

APPLIED ARTS DIVISION
School of Liberal Arts
Winter, 2018



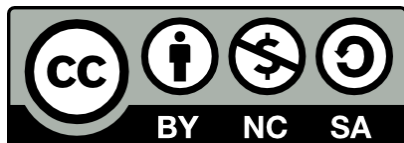
COURSE OUTLINE

CCPC 503

LEADING SUSTAINABLE CHANGE - FROM KNOWLEDGE TO ACTION

3 CREDITS

| | | | |
|------------------------------|--|-------|----------------|
| PREPARED BY: | Dr. Katrine Frese, Instructor/Coordinator | DATE: | April 29, 2016 |
| APPROVED BY: | Dr. Andrew Richardson, Dean | DATE: | May 26, 2016 |
| APPROVED BY ACADEMIC COUNCIL | | DATE: | |
| RENEWED BY ACADEMIC COUNCIL | | DATE: | |



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APPLIED ARTS DIVISION
CCPC 503
3 Credit Course
Winter, 2018

LEADING SUSTAINABLE CHANGE - FROM KNOWLEDGE TO ACTION

INSTRUCTOR: Katrine Frese

TIME: Online

CLASSROOM: Online

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DATES: January 3 - April 25, 2018

COURSE DESCRIPTION

Implemented successfully, climate change policy should have significant beneficial impacts for society and the environment, especially in northern, rural and small community settings. This course will highlight the importance of a participatory framework for leading a group, organization, or community through the process of long-term sustainable change.

Policy development and implementation are the vehicles for governments and municipalities/communities to work with non-governmental organizations, the private sector, citizens and community members to reduce the overall risks of climate change impacts. Students will analyze case studies showing various approaches to leadership, visioning, and communications as well as implementation of change with respect to socio-cultural, environmental and climate issues. Additional topics addressed in this course include, but are not limited to, public engagement, education, outreach, presence of and collaboration between various stakeholders and partners, networking and capacity building.

PREREQUISITES

Students must be eligible to enroll in the CCPC, or obtain permission from the School of Liberal Arts to attend this course.

EQUIVALENCY OR TRANSFERABILITY

In progress

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- describe various approaches to leadership, visioning, public participation and communication with respect to climate change policy in a northern context
- analyse and evaluate case studies of how guidelines, policy and legislation have been put into effect, also considering the resulting processes of long-term change
- recognize the importance of transparent, inclusive, and informed decision making
- develop strong interdisciplinary and cross-cultural working relationships to support the climate change policy implementation and evaluation process
- implement climate change policy successfully by applying a combination of partnership, leadership and communication tools.

COURSE FORMAT

This course will be delivered through an online learning management system (LMS) and web conferencing. Courses are modularized. Students will be expected to read assigned module readings and are encouraged to explore and read supplementary materials.

This online course is taught in a combined synchronous and asynchronous format, requiring students to participate in a maximum of 3 hours of synchronous classes per week and an additional 5-6 hours per week outside of class (for readings and assignments).

RELATED COURSE REQUIREMENTS

This online course requires that students are able to engage effectively through the Yukon College learning management system (LMS). All students must have access to a personal computing device that meets the minimum operating requirements as described by Yukon College's Information Technology and Learning Commons (ITLC).

Email and frequent internet access are an important part of this course. This course will emphasize the importance of locating and managing information on the internet, as this is an essential tool for interdisciplinary research. The instructor will

communicate through a variety of electronic means. The use of Yukon College's LMS is mandatory.

ASSESSMENTS

Attendance & Participation

A student enrolled in this course will not be successful without active participation. Although online, all lectures, assignments, and seminar classes complement each other, and failure to attend any portion of the class will severely limit a student's ability to effectively learn course material.

Assignments

Module Exercises - Students will be given four gradable module exercises throughout the course. These may involve

- preparing for an in-class activity, and/or
- contributing to a class leadership/communication/facilitation toolbox, and/or
- submitting a response or a short answer or essay questions to the instructor.

All four assignments must be completed to obtain a final grade.

Online Discussion Board - on a weekly basis, students will post contributions (minimum of 150 words/post) that contain the following

- Reference to the week's readings
- Relate new content to covered course material
- Relate content to personal (professional) experiences
- Critically analyse the content from the recent class and/or reading
- Respond to each other's comments.

Analytical and Applied Term Paper - students will research on and design a methodology for developing and selling a particular climate change policy, chosen in consultation with the instructor (word processed, 4000-5000 words). Each plan must include a reference list/bibliography using academic citation standards.

