

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2023</b>
<b>LE 633</b>	<b>Leadership and Resilience</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	2 options: In Class or Online	<b>Instructor:</b>	Stuart Williams, BRS, MA, DMin	<b>First Day of Classes:</b>	September 12 <sup>th</sup> , 2023.
<b>Days:</b>	Tuesday	<b>Email:</b>	stuart.williams@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 18 <sup>th</sup> , 2023.
<b>Time:</b>	6:30 pm – 9:30 pm	<b>Phone:</b>		<b>Last Day to Withdraw:</b>	November 20 <sup>th</sup> , 2023.
<b>Room:</b>	L2100	<b>Office:</b>	403 250 8844		
<b>Lab/Tutorial:</b>	NA	<b>Office Hours:</b>	By appointment	<b>Last Day to Apply for Extension:</b>	November 23 <sup>rd</sup> , 2023.
<b>Final Exam:</b>	NA				

### 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

A study of the biblical call to endurance in life and service, complemented by an examination of contemporary research on resilience. A variety of case studies will be explored and analyzed prompting students to create a personal resilience-strengthening strategy.

In these turbulent times, nearly everyone is facing the need for greater resilience. Resilience is the ability to adapt and then thrive in the face of multiple, ongoing changes and challenges. Resilient leaders and organizations develop skills to persevere and focus their efforts when the going gets tough. This course will examine the biblical call to endurance and perseverance, followed by an examination of historical/contemporary research on resilience. A variety of case studies will be explored in order to increase our skills in coming back from the many pressures and adversities we encounter in diverse leadership contexts.

### 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 your resilience as a leader?
- To assess one’s own resiliency through the use of personal reflection and assessment tools.

Fostering vocational clarity and effectiveness by developing:

- Participants will understand the patterns and processes that contribute to collapse and/or burnout AND those that contribute to flourishing essential to personal and team resilience. Participants will understand the vital dimensions of the spiritual, mental, emotional, and practical disciplines.

Nurturing theological depth and breadth by:

- To understand resilience and the research in the field that has shaped our current understanding of the concept and to then establish a biblical/theological template for endurance in adversity.

## Textbooks and Readings

### Required

*Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry* by Ruth Haley Barton, InterVarsity Press.

*Resilience: The Science of Mastering Life's Greatest Challenges (Third Edition)* by Steven Southwick, Dennis Charney and Jonathan M. DePierro, Cambridge University Press.

*A Resilient Life* by Gordon MacDonald, Nelson Books.

### Recommended

*A Burning in My Bones: The Authorized Biography of Eugene H. Peterson, Translator of The Message* by Winn Collier, Waterbrook.

*Embracing Rhythms of Work and Rest: From Sabbath to Sabbatical and Back Again* by Ruth Haley Barton, InterVarsity Press

*Compassion: A Reflection on the Christian Life* by Henri J.M. Nouwen, Donald P. McNeill, and Douglas A. Morrison, Doubleday.

*Falling Upward: A Spirituality for the Two Halves of Life* by Richard Rohr, Jossey-Bass.

*The Resilient Pastor: Leading Your Church in a Rapidly Changing World* by Glenn Packiam, Baker Books.

*The Wolf Shall Dwell with the Lamb, A Spirituality for Leadership in a Multicultural Community* by Eric H.F. Law

*Under the Unpredictable Plant: An Exploration in Vocational Holiness* by Eugene H. Peterson, Eerdmans.

### Course Schedule

Sep 12<sup>th</sup> Introduction / Overview of Syllabus / What is Resilience?

**Assignment # 1 – Weekly Reflection & Response/ Due Mondays by 11 p.m.**

Sep 19<sup>th</sup> Read Chapters 1 & 2 in SCD / Intro - Chapters 1 & 2 Barton

Sep 26<sup>th</sup> Read Chapters 3 & 4 in SCD / Chapters 3 & 4 Barton

**Assignment # 2 – My Resilience Story & Personal Resilience Assessment**

Oct 3<sup>rd</sup> Read Chapters 5 & 6 in SCD / Chapters 5 & 6 Barton

Oct 10<sup>th</sup> Guest Presentation / Read Chapters 7 & 8 SCD / Chapters 7 & 8 Barton

Oct 17<sup>th</sup> Read Chapters 9 & 10 in SCD / Chapters 9 – 11 Barton

Oct 24<sup>th</sup> Read Chapters 11 & 12 in SCD / Chapters 12 – 13 & Afterword Barton

**Assignment # 3 – Theological Perspectives on Adversity**

Oct 31<sup>st</sup> Read Intro – Chapters 11 MacDonald

Nov 7<sup>th</sup> NO CLASS: READING WEEK (Nov 6<sup>th</sup> – 10<sup>th</sup>)

