

Course ID:	Course Title:	Winter 2021
LE 630 - OL	Leadership & Sense Making	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Terry C. Young, PhD	First day of classes:	Mon, Jan 11
Days:	Mondays	Email:	teyoung@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 24
Time:	2:30pm to 5:30pm	Phone:	403-410-2000 Ext 7900	Last day to request revised final exam:	Mon, Mar 8
Room:	ZOOM	Office:	L2079	Last day to withdraw from course:	Fri, Mar 19
Lab/Tutorial:	# of hrs/wk & times	Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Mar 29
Final Exam:	No Final Exam			Last day of classes:	Fri, Apr 16

Course Description

A study and application of the “lenses of the leader” so as to deepen insight into what is really going on in a leadership context. Sacred text and secular texts case studies will serve as the core teaching tools for this course, serving to motivate students to become much better “seers” and “sensors” in their context of leadership.

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. You will never look at your church, organization, or work team the same way after you have learned to put on these lenses.

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.

Fostering vocational clarity and effectiveness by developing:

To grasp the challenge of adaptive leadership and to master personal and organizational tools for making sense of leadership settings

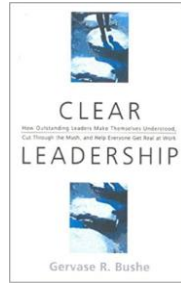
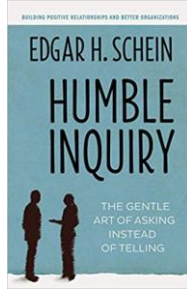
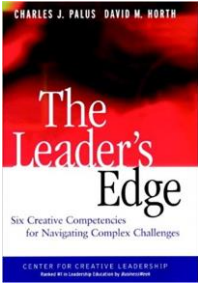
Nurturing theological depth and breadth by:

Exploring with co-learners several case studies on leadership from the sacred text of scripture

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 the then serve with wisdom directed effectiveness

Textbooks



PLUS - 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 Winter Session OR can be obtained prior to the week of our session by emailing the professor at teyoung@ambrose.edu

Sense Making Articles – A few articles will also be placed on Moodle prior to some of the weeks we meet. These will serve as discussion points at the start of each day so prior reading is required.

Course Schedule

We will meet via ZOOM on Mondays from 2:30 to 5:15

Follow Moodle for Week-by-Week materials and preparation points

- Jan 11** Overview and Intro / The Nature of Organizations / Churches / Theory and Practice of Sense Making / Raising our CQ (Contextual Intelligence)
- Jan 18** More on Theory and Practice of Sense-making . . . What is “observational research”? The Balcony Discipline
- Jan 25** What is the problem? (Why do so many things remain as they are?) Making sense of culture and political realities
- Feb 1** Why are organizations wonky . . . at times? Making sense of structural realities
- Feb 8** The Power of Sense Making in Community – Palus & Horth Text – Chapter Champion Presentations / The Experience Cube
- Feb 15** **No Class – Reading Week**
- Feb 22** Making sense of interpersonal realities . . . Puzzling Organization Stories from around the Circle
- Mar 1** A Case Study in Sense Making – Young Men and Fire / Mann Gulch Disaster
- Mar 8** Making sense of personal realities
- Mar 15** Making sense of spiritual realities . . . The Power of Clear Leadership (Bushe Discussion)
- Mar 22** Making sense of the system . . . The Power of Small Wins

Mar 29 The Power of Great Questions for Sense Making

Apr 5 **No Class – Easter Monday**

Apr 9 Wrap Up – Essentials / The Balcony Discipline / The Sense Makers Tool Kit

Requirements:

#1 - Chapter Champion Work on Palus & Horth – 10% Due – February 8th

You are to shape a succinct one-page summation of the one chapter assigned to you from the Palus and Horth text. Provide a succinct 10-minute summary for each chapter of the author's work and then reflect on why this dimension of co-inquiry is a challenge AND 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.

#2 – Critical Reflection Paper on Clear Leadership or Humble Inquiry– 30% Due – March 1st

Write a critical reflection paper on Clear Leadership OR Humble Inquiry interacting with the content and principles of the author. **Select at least three specific takeaways** 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 Bushe OR Schein, 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.

#3 – A Focused Assignment of Your Choice - 30% Due – March 29th

With the Cultural Lens 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.

