:</b>	Mon, Nov 21, 2016
No Final Exam for this Course		<b>Office Hrs:</b>	By Appointment	<b>Last day of classes:</b>	Mon, Dec 12, 2016

**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 – Building the Bridge As You Walk On It. © 2004 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 Description:**

*If the ability to bring about needed change differentiates effective individuals, teams, and organizations from those that remain stuck, stalled or stymied, then leading through change is an indispensable skill-set for every leadership team. This module is dedicated to the experience of learning the art and science of proposing, planning, implementing, surviving, and then sustaining change. Our goal will be to equip you with a firm grasp on the most prevalent models for personal and organizational change, and to gain a humble yet determined posture towards leading transformation in concert with others. A unique feature in this module will be the framing of a biblical understanding of transformation and change and then blending this biblical frame with contemporary case studies on leading effective organizational change.*

---

## 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:

- 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.
- Framing with another class colleague a robust “Theology of Change” presentation.

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.
- Developing a higher degree of literacy for organizational change – change management, change resistance, and change wisdom as applied to kingdom work in the world.

## Course Schedule:

September 23, 24 - *Friday 6:30pm to 9:00pm / Saturday 9:00pm to 4:00pm*

Introductions / The promises in this journey / Our experience with change / A high ground perspective on change and transformation / What is a “theology of change” / The Challenge of Deep Change

October 21,22 - *Friday 6:30pm to 9:00pm / Saturday 9:00pm to 4:00pm*

Sharing our Stories of Organizational Change / Understanding & Navigating Resistance to Change / Exploring Maps and Models for Leading Change / Chapter Champion Presentations from Quinn Text

November 18,19 - *Friday 6:30pm to 9:00pm / Saturday 9:00pm to 4:00pm*

The Art and Science of Leading Change / Sharing our Theology of Change / How to Be A Resilient Change Agent

## Requirements:

**#1 – Organizational Change Experience Reflection Piece (25%)** – 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 on the October 21, 22 weekend to share your reflections with a group of your fellow students. Your polished paper is due October 24, 2016

**#2 – Chapter Champion** on Quinn’s [Building the Bridge as You Walk On It](#). (25%) Each class member will take one of the eight characteristics spelled out by Quinn and apply this characteristic to a biblical leader of their choice. Summarize the characteristic and then illustrate how this biblical leader manifested this in his or her leadership. This will be an in class presentation and is to include a two page handout summarizing the characteristic and how the biblical leader demonstrated this characteristic. This project is due on the October 21, 22 Weekend Gathering.

**#4 – A Theology of Change (25%)** – In teams of two you will shape a two-page (creative format) summary of a theology of change. This can be a bullet point summary of 8-10 statements concerning change and transformation drawn from the scriptures. Make the statements crisp and clear with biblical references or examples to support your stated principle. This is due November 18, 19 Weekend Gathering.

**#5 – Tool Kit Contribution (10%)** –You will be assigned a specific book relating to the matter of Leading Change. Your mission is to provide your course colleagues a two-page summary of this text. This can be formatted however you choose and will need to be single-spaced. A number of examples will be provided on the first day of class. Your Project is due December 2<sup>nd</sup>

**#6 – Reading Report & Participation Assessment (15%)**– On the template provided in class submit your reading and self evaluation report by December 9<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.**

**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 on the weekends scheduled. 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. **This grade reduction will be assessed according to the following standard – The three weekend gatherings will be viewed as three blocks – Friday night / Saturday morning / Saturday afternoon. An absence from one of these blocks will warrant a 2% grade reduction.** Please inform the instructor if you are going to be absent but strive to be present at all sessions!

**Grade Summary:**

Organizational Change Experience Paper –	25%	Oct 24, 2016
Chapter Champions Presentation on Quinn –	25%	Oct 21, 22, 2016
Theology of Change Presentation –	25%	Nov 18, 19, 2016
Tool Kit Contribution –	10%	Dec 2, 2016
Reading and Class Participation –	15%	Dec 9, 2016

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</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 paper will be based on an organizational change experience. The Personal Change Experience will be used on Weekend One of the Course as a group sharing exercise.**