Nov 14<sup>th</sup> Read Chapters 12 – 21 MacDonald

Nov 21<sup>st</sup> Read Chapters 22 – 28 MacDonald

Nov 28<sup>th</sup> **Class Presentations # 1/ Class Presentations # 2**

Dec 5<sup>th</sup> **Class Presentations # 3 / Class Presentation # 4**

Dec 12<sup>th</sup> **NO CLASS: Assignment # 4 Final Integrative Paper (20%)**

## Requirements:

### #1 – Weekly Reflection & Response (30 %). Due Mondays 11 p.m.

You are required to post a **250 to 300-word** weekly reflection on one of the assigned readings for that week using the following questions as a guideline:

1. What concept, thought, or idea most captured my attention?
2. How does this concept, thought, or idea relate to my past/present life experience or leadership context?
3. What question/s does my reflection on the reading raise?
4. It is expected that you will read through at least two of your classmate's postings and come prepared to engage in conversation on the assigned readings and reflections at the beginning of each class.

**NOTE:** There are no postings required on November 28<sup>th</sup> and December 5<sup>th</sup> as these are student presentation days.

### #2 – My Resilience Story & Personal Resilience Assessment (20%). Due September 26<sup>th</sup>.

In no less than **three pages** reflect on a personal story of resilience in your own life. Pick an experience of challenge, trauma, or great pressure and describe what happened and then how you handled it mentally, emotionally, physically, and spiritually. This need not be a success story – it may be a story of a challenge handled poorly.

As you frame your story navigate through the following questions:

1. What was your experience – the challenge, the crisis, the test, or the trial you faced?
2. What were your early (first) reactions? – Emotions? Thoughts? Behaviors? Conclusions?
3. What resources did you call in? People? Counsel? Personal spiritual disciplines? Other?
4. When were you at your best during this time of testing and adversity?
5. When were you at your worst?
6. Looking back – How would you have handled this situation differently?
7. What is one major thing you have gleaned about your own coping style from this story?

### #3 – Theological Perspectives on Adversity (15 %). Due October 24<sup>th</sup>.

In no more than two pages summarize at least ten declarations, principles, or statements that summarize your theology of adversity or suffering. Take time to think about biblical truth (stories and propositional teachings) that informs you about the reality of suffering and adversity in our world and then set them down in simple statements. Cite the biblical foundation for each declaration. Your guide for length is to fit these on no more than two pages.

### #4 – Class Presentations (15%) – Nov 28<sup>th</sup> and Dec 5<sup>th</sup> / Final Integrative Paper (20%) Due Dec 12<sup>th</sup>.

Using what you've learned through your reading, reflection, and in-class discussion, develop a resilience strategy for your life in no more than five written pages and be prepared to present your strategy and to facilitate a class discussion thereafter.

## Class Presentations

Each student will facilitate a 15-minute in-class presentation followed by a 5–10-minute guided discussion. The presentation will contain a synopsis of the final integrative paper (resilience strategy – see below) highlighting the student's grasp of the concept of resilience, their rationale for their strategy, shortcomings or limitations to their approach, and applicability for their present life/ministry/leadership context. Students will come prepared to facilitate a 5 - 10-minute class discussion following their presentation guided by thoughtful questions to identify strengths, limitations, and ideas to be incorporated into their final resilient strategy paper.

**NOTE:** Class presentations will take place prior to the submission of your final paper to enable students to incorporate appropriate and relevant feedback as you work toward your final submission.

## Final Integrative Paper (Resilience Strategy)

Your final integrative paper (resilience strategy) should incorporate the following:

1. A perspective on resilience that includes a working definition informed by a theological perspective on suffering and adversity in life.
2. Key contributors to resilience should be articulated and key detractors identified:
  - a. How will you implement or avoid these in your life/work or ministry context?
  - b. Think rhythms or practices and not only reactions or responses.
  - c. How will you re-evaluate your strategy and make needed corrections and adjustments?
3. References from primary readings are expected and secondary references are welcomed. All citations should be appropriately formatted including biblical references, journal articles, etc.
4. Creativity is encouraged including, but not limited to, the use of metaphors, symbols, art, and story that conveys the objective of the assignment and supports your rationale.
5. This project should be ongoing as you read, reflect, and interact week by week. If you stay with this weekly your project will be 90% complete by the last week of our postings.

## Late Submission of Work

**NOTE: All written assignments are to be submitted via Moodle.** All papers and assignments have set due dates. If work is submitted past the due date, there will be a late submission penalty of 2 % for every day that passes beyond the due date. So, a paper worth 20 % of your final grade will lose 2 % every day that goes beyond the due date. If you score 18/20% on your paper and you are three days late, your score will be reduced by 6 % points to 12/20 %. Please do not be late!

