



AMBROSE SEMINARY

ED 645 Navigating Change (3 Hours) **May Session – May 10-14, 2010** **Ambrose (3 Hours Credit)** **MASTERS LEVEL**

Terry Young, Adjunct Professor, PhD

Class Times: Monday to Friday – 8:30am to 4:00pm (mid morning/afternoon breaks / one hour lunch break)

Email: tyoung@faccalgary.com / frontporchdoctor@yahoo.ca

Office phone: 403-212-8835 / Cell: 403-585-8592:

Class Location: Room to be determined

Office Location: Adjunct Office -

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 spring 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.

Course Objectives:

- To grasp a biblical perspective on transformation and change
- To utilize an approach to leadership learning called “case-in-point” – this is an approach that uses our own personal experience as a key source for learning about change
- To explore and comprehend the most important research on change and to synthesize this research into a working model for approaching change
- To understand the personal nature of all change by thinking and reflecting on one's own experience of change in the past

- To understand the nature and process of bringing about organizational change, and grasping the practical principles for leading change effectively
- To analyze the forces that drive individuals and organizations to both resist and embrace change
- To learn how to embrace a healthy leadership posture in the midst of leading change

Required Texts:

William Bridges – Managing Transitions: Making the Most of Change. © 2003 Harper Collins.

Daryl R. Conner – Managing at the Speed of Change: How Resilient Managers Succeed and Prosper Where Others Fail. © 2006 Random House.

Robert E. Quinn – Building the Bridge As You Walk On It. © 2004 Jossey-Bass.

PLUS

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

Recommended Texts:

William Bridges - Transitions
 Wayne Cordeiro – Culture Shift
 John Kotter – Leading Change
 David Noer – Breaking Free
 James O’Toole – Leading Change
 Robert Quinn – Deep Change

Assignment Summary

(To be detailed)

Determination of Final Grade: Graduate

Personal Change Experience Paper – 15%
 Organizational Change Experience Paper – 15%
 Present or Future Change Project – 20%
 Reflection Paper on Conner – 10%
 Reflection Paper on Quinn – 10%
 Annotated Bibliography Project – 10%
 Reading and Class Participation – 20%

Class Schedule – Monday to Friday – May 10-14, 2010

Monday	A Biblical Perspective on Change and Transformation (Changeology)
Tuesday	The Experience of Change - Personal / Organizational
Wednesday	The Maps for Navigating Change
Thursday	The Resistance and Conflict Reality
Friday	The Resilient Change Agent

Navigating Change References

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- 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.
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Blanchard, K. (2005). Lead like Jesus: Lessons from the greatest leadership role model of all times. Nashville: Word.

Block, P. (1993). Stewardship: Choosing service over self-interest. San Francisco: Jossey-Bass.

Bolman, L.G. & Deal, T.E. (1991). Reframing organizations. San Francisco: Jossey-Bass.

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Boyatzis, R. & McKee, A. (2005). Resonant leadership. Boston: Harvard Business School Press.

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Conner, D. Managing at the speed of change

Conner, D. Leading at the edge of chaos.

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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.
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- Nadler, D. Champions of change.
- Nanus, B. & Dobbs, S. (1999). Leaders who make a difference: Essential strategies for meeting the non-profit challenge. San Francisco: Jossey-Bass
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- 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.
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- 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.
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- 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.

Important Notes

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.

Although extensions to coursework within the spring/summer semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last due date listed on the syllabus unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions must be submitted to the Registrar’s Office two weeks prior to the course due date <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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 and the Student Handbook 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.

Students are advised to retain this syllabus for their records.

Registration and payment in full is open up to the morning of the first day of class.

Students may drop this class and receive a full refund only prior to the second class session (i.e., before 1 pm on Tuesday, on the first day of class). No tuition refund will be issued after this deadline.

Students may voluntarily withdraw or change their registration from credit to audit, without academic penalty, only prior to completing 70% of the course (i.e., before 1pm on Friday, or the fourth day of class). Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. ‘W’ grades are not included in grade point average calculations. A limit on the number of courses from which a student is permitted to withdraw may be imposed. 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.

All registration changes must be made through the Registrar’s Office by completing a Registration Revision Form. Forms are available in the Registrar’s Office or on the website at www.ambrose.edu/registrar.

Notification of grades will be mailed to all students shortly after they are received from the instructor.

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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.

Academic dishonesty is taken seriously at Ambrose University College 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 give credit 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 Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook 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.