

Course ID:	Course Title:	Winter 2020
LE 633	Leadership & Resilience	Prerequisite:
		Credits: 3

ONLINE CLASS

Class Information		Instructor Information		Important Dates	
Dates:	Jan 7 to March 7	Instructor:	Terry C. Young, PhD	Last day to add/drop, or change to audit:	End of the first week
		Email:	teyoung@ambrose.edu	Last day to withdraw from course:	March 20, 2020
Office:		Phone:	403-410-2000. Ext 7900	Last day to apply for coursework extension:	Monday, March 30, 2020

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 the spine of your identity and the soul of your leadership?
- 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

Inspiring redemptive engagement by

- To shape a clear resilience model for future leadership that will allow the individual student to leave this course with a personal plan for shaping a more resilient life.

Textbooks

A Resilient Life by Gordon MacDonald, Nelson Books.

Resilience: The Science of Mastering Life's Greatest Challenges by Steven Southwick and Dennis Charney, Cambridge University Press.

On Mental Toughness. (2018) HBR Press.

The Resilient Leader Reader – A compilation of articles and materials on the theory and practice of resilience. This will be made available on the first day of the Session.

Course Schedule: January 7, 2020 Launch / March 7, 2020 Finish Line

Week One– Start of Course Clock – **ZOOM Meeting – Monday, January 6th – 7pm MST**

Wed - Jan 8th - Post on Chapters 1 & 2 in Southwick & Charney – What is Resilience? / Optimism AND pp. 1-36 in MacDonald

Fri – Jan 10th - Post Considered Response on reading and Group Posts

Week Two

Tues – Jan 14th - Post on Chapter 3 In S & C – Facing Fear

Fri – Jan 17th - Post Considered Response on reading and Group Posts

Week Three

Tues - Jan 21st - Post on Chapters 4 & 5 In S & C – Moral Compass / Religion & Spirituality AND pp. 37-66 in MacDonald

Posting of Personal Story – Also post to Moodle Assignment Folder by Friday Jan 24th Midnight

Fri - Jan 24th Considered Response on reading and Group Posts

Week Four

Tues – Jan 28th – Post on Chapters 6 & 7 In S & C – Social Support / Role Models AND pp. 197-238 in MacDonald

Fri – Jan 31st - Considered Response on reading and Group Posts

Week Five – **ZOOM Meeting – Monday, February 3rd – 7pm MST**

Tues - Feb 4th - Exploring the Louis Zamperini Story / Read HBR pp. 71-76

Posting of Your Early Rough Draft of “A Theology of Adversity” – copy – paste this work into the Discussion Forum with your general post

Fri – Feb 7th - Considered Response on pp. 100-126 and Group Posts

Week Six

Tues – Feb 11th - Post on Chapters 8 & 9 In S & C – Physical Fitness / Mental Fitness AND pp. 147-172 in MacDonald / Read HBR pp. 37-70

Fri – Feb 14th - Considered Response on reading and Group Posts

Week Seven – Reading Week – “a breather week” – Feb 18-21

Take time to work on Your Theology of Adversity / Get caught up if needed on postings / Continue to frame your Resilience Strategy for the Future

Week Eight

Tuesday – Feb 25th - Post on Chapters 10 & 11 in S & C – Cognitive & Emotional Fitness / Meaning AND pp. 173-196 in MacDonald

Fri – Feb 28th - Considered Response on reading and Group Posts

Week Nine - Wrap Up Week – **ZOOM Meeting – Monday, March 2nd – 7pm MST**

Tues – March 3rd - Post on Chapter 12 in S & C – Practice of Resilience AND pp. 93-141 in MacDonald

Fri – March 6th - Considered Response on reading and Group Posts

Requirements:

#1 – My Resilience Story & Personal Resilience Assessment – 10%

In no more 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:

What was your experience – the challenge, the crisis, the test or trial you faced?

What were your early (first) reactions? – Emotions? Thoughts? Behaviors? Conclusions?

What resources did you call in? People? Counsel? Personal spiritual disciplines? Other?

When were you at your best during this time of testing and adversity?

When were you at your worst?

Looking back – How would you have handled this situation differently with the advantage of hindsight?

What is one major thing you have gleaned about your own coping style from this story?