#1 – Weekly Reflection & Response	30 %	Mondays by 11 p.m.
#2 – My Resilience Story & Personal Resilience Assessment	20%	Sep 26
#3 – Theological Perspectives on Adversity	15 %	Oct 24
#4 – Class Presentations & Final Integrative Paper (Resilience Strategy)	15% 20%.	Nov 28 / Dec 5 Dec 12

## #1 – Rubric for Grading: Weekly Reflection & Response (30%).

The Weekly Reflection will be posted on Moodle by 11 p.m. each Monday evening. You will be graded on your thoughtfulness and engagement with the assigned reading AND the degree to which you were prepared week by week to discuss the readings in class. Note that this assignment contributes to 30% of your overall grade. The nature of the class is such that attendance for our weekly class is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - 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 1.5 % reduction will be made for each class missed without a valid reason. Please inform the instructor if you are going to be absent.

## #2 - Rubric for Grading: My Resilience Story & Personal Resilience Assessment (20%).

Story is presented as required in the assignment- Key Questions addressed and engaged with at one of the following levels:	The story is <b>comprehensive</b> .  The story is told in a compelling fashion and demonstrates deep wrestling with the experience. <b>15 credits</b>	The story is told in such a way that it is <b>good</b> .  Time has been taken with each question and answered in a clear and concise manner. <b>13-14 credits</b>	The description of this event in your life appears <b>adequate</b> .  We get a general sense of this event in your life but it lacks context and connection in how the story is being told. <b>10-12 credits</b>	The descriptions & content is <b>inadequate</b> .  Sorry, not quite sure what really happened and how this event affected you. <b>10 credits</b>
Quality of writing	<b>Quality is at the level expected of a graduate student.</b> Almost no errors in grammar or spelling. APA format with minimal to no errors. <b>5 credits</b>	<b>Quality is approaching</b> the level expected of a graduate student. Almost no errors in grammar and spelling. APA format with almost no errors. <b>4 credits</b>	<b>The message has been communicated but the quality of writing is not at the level expected of a graduate student.</b> APA format but has errors. <b>3 credits</b>	<b>The quality of writing makes the message difficult to interpret.</b> Student does not use APA formatting. <b>2 or less credits</b>

## #3 - Rubric for Grading: Theological Perspectives on Adversity (15%).

This assignment is a simple two-page summary of your Theological Perspectives on Adversity. These declarations or principles drawn from your own reflection on Biblical stories, propositional truth, and other readings are to be concise statements backed up by biblical references. The grade will be based on a very well-framed outline that reflects depth of thinking and expression. 13-14% will be granted for a good summary / 12% or less for a paper that is incomplete in terms of principles and references.

## #4 - Rubric for Grading:

### Class Presentation (15%)

The primary aim of this assignment is to demonstrate your grasp of the concept of resilience, your rationale for the chosen strategy, your identification of shortcomings or limitations within your approach, and the applicability to your present life/ministry/leadership context. The grade assigned here will be based upon a clear articulation of all stated objectives (5%), the articulation of its relevance to your current life/leadership/ministry context (8%), and preparedness to engage the class in a meaningful discussion thereafter (2%).

### My Final Integrative Paper / Resilience Strategy (20%)

The student has thoughtfully reflected upon their current context and has employed the resilience factors, theological perspectives and leadership insights gained throughout this course to produce a strategy that is relevant and meaningful to their present life/ministry/leadership context.	<b>Excellent integration</b> of key resilience factors & theological perspectives with present life/ministry/leadership challenges to frame a strategic approach to the practice of resilience that is well informed and relevant to one's current life/ministry/leadership context. <b>18-20 credits</b>	<b>Good integration</b> of key resilience factors and theological perspectives with present life/ministry/leadership challenges to frame a strategic approach to the practice of resilience that is relevant to one's current. <b>15-17 credits</b>	<b>Satisfactory integration</b> of resilience factors with present life/ministry/leadership challenges. Lacks substantive connection between resilience factors and present context. <b>12-14 credits</b>	<b>Unsatisfactory integration</b> of key resilience factors with present life/ministry/leadership contexts. <b>11 or less credits</b>
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**Attendance:**

The nature of the class is such that attendance for our weekly gatherings is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - 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 1.5 % reduction will be made for each class missed without a valid reason. Please inform the instructor if you are going to be absent.

**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 the student registration system. Printed grade sheets are not mailed out.

## **Ambrose University Important Policies & Procedures:**

### **Registration**

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### **Withdrawal From A Course**

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### **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. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### **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.

### **Communication**

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University

is not responsible for your failure to receive important information delivered to your Ambrose email.

### **Lecture Recording**

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### **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.

### **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).

## 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.

### 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)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

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