OR

- a. Take any of the other seven lenses we looked at and take a deep and broad look through your chosen lens at the organization or church you are working and serving in. Shape your own template or table and use this to capture your observations and sense making through the lens chosen.
- b. A reflection paper on an “organizational puzzle or conundrum” presently being faced in your setting. What is the conundrum? As you apply the learning of this course what are you seeing, sensing? What have a few others on your team provided by way of other perspectives and interpretations? How has this altered your perspective? What kind of problem is this? What will be needed to navigate through this situation? What would you identify as some small wins to be pursued? Take no more than 5 pages to write this reflective / sense making piece.

- c. Take the article by Kaplan – What To Ask the Person In The Mirror – and write a personal reflection on these seven questions as applied to your leadership these days. Make this an honest assessment of your current reality and then detail a few vital action steps that you sense are vital to your leadership at this time. Take no more than five pages for this exercise in greater self-awareness.
- d. Write a five-page paper on “MY BEST QUESTIONS”. This can spring from the work you do and represent your thinking on the power of great questions. Begin with a brief case on why great questions are vital to better sense making and the characteristics of such question. (You will need to do a bit of further reading to capture insights on this front). Then, select a number of “great questions” and reflect on why these are needed in your setting at this time. This paper can serve as a tool to use when you are back in the field in the coming months.
- e. A sense-making project of your choice. Talk to the Professor about what you would like to focus on and we can come to an agreement on your project focus.

#4 – The Best Questions of Sense Makers – 15%

Due – April 9th

You will develop a brief presentation on five great questions that can lead to better sense making in any leadership context. On April 9th, 10 minutes will be provided for you to present your questions and how these particular questions can serve as powerful sense making tools. There will be time for class interaction following each presentation.

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

Due – April 16th

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

Grade Summary:

#1 – Chapter Champion Presentation	10%	Due Feb 8 th
#2 - Critical Reflection Paper on Clear Leadership	30%	Due March 1 st
#3 - Focused Assignment of Your Choice	30%	Due March 29 th
#4 - Best Questions Presentation	15%	Due April 9 th
#5 - Course Readings / Class Participation	15%	Due April 16 th

Submission Requirements

All work must be submitted in 12-point word-processed form, double spaced between lines. Graphics or embellishments are not acceptable unless the syllabus instructions call for creative formatting. Cover sheets featuring the student’s name, the name of the paper, date of submission, course name and number and the instructor’s name are required. Footnotes must be used wherever and as often as any secondary sources are used. Wherever footnotes are

used they must conform to seminary academic requirements. Students may choose to include handwritten work along with and in addition to final word-processed work if they so desire.

All assignments are to be turned into the professor via Moodle on the due date. Submission of hard copy work is also permitted but must be turned in class at the due date. Papers will be returned via Moodle or email.

Late Submission of Work

All papers and assignments have set due dates. **If work is submitted past the due date there will be a late submission penalty of one point for every two days that pass beyond the due date. So, a project worth 15 points of your final grade will lose one point every two days that go by beyond the due date. If you score an 14/55 on your project and you are six days late, your score will be reduced by three points to 11/55. Don't be late!!**

Attendance:

The nature of the class is such that attendance in class plus engagement with week by week readings and project work are the key to success. Students will interact with the instructor, the material, and with fellow classmates and this interaction is crucial to the design of this course. Set up a weekly discipline for leaning into the work and you will get the most out of this learning journey. If you cannot attend a class session please let the Professor know via email in advance.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive 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 matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

<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

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.

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 Bell-knap 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.

Kahane, A. (2004). *Solving tough problems: An open way of talking, listening, and creating new realities*. San Francisco: Berrett-Koehler.

Kanter, Rosabeth Moss. (2020). *Think outside the building: How advanced leaders can change the world one smart innovation at a time*. New York: Public Affairs.

Kauffman, J., Ed. (2002). *Loss of the assumptive world: A theory of traumatic loss*. New York: Brunner-Routledge.

Kay, J. & King, M. ((2020). *Radical uncertainty: Decision making beyond the numbers*. New York: W. W. Norton & Company, Inc.

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.
- McGrath, Rita. ((2019). *Seeing around corners: How to spot inflection points in business before they happen*. New York: Houghton Mifflin Harcourt.
- 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.
- Patriotta, G. (2003). *Sensemaking on the shop floor: Narratives of knowledge in organizations*. Journal of Management Stud. 40(2), 349–376.
- 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.
- Pontefract, Dan. (2018). *Open to think: Slow down, think creatively, and make better decisions*. Vancouver, BC: Figure 1 Publishing Inc.
- 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.

Ambrose University Academic 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.

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. 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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/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.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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