The Story will be POSTED in Week Three of our Course for your Group members to read and reflect upon. The Assessment will be handed out on Week One and your results will be shared with the Instructor

Due – Friday, January 24th

#2 – My Theology of Adversity -10%

In one page summarize ten declarations, principles, or statements that summarize your theology of adversity or suffering. Take time to think on 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 biblical foundation for each declaration. Your guide for length is to fit these on one page and one page only. We will post a first rough draft of our “Theology of Suffering” and take time to fine tune these after Week Five of the Course.

Fine Tuned “Theology” Due February 14th – Posting of 1st Draft on Forum - Friday, February 4th

#3 - Journey Through *Resilience: The Science of Mastering Life’s Greatest Challenges AND A Resilient Life* - 50%

These will be the two texts we will reflect upon over the nine weeks of this on-line course. We will follow the following route in capturing this text

Pre-course - Begin to Read *Resilience: The Science of Mastering Life’s Greatest Challenges AND A Resilient*

Life. Familiarize yourself with the Course Overview in Moodle

In-course – Weekly readings / postings / group interactions / reflection and writing on Southwick & MacDonald texts. See Table for the flow of the Weekly Posting Approach and the Initial and Considered Response Format.

#4 – The Padlet Contributions – **5%**

Make six contributions to the Resilience Padlet – a visual, an article, a web site link, a story, science-based materials on resilience. This will be explained on the first ZOOM Call.

Due - Make your six contributions by Friday, March 6th.

#5 – My Resilience Strategy - My Personal Plan for Crafting a More Resilient Life – **25%**

As a result of our class discussions/deliberations, your readings and reflections – shape your thoughts using the **template provided** for framing the ingredients of a resilient life. This template must honestly assess your current reality in each ingredient and then your sense of next steps for strengthening each aspect of resilience. The use of rich pictures or metaphors will be the key to this strategy project so think visual. This project will 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.

Format is provided - Key is being concise with your plan – Remember “less is more” but a rich picture is also a thousand words

Due – Friday, March 13th

Initial Response / Considered Response Framework

TEXT – *RESILIENCE (Southwick & Charney) & A RESILIENT LIFE (MacDonald)*

<p>Saturday – Tuesday</p> <p>Read the Concept Paragraph and Assigned Segment from TEXTS</p> <p>Begin to write out your initial responses to the questions provided</p>	<p>Tuesday Night</p> <p>POST your initial reflections and response</p>	<p>Wednesday & Thursday</p> <p>Read the posts of those in your group / Post some brief comments / interact / engage with what has been written</p>	<p>Friday</p> <p>Write your your considered response through the questions provided</p>	<p>Friday Night</p> <p>POST your considered reflections and response</p>
<p>Outside of these weekly POSTS and Group Interactions – Work on framing of your RESILIENCE STORY, YOUR THEOLOGY OF ADVERSITY and YOUR PERSONAL RESILIENCE Map Project</p>				

Grade Summary:

Evaluation: Determination of Final Grade:

#1 - My Resilience Story	10% - Jan 24 th
#2 - Theology of Adversity	10% - Feb 14 th
#3 - IR/CR on Southwick Text & MacDonald Text	50% - Weekly
#4 - Padlet Contribution – Six Contributions by Due Date	5% - By March 6 th
#5 - My Resilience Strategy	25% - March 13 th

Submission of Assignments:

Students are expected to stay current week by week with the posting schedule as outlined in the syllabus. Students are also expected to attend each of the on-line session via ZOOM. Given that this is an on-line course, it is extremely important that you log in to these sessions. It is also vital that you post every week as the schedule directs – for the sake of your own learning and the learning of those in your small group.

Late Submission of Assignments:

The due dates for three assignments are posted clearly in the syllabus. These are to be submitted via Moodle on the date noted prior to midnight. **Any late submissions will receive a one credit deduction for every forty eight hour period beyond the due date.**

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>
A+		97-100
A	Excellent	94-96
A-		90-93
B+		87-89
B	Good	84-86
B-		80-83
C+		77-79
C	Satisfactory	74-76
C-		70-73
D+		67-69
D	Minimal Pass	60-66
F	Failure	0-59

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 no longer mailed out.

Group Formation:

Students will be formed into groups of three (triads) at the start of the course and it will be in these groups that your postings will be read, reviewed, and interacted with. Instructions and group settings will be provided on Moodle at the start of the course. The instructor will also engage across all groups and with all students on their weekly postings. The key to making the most of this course is to set aside time weekly to focus and engage fully with your own thoughts and the thoughts of your fellow group members.