#### **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

- Argyris, C. (1976). Increasing leadership effectiveness. New York: Wiley-Interscience.
- Argyris, C. & Schon, D. (1974). Theory in practice: increasing professional effectiveness. San Francisco: Jossey-Bass.
- Arnold, C. L. (2014). Small move, big changes: Using micro-resolutions to transform your life permanently. New York: Viking.
- Banks, R. & Ledbetter, M. (2004). Reviewing leadership: A Christian evaluation of current approaches. Grand Rapids: Baker.
- Barna, G. (Ed.). (1997). Leaders on leadership. Ventura, CA: Regal
- Barna, G. (1996). Turning vision into action. Ventura, CA: Regal
- Bass, B. (1990). Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications. New York: Free Press.
- Bennis, W. (1993). An invented life: Reflections on leadership and change. Reading, MA: Addison-Wesley.
- Bergquist, W. (1993). The postmodern corporation: Mastering the art of irreversible change. San Francisco: Jossey-Bass.
- Blackaby, H. T. & Blackaby, R. (2001). Spiritual leadership: Moving people on to God's agenda. Broadman & Holman.
- Blackaby, H. T. & Brandt, H. (1997). The power of the call. Nashville: Broadman & Holman.
- Blackaby, H. T. & Blackaby, R. (2002). Spiritual leadership. Nashville: Broadman & Holman
- Blanchard, K. (2005). Lead like Jesus: Lessons from the greatest leadership role model of all times. Nashville: Word.
- Blanchard, K. & Britt, J. (2009). Who killed change? New York: Harper Collins.
- Block, P. (1993). Stewardship: Choosing service over self-interest. San Francisco: Jossey-Bass.
- Bock, L. (2015). Work rules: Insights from Google that will transform how you live and lead. New York: Twelve – The Hatchette Book Group.
- Bolman, L.G. & Deal, T.E. (1991). Reframing organizations. San Francisco: Jossey-Bass.
- Boss, P. (1999). Ambiguous loss: Learning to live with unresolved grief. Cambridge: Harvard University Press.
- Bossidy, L & Charan, R. (2004). Confronting reality: Doing what matters to get things right. New York: Crown.
- Boyatzis, R. & McKee, A. (2005). Resonant leadership. Boston: Harvard Business School Press.
- Bridges, W. (1980). Transitions. Reading, MA: Addison-Wesley.
- Bridges, W. (1994). Managing transitions. Reading, MA: Addison-Wesley.

- Bushe, G. (2001). Clear leadership: How outstanding leaders make themselves understood, cut through the mush, and help everyone get real at work. Palo Alto, CA: Davies-Black.
- 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.
- DePree, M. (1997). Leadership without power. San Francisco: Jossey-Bass.
- Drucker, P.F. (1989). The new realities. New York: Harper & Row.
- Fairhurst, G.T. & Sarr, R.A. (1996). The art of framing: Managing the language of leadership. San Francisco: Jossey-Bass.
- Gardner, J.W. (1990). On leadership. New York: The Free Press.
- Greenleaf, R.K. (1977). Servant leadership: A journey in the nature of legitimate power and greatness. New York: Paulist Press.
- Guinness, O. (1998). The call. Nashville: Word.
- 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.
- Herrington, J., Creech, R., & Taylor, T. (2003). The leader's journey: Accepting the call to personal and congregational transformation. San Francisco: Jossey-Bass.
- Hybels, B. (2002). Courageous leadership. Grand Rapids: Zondervan.
- 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.
- Kegan, R. & Lahey, L. L. (2009). Immunity to change: How to overcome it and unlock the potential in yourself and your organization. Boston: Harvard Business Press.
- Klein, M. & Napier, R. (2003). Courage to act: Five factors of courage to transform business. Palo-Alto, Ca. Davies-Black.
- Kotter, J. (1996). Leading change. Boston: Harvard Business School Press.
- Kotter, J. (2005). Our iceberg is melting. New York: St. Martins Press.

- Kotter, J. (2014). Accelerate (XLR8): Building strategic agility for a faster moving world. Boston: Harvard Business Review 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.
- Lowney, C. (2003). Heroic leadership: Best practices from a 450 year old company that changed the world. Chicago: Loyola Press.
- Martin, S. J., Goldstein, N. J. & Cialdini, R. B. (2014). The small big: Small changes that spark big influence. New York: Grand Central Publishing.
- Marquardt, M. (2005). Leading with questions: How leaders find the right solutions by knowing what to ask. San Francisco: Jossey-Bass.
- McKenna, R. (2005). Never blink in a hailstorm and other lessons on leadership. Grand Rapids: Baker.
- Mitroff, I. (2005). Why some companies emerge strong and better from a crisis: Seven essential lessons for surviving disaster. New York: Amacom.
- Nadler, D. (1998). Champions of change: How CEO's and their companies are mastering the skills of radical change. San Francisco: Jossey-Bass.
- 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.
- Palus, C. & Horth, D. The leader's edge: Six creative competencies for navigating complex challenges. San Francisco: Jossey-Bass.
- 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.
- Schon, D. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.
- Senge, P.M. et. al. (1999). The dance of change: The challenges of sustaining momentum in learning organizations. New York: Doubleday Currency.
- Stanley, A. (2003). The next generation leader: Five essentials for those who will shape the future. Sisters, Oregon: Multnomah.

Stanley, A. (1999). Visioneering: God's blueprint for developing and maintaining personal vision. Sisters, Oregon: Multnomah.

Thaler, L. K. & Koval, R. (2009). The power of small: Why little things make all the difference. New York: Broadway Books.

Wilkes, C. G. (1998). Jesus on leadership: Discovering the secrets of servant leadership from the life of Christ. Wheaton, IL: Tyndale House Publishers Inc.

Williams, D. (2005). Real leadership: Helping people and organizations face their toughest challenges. San Francisco: Berrett-Koehler.

Williams, D. (2015). Leadership for a fractured world: How to cross boundaries, build bridges, and lead change. Oakland, CA: Berrett-Koehler Publishers Inc.

## 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 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.