



AMBROSE
SEMINARY

ED 645 Leadership & Sense-making

Making sense of the confusion and complexity of leadership

May 16-20, 2010 – Spring Module

Sessional Instructor – Terry Young, PhD

frontporchdoctor@yahoo.ca

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. This course will equip you to use the “lenses of the leader” to deepen your insight into what is really going on in your leadership context. You will never look at your church, organization, or work team the same way after you have learned to put on these lenses. Sacred text and secular text case studies will serve as the core teaching tools for this course.

Course Objectives:

1. To learn the skills of sense making
2. To develop awareness of the diagnostic lenses and to practice their use in a real world environment during the course
3. To heighten awareness of the complexity factor in leadership
4. To grasp the challenges of adaptive challenges and adaptive leadership and to shape personal and organizational tools for navigating current leadership contexts
5. To explore biblical and historical examples through the lenses of leadership
6. To make you a much better “seer” – equipping you to see what you need to see to discern the times
7. To foster a greater curiosity and humility in your leadership

REQUIRED TEXTS:

Day, G. & Schoemaker, P. J. H. (2006). *Peripheral Vision : Detecting the weak signals that will make or break your company*. Boston, MA: Harvard Business Press.

Kahane, Adam. (2004). *Solving Tough Problems: An open way of talking, listening, and creating new realities*. New York: Berrett-Koehler.

Palus, C. J. & Horth, D. M. (2002). *The Leader’s Edge: Six creative competencies for navigating complex challenges*. San Francisco: Jossey-Bass.

Perkins, Dennis N. T. (2000). *Leading at the Edge: Leadership lessons from the extraordinary saga of shackleton’s antarctic expedition*. New York: AMACOM.

The Sense Making Reader – A compilation of articles and materials on the practice of sense making. This will be made available on the first day of the Spring Session OR can be obtained prior to the week of our session by emailing the professor at frontporchdoctor@yahoo.ca

RECOMMENDED (NOT REQUIRED):

Bolman, L. G. & Deal, T. E. (2008). *Reframing Organizations: Artistry, choice, and leadership*. 4th Edition. San Francisco: Jossey-Bass

Weick, Karl E. & Sutcliffe, K. M. (2001). *Managing the unexpected: Assuring high performance in an age of complexity*. San Francisco: Jossey-Bass.

Class Schedule – May 16-20, 2011 - Our Week Together

Monday– May 16th

Navigating the Maze
The Nature of Organizations / Churches
The Theory and Practice of Sense Making
Wearing the lenses of leadership – Part I
Time with Kahane

Tuesday - May 17

The world of adaptive leadership
Case Studies in Sense Making
Wearing the lenses of leadership –Part II
Time Palus & Horth

Wednesday – May 18

Wearing the lenses of leadership – Part III
What is “observational research”?
Time with Day & Schoemaker
Field Trip – A live case study

Thursday – May 19

Field Trip Processing
Case Studies in Sense Making
What is your culture? The OCAI Journey
Time with Perkins

Friday – May 20

Case Studies in Sense Making
Great Questions Presentations
The Sense Makers Tool Kit

Assignment Summary – In Order of Due Date

All written assignments must be emailed to the instructor – tyoung@facalgary.com

#1 – *The Best Questions of Sense Makers* – 15%

Due – May 20, 2011

In teams of 2-3 you will develop a brief presentation on five great questions that can lead to better sense making in any leadership context. On Friday we will provide 10 minutes for each group to present their questions and how these particular questions can serve as powerful sense making tools. There will be 10-15 minutes for class interaction following each presentation.

#2 - Personal Reflection Paper on *Leading Edge* – 15%

Due – June 15, 2011

Write a personal reflection paper on this book with particular attention to and application of two characteristics in Shackleton's leadership. This may be a reflection of your interest in these particular characteristics or represent an area of your greatest development need. Reflect on why this characteristic is needed in your present or future leadership and how it relates to better sense making in your leadership context.

Length – No more than 5 pages / appropriate formatting / references properly cited if references other than the book in focus are used.

#3 - Critical Reflection Paper on *The Leader's Edge* – 20%

Due – June 30, 2011

Write a critical reflection paper on this book interacting with the content and principles of the author. Select a specified number* of the competencies in the sense making loop 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 Palus and Horth, and how would this take-away help you to make better sense in your current context?

Length – No more than 8 pages / appropriate formatting / references properly cited if references other than the book in focus are used.

*** Graduate Level Students must pick three of the competencies**

#4 – *Wearing the Lenses In The Field* — 25%

Due – July 15, 2011

Pick a specified number* of the seven lenses and compile a thorough observational research summary of what you see through these lenses. 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 your context.

A template will be provided and the length depends on the depth of your observation. Creative formatting is encouraged.

***Graduate Level Students must pick four of the seven lenses**

#5 - **Book Summary** (Tool Kit Contribution) – 15%

Due – July 31, 2011

You are required to provide a thorough Book Summary on a selected leadership text from a list provided. We will choose/assign our Tool Kit contribution topics by May 18th. The Book Summary is your overview of the content and key themes or principles in your selected book. Robert Quinn's – Building The Bridge As You Walk On It). The Book Summary is to be no more than 4 pages singled spaced – Formatting can be creative!

The Tool Kit contributions will be collected and collated as a resource for all students in this course. Therefore do what you do with your fellow students in mind and contribute to their longer term leadership journey by doing this work with excellence.

#6 - **Course Reading* / Class Participation** – 10%

Due – July 31, 2011

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.

*** Graduate Level Students will have an additional reading component focused on the Reader for this course. All materials and articles will be required reading in addition to the Required Texts**

Determination of Final Grade:

Due Date

#1 – Best Questions Presentation	15%	May 20
#2 - Personal Reflection Paper on <i>Leading Edge</i>	15%	June 15
#3 - Critical Reflection Paper on <i>The Leader's Edge</i>	20%	June 30
#4 – Wearing the Lenses In The Field Project	25%	July 15
#5 - Book Summary (Tool Kit Contribution)	15%	July 31
#6 - Course Readings / Class Participation	10%	July 31

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. <http://communication.sbs.ohio-state.edu/sensemaking/art/artlist.html>.
- 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 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.
- Kahane, A. (2004). *Solving tough problems: An open way of talking, listening, and creating new realities*. San Francisco: Berrett-Koehler.
- Kauffman, J., Ed. (2002). *Loss of the assumptive world: A theory of traumatic loss*. New York: Brunner-Routledge.

- Kauffman, J. (Ed.). (2002). Loss of the assumptive world: A theory of traumatic loss. New York: Brunner-Routledge.
- 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.
- 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. (1988). *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.
- 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. & Mezias, 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.

Important Notes/Dates:

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

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

Students may voluntarily withdraw or change their registration from credit to audit, without academic penalty, only prior to completing 70% of the course (i.e., before 1pm on Friday, or the fourth day of class). Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. ‘W’ grades are not included in grade point average calculations. A limit on the number of courses from which a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

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

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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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 Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework up until the final assignment deadline are at the discretion of the instructor, students may not turn in coursework for evaluation after July 15, 2011 unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions must be submitted to the Registrar's Office by June 30. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

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 College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All

cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.