ZOOM On-Line Sessions:

The Course Outline highlights FOUR sessions for on-line interaction. NOTE these dates and times and set aside one hour for being on-line through the ZOOM LINK on Moodle. Please do not do this in a coffee shop or any other noisy environment. The Ambrose IT department can help you to make sure that your computer is compatible with ZOOM and that your audio and microphone functions will work properly. Please take care of this prior to our first ZOOM session on MONDAY, JANUARY 6TH. We will give you full instructions as to how to navigate into these sessions on Moodle before Session #1.

Requirements:

Rubric for Grading: Personal Resilience Story – 10 Credits Total – Due January 24th

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

Rubric for Grading: Weekly Postings – 50 Credits Total – Final Assessment Will be Given March 9th

<p>Quality of Posting</p> <p>You are expected to enter each discussion at least once to contribute to the construction of understanding around the topic in view. Do so by citing the authors, your own experience, and any other reading that you have engaged in around the topic. You are expected to be critically reflective and to demonstrate engagement with the others in your group.</p>	<p>Your discussion contributions are of the highest standard all the time. You often respond more than once.</p> <p>25 credits</p>	<p>Your discussion contributions are of the highest standard most of the time.</p> <p>20-24 credits</p>	<p>Your discussion contributions are acceptable all of the time.</p> <p>15-19 credits</p>	<p>Your discussion contributions are acceptable most of the time.</p> <p>10-14 credits</p>	<p>Your discussion contributions rarely build into the construction of understanding.</p> <p><10 credits</p>
<p>Expectations</p> <ol style="list-style-type: none"> 1. Presents in postings to group members a critical and personal response to material from readings 2. Supplement the reading with links to other resources and ideas as necessary. 3. Focus the discussion and move it forward. 4. Give feedback & encouragement to group members weekly. 	<p>Outstanding</p> <p>25 credits</p>	<p>Very Good</p> <p>20-24 credits</p>	<p>Satisfactory</p> <p>15-19 credits</p>	<p>More Engagement Expected</p> <p>< 15 credits</p>	<p>I will provide each student with a mid course evaluation of their posting quality so as to improve participation and value in this course.</p>

Rubric for Grading: Theology of Adversity – 10 Total Credits –

This assignment is a simple one-page summary of your Theology of Adversity. These ten declarations or principles drawn from your own reflection on Biblical stories, propositional truth, and other reading are to be concise statements backed up by biblical references. The 10 full credits will be based on a very well framed page that reflects depth of thinking and expression. 8-9 credits will be granted for a good summary / 7 or less credits for a page that is incomplete in terms of principles and references.

Rubric for Grading: My Personal Resilience Strategy – 25 Total Credits – Due March 13th

<p>Following the template provided for this project, the student has taken time and expended effort to seriously self-reflect about their current reality and their future goals in at least two of the ten dimensions.</p>	<p>Excellent coverage of the ten dimensions in view and a well thought through strategy for strengthening one’s resilience in at least four categories. The template is completed with rich word pictures or metaphors for each of the ten dimensions – reflecting current reality and future desires.</p> <p>24-25 credits</p>	<p>Good coverage of the ten dimensions in view and a strategy for strengthening one’s resilience in at least three categories. The template is completed in with good word pictures for at least 8 of the dimensions – reflecting current reality and future desires.</p> <p>21-23 credits</p>	<p>Satisfactory coverage of the ten dimensions in view and a strategy for strengthening one’s resilience in at least two categories. The template is completed with adequate word pictures for at least 6 of the dimensions – reflecting current reality and future desires.</p> <p>19-20 credits</p>	<p>Unsatisfactory coverage / incomplete template / Lack or deficiency of word pictures or metaphors reflecting current reality and future desires.</p> <p>18 or less credits</p>
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Other:

The Big Questions of This Course:

Throughout this course I encourage you to have these questions in mind. We will seek to weave these questions and some attempt at answers as we journey over the next two months. Our weekly guide for posting and your own Personal Resilience Story will touch in on some of these questions directly. Feel free to add your own big questions as well...

1. What does the work of the Spirit have to do with my personal resilience?
2. Is building resilience through skills, attitudes, and effort a sign that I lack faith to believe God for strength and perseverance?
3. Hebrews 12 makes it clear that I am to “run the race with resilience” – the question is how do I do this in a God-honoring way?
4. Is resilience a fixed attribute or does every situation call for its own resiliency response?
5. What bearing does gender have on the matter of resilience? Is there any inherent difference between men and women in terms of coping skills, style, and strength?
6. When bad things happen we often move from the adversity to an emotion or an action is response to the adversity. Why is a cognitive step needed in order to examine and then reframe all adversity?
7. Is there a qualitative difference between being a survivor and being resilient?
8. Why is it that two people going through the exact same adversity respond so differently – one climbs through it, the other collapses under it?
9. Why is burnout and leadership attrition so great among pastors, teachers, business leaders? Should we not be models of healthy endurance under pressure?

