

Course ID:	Course Title:	Winter 2024
LE 545-1	Leading Divisions and Organizations	Prerequisite: None
		Credits: 1 Credit

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In person	<b>Instructor:</b>	Josie Vance, MALM	<b>First Day of Classes:</b>	February 5, 2024 (No class Feb 19)
<b>Days:</b>	Monday	<b>Email:</b>	<a href="mailto:bti@beulah.ca">bti@beulah.ca</a> (Alt TBD)	<b>Last Day to Add/Drop:</b>	February 12, 2024
<b>Time:</b>	7:00 pm - 9:00 pm	<b>Phone:</b>	(780) 486-4010 ext.341	<b>Last Day to Withdraw:</b>	February 12, 2024
<b>Room:</b>	Beulah's West Campus	<b>Office:</b>	Virtual via Zoom	<b>Last Day for End of Term Extension</b>	February 26, 2024
<b>Lab/Tutorial:</b>	none	<b>Office Hours:</b>	By appointment	<b>Last Day of Classes:</b>	March 18, 2024

### Course Description

In this course, students will be introduced to key principles and practices of leading divisions and organizations.

### Expected Learning Outcomes

Students will

1. Develop awareness of the role of the leader at an organizational/divisional level in building and reinforcing organizational health.
2. Identify and grow in understanding of the interrelationship between organizational health and organizational performance.
3. Explore elements of leadership that contribute to healthy and thriving organizations/divisions, including the skills of building teams, strategic planning, communicating and stewarding vision.
4. Develop awareness of how core competencies in leading self, leading others, and leading leaders provide a foundation for divisional and organizational leadership.
5. Identify correlations and consistencies between practices that build organizational health and principles of biblical leadership and Christian community.

### Required Textbooks

- The Holy Bible (CSV, NIV, NLT, NRSV)
- Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business*. San Francisco: Jossey Bass, 2012. ISBN 978-0-470-94152-2

Optional readings/materials for viewing will be offered during the course.

## Course Schedule

Date	Agenda / Topic	Pre-Reading from Course Text
Monday, February 5, 7-9 pm	What is Organizational Health <ul style="list-style-type: none"> <li>• Why it Matters: including a biblical and theological foundation</li> <li>• Disciplines of Organizational Health</li> </ul>	(1 <sup>st</sup> day reading is optional) Lencioni, <i>The Advantage</i> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Case for Organizational Health</li> <li>• The Four Disciplines Model</li> </ul>
Monday, February 12, 7-9 pm	Building Leadership Teams <ul style="list-style-type: none"> <li>• Elements and Practices of Healthy Leadership Teams</li> </ul>	Lencioni, <i>The Advantage</i> <ul style="list-style-type: none"> <li>• Discipline 1: Build a Cohesive Leadership Team</li> </ul>
Monday, February 19	No Class – Family Day	
Monday, February 26, 7-9 pm	Creating and Reinforcing Clarity <ul style="list-style-type: none"> <li>• Why, How and What We Do</li> <li>• Starting with “Why” to Establish Purpose</li> <li>• Effective Strategic Planning Rhythms</li> </ul>	Lencioni, <i>The Advantage</i> <ul style="list-style-type: none"> <li>• Discipline 2: Create Clarity</li> </ul>
Monday, March 4, 7-9 pm	Healthy Communication in Organizations <ul style="list-style-type: none"> <li>• Establishing Clear Expectations</li> <li>• Responsive Feedback Loops</li> <li>• Psychological Safety</li> </ul>	Lencioni, <i>The Advantage</i> <ul style="list-style-type: none"> <li>• Discipline 3: Overcommunicate Clarity</li> </ul>
Monday, March 11, 7-9 pm	Stewarding and Stoking the Vision <ul style="list-style-type: none"> <li>• Meetings that Matter: Types of Meetings and Relevance</li> <li>• Meaningful One-on-Ones</li> <li>• Performance Management</li> <li>• Building a Shared Vision: An Overview of Appreciative Inquiry</li> </ul>	Lencioni, <i>The Advantage</i> <ul style="list-style-type: none"> <li>• Discipline 4: Reinforce Clarity</li> <li>• The Centrality of Great Meetings</li> </ul>
Monday, March 18, 7-9 pm	Intersections: From Self-Leadership to Organizational Leadership <ul style="list-style-type: none"> <li>• Leading as an Expression of How God has Created Us</li> <li>• Building Trust through Integrity</li> <li>• Empowering Others</li> </ul>	Lencioni, <i>The Advantage</i> <ul style="list-style-type: none"> <li>• Seizing the Advantage</li> </ul>

## Assignments for credit:

1. **Class Reflections.** Write four reflections, 250-300 words each, based on four of the six classes in the course. Respond to class lectures and dialogue (you select which classes you would like to write about).

Guiding Questions:

- a) Describe the topic and one or two ideas that stood out for you. What personal experience related to the topic or new insight would you like to share?  
*And/or,*
- b) What action or behaviour would you like to explore further or build into your own life based on the learning/discussion. What step(s) could you take to do this?

**Each Class Reflection is due by Noon the following Saturday (five days after class). The final reflection for the final class is due by Noon on March 23, 2024. To be submitted via Moodle/email.**

2. **Book Reflection.** Write a 2000-word paper summarizing your personal key learnings regarding organizational leadership based on the reading of Patrick Lencioni's book, *The Advantage*, and class lectures.
  - a) Share your understanding of the role of the leader in building and reinforcing organizational health,
  - b) Identify leadership practices and behaviours that contribute to healthy and thriving organizations,
  - c) Describe where you see alignment between practices that build organizational health and principles of biblical leadership and Christian community.
  - d) Reflect on which practices come most naturally to you and which elements you would like to explore or develop further in your own growing leadership journey.

**Due April 8, 2024. To be submitted via Moodle/email.**

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## Other Information

Submission of work:

Please submit all assignments through Moodle or via email to the instructor as electronic copy in Word or PDF on or before the due date.

**Late Policy:** Only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, overburdened work schedule, etc.) will the instructor grant an extension. All requests for extension must be submitted to the instructor by email on or before the assignment's due date. Otherwise, any submissions received after the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with the instructor, will automatically receive an F. Also, please NOTE (in the syllabus header) that the cut-off date for an end-of-term extension (extension beyond the term must be approved by the Ambrose registrar.

## Formatting for Papers:

All papers must:

- Use 1.5 spacing.
- Use *Times New Roman, Arial or Calibri*

- Use 12-point font.
- Be numbered.
- Include a title page.
- Cite sources properly. **NOTE:** The student can use his/her preferred style (e.g., Kate Turabian’s *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.

**Attendance:**

Regular attentive attendance and engaged participation on the part of all students is vital to the process of learning in community. Students have the opportunity to participate in course conversations in ways that mutually encourage and edify classmates. Unless there is a crisis or unforeseen challenge, students can miss only one class session without penalty. More than one class session will earn a failure for the course.

**Grade Summary:**

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

## 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