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10. Is there something missing in our training process that undermines resilience or that ignores the development of greater hardiness in the face of life, business, and ministry pressure?
 11. How could a thoroughgoing theology of suffering make a difference in the life of a leader?
 12. How does a weak or absent theology of adversity and suffering make us vulnerable to easy “quit points” on our journey?
 13. How would I respond to this question - Do I have the spiritual, emotional, physical stamina to run the entire race of life and cross the finish line with the kind of kick for which so many great runners are known?
 14. How do I overcome the life patterns and messages of my past that cause me to reach for and then throw in the towel so easily? How is it possible to re-grow a backbone and to become a person of perseverance in the face of any trial?
 15. What is the proper balance in my life between what is my part, what is God’s role, and what is the role of the organization I serve in fostering my resilience? Is it all up to me to become more hardy or is it more complex than me against the world?
 16. How can we best respond to those who collapse under the burdens of life? How can I best help someone who is simply not resilient?
 17. What must the church do differently if we are to raise up men and women of resilience? How important will this task be in the face of mounting pressures on those who claim to follow Christ in this world?

How does resilience research inform us and challenge us about the way we are raising our children and youth? Is resilience a vital life skill or something that is optional equipment designed for those who may venture into dangerous territory or excessively demanding roles?

The Resilient Leader Resources

- Adams, Marilee. *Change Your Questions Change Your Life: 7 Powerful Tools for Life and Work*. San Francisco: Barrett-Koehler, 2004. ISBN 13-978-1-57675-241-8.
- Allen, David. (2001). *Getting things done: The art of stress-free productivity*. Penguin Books: Toronto.
- Allen, D. (2003). *Ready for anything: Fifty-two productivity principles for work and life*. London: Penguin Books.
- Allender, D. (2006). *Leading with a limp: Turning your struggles into strengths*. Colorado Springs: Waterbrook.
- Amabile, T. & Kramer, S. ((2011). *The progress principle: Using small wins to ignite joy, engagement, and creativity at work*. Boston: Harvard Business Review Press.
- Argyris, C. (1976). *Increasing leadership effectiveness*. New York: Wiley-Inter-science.
- Anderson, Fil. (2004). *Running on empty*. Waterbrook Press.
- Argyris, C. & Schon, D. (1974). *Theory in practice: increasing professional effectiveness*. San Francisco: Jossey-Bass.
- Au, Wilkie. (2008). *The enduring heart: Spirituality for the long haul*. Novolis.

- Boyatzis, Richard & McKee, Annie. (2005). *Resonant leadership: Renewing yourself and connecting with others*. Boston: Harvard Business School Press.
- Burns, David. (1990). *The feeling good handbook*. New York: Penguin Books.
- Burke, Dale. (2007). *Take back your life: 10 choices to give you more time, more energy, and better relationships*. Eugene, OR: Harvest House.
- Burke, Dale. (2004). *How to lead and still have a life: The 8 principles of less is more*. Eugene, OR: Harvest House.
- Butler, Gillian & Hope, T. (2007). *Managing your mind: The mental fitness guide*. Second Edition. New York: Oxford University Press.
- 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.
- Colvin, Geoff. (2009). *The upside of downturn: Ten management strategies to prevail in the recession and thrive in the aftermath*. New York: Portfolio Penguin.
- Covey, Stephen R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change*. Toronto: Simon & Schuster.
- Corderio, W. & Lewis, R. (2005). *Leading on empty*. San Francisco: Jossey-Bass.
- Cordeiro, Wayne. (2007). *The divine mentor: Growing your faith as you sit at the feet of your Savior*. Minneapolis: Bethany House. 2007.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Collins.
- Erikson, K. (1994). *A new species of trouble: The human experience of modern disasters*. New York: Norton.
- Friedman, E. H. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York: Seabury.
- Hamel, Gary. (2002). *Leading the revolution: How to thrive in turbulent times by making innovation a way of life*. Toronto: Penguin Books, 2002.
- HBR's 10 must reads: On managing yourself*. (2010). Boston, MA: Harvard Business Review Press.
- 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.

- Holiday, R. (2014). *The obstacle is the way: The timeless art of turning trials into triumph*. New York: Penguin Book
- Hughes, Richard L. & Katherine Beatty. (2005). *Becoming a strategic leader: Your role in your organizations enduring success*. San Francisco: John Wiley.
- Kauffman, J., Ed. (2002). *Loss of the assumptive world: A theory of traumatic loss*. New York: Brunner-Routledge.
- Klein, M. & Napier, R. (2003). *Courage to act: Five factors of courage to transform business*. Palo-Alto, Ca. Davies-Black.
- Kouzes, J. & Posner, B. (1999). *Encouraging the heart: A leader's guide to rewarding and recognizing others*. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (1990). *The leadership challenge: How to make extraordinary things happen in organizations*. San Francisco: Jossey-Bass.
- Lawrence, R. (2018). *Spiritual grit: A journey into endurance, character, confidence, and hope*. Loveland, CO: Group Publishing Inc.
- Lencioni, Patrick. (2008). *The three big questions for a frantic family: A leadership fable*. San Francisco: Jossey Bass.
- Levinson, Harry. (2006). *The Psychology of Leadership*. Boston: Harvard Business School Press.
- Loehr, Jim & Tony Schwartz. (2003). *The power of full engagement: Managing energy, not time, is the key to high performance and personal renewal*. Toronto: Free Press.
- Lucado, Max. (2005). *Cure for the common life: Living in your sweet spot*. Nashville: Thomas Nelson.
- MacDonald, Gordon. (2009). *A resilient life*. Nashville: Nelson Books
- Maddi, Salvatore & Khoshaba, Deborah. (2005). *Resilience at work: How to succeed no matter what life throws at you*. New York: AMACOM.
- Marston, A. & Marston, S. (2018). *Type R: Transformative resilience for thriving in a turbulent world*. New York: Public Affairs.
- Martin, Roger. (2009). *The opposable mind: Winning through integrative thinking*. Boston: Harvard Business Press, 2009.
- Maxwell, John. (2009). *How successful people think*. Nashville: Centre Street.
- McGonigal, Kelly. (2015). *The upside of stress: Why stress is good for you, and how to get good at it*. New York: Penguin Random House.
- Neck, Christopher & Charles Manz. (2010). *Mastering self-leadership: Empowering yourself for personal excellence*. Fifth Edition. Toronto: Pearson.

- Neenan, M. (2009). *Developing resilience: A cognitive behavioural approach*. New York: Routledge
- 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.
- Palmer, Parker. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco: Jossey Bass, 2004.
- Palmer, Russell. (2008). *Ultimate leadership: Winning execution strategies for your situation*. Toronto: Pearson, 2008.
- Palus, C. & Horth, D. (2002). *The leader's edge: Six creative competencies for navigating complex challenges*. San Francisco: Jossey-Bass.
- Peltin, Scott & Rippel, Jogi. (2012). *Sink, float, or swim*. Munich: Redline Verlag.
- 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.
- Reivich, K. & Shatte, A. (2002). *The resilience factor*. New York: Broadway Books.
- Sarmaz, Kamal. (2008). *Mental resilience: How to develop the focus of a warrior and the peace of a monk*. Novago, CA: New World Library.
- Scazzerio, Peter. (2006). *Emotionally healthy spirituality: Unleashing a revolution in your life in Christ*. Nashville: Integrity.
- Schwartz, P. (1991). *The art of the long view: Planning for the future in an uncertain world*. New York: Doubleday.
- Searby, M. (2015). *The resilient pastor: Ten principles for developing pastoral resilience*. Eugene, OR: Wipf and Stock Publishers.
- Segal, Jeanne. (2008). *The language of emotional intelligence: The five essential tools for building powerful and effective relationships*. Toronto: McGraw Hill. 2008.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday.
- Siebert, Al. (2005). *The resiliency advantage: Master change, thrive under pressure, and bounce back from setbacks*. San Francisco: Berrett-Koehler.
- Siegel, Daniel J. (2012). *The pocket guide to interpersonal neurobiology*. New York: W. W. Norton & Company, Inc.
- Thrall, Bill & Bruce McNicol & John Lynch. (2004). *True faced: Trust God and others with who you really are*. Colorado Springs: Nav Press, 2004.

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. E., K. M. Sutcliffe. 2001. *Managing the unexpected*. San Francisco, CA: Jossey-Bass.

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.

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