Paper Presentation - Each student will be required to deliver a 15-minute presentation on their term paper, including examples of leadership, active teamwork, consultation or other critical steps included in (developing and executing) this methodology. Presentations will be graded on the clarity of the material presented, oral presentation skills, quality of audio and visual presentation aids and the quality of the responses to questions posed by the audience and instructor following the presentation.

Final Exam - There will be a two-part take-home final exam consisting of short answer and essay questions and solving a leadership and/or policy implementation problem.

EVALUATION

The course grade will be determined as follows:

| | |
|-----------------------------------|-------|
| Module Exercises, four at 5% each | 20 % |
| Online Discussion Board | 10 % |
| Paper | 20 % |
| Presentation | 20 % |
| Exam | 30 % |
| Total | 100 % |

DUE DATES

Students are expected to hand in assignments in a timely manner. A schedule of deadlines will be provided in class and is found on the course site. Assignments submitted up to one week late after the deadline will have 25% deducted from the mark. Assignments submitted up to two weeks late will have 50% deducted from the mark. After two weeks, a mark of 0% will be given. This does not apply to the online discussion board. Postings to the online discussion board are mandatory on a weekly basis. Further, the course website will provide a more detailed breakdown of the grading if needed.

If a student is aware that they have a conflict with a due date, it is the student's responsibility to make arrangements with the instructor accordingly.

All assignments are due at the beginning of class.

REQUIRED TEXTBOOK AND MATERIALS

There is no assigned textbook for this course. Students are expected to make use of the required reading list. It is the student's responsibility to go online weekly to access required reading materials. Note: The reading list below is subject to change. The reading list will be updated on the course website throughout the term.

Selected reading on leadership, communication and change

- Bridges, W., 2009. *Managing transitions: Making the most of change*. Third Edition. DaCapo Press.
- Centre for Conflict Resolution, 2006. *Building your communication tool box*, Sixth Edition. Justice Institute of BC.
- Ibarra, H., 2015. *Act like a leader, think like a leader*. Harvard Business Review. Free audiobook available under:
http://www.audible.com/pd/Business/Act-Like-a-Leader-Think-Like-a-Leader-Audiobook/B01ATPCE0E?mkwid=s0JRjSof1_dc&pcriid=87217303089&pmt=b&pkw=_cat%3Aaudible.com&source_code=GO1GBSH12101490AE&gclid=CMCD1YGzsswCFZSMaQodEoAD6A
- Vogt, E., Brown, J., Isaacs D., 2003. *The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action*. Whole Systems Associates.
[http://www.principals.ca/documents/powerful_questions_article_\(World_Cafe_Website\).pdf](http://www.principals.ca/documents/powerful_questions_article_(World_Cafe_Website).pdf)
- Online resources on leadership, communication, facilitation:
<https://hbr.org/>
<http://stproject.org/resources/>
<http://trainings.350.org/>
<http://www.mckinsey.com/featured-insights>

Examples for climate change action plans and their implementation:

- Environment Yukon, *Climate Change Action Plan and progress Reports*.
<http://www.env.gov.yk.ca/air-water-waste/ccactionplan.php>
- Alberta Government, 2015. *Climate Leadership - Report to Minister*.
http://headwaterseconomics.org/wphw/wp-content/uploads/Climate_Adaptation_Lessons_Learned.pdf
- Alberta Government, 2008. *Alberta's 2008 Climate Change Strategy - Responsibility/Leadership/Action*.
<http://environment.gov.ab.ca/info/library/7894.pdf>
- *From Impacts to Adaptation: Canada in a Changing Climate*, Northern Chapter

<http://www.nrcan.gc.ca/environment/resources/publications/impacts-adaptation/reports/assessments/2008/10253>

- TSou-ke First Nation, BC, Canada
<http://www.tsoukenation.com/>

Renewable Energy

<http://www.tsoukenation.com/index.php/services/resources/tsou-ke-solar>
<http://www.mc-3.ca/tsou-ke>

- Headwaters Economics, 2012. Implementing Climate Change Adaptation - lessons learned from ten examples. [USA]
http://headwaterseconomics.org/wphw/wp-content/uploads/Climate_Adaptation_Lessons_Learned.pdf
- United Nations Environment Programme, Climate Change
<http://www.unep.org/climatechange/>
- African Development Bank Group, 2013. Progress report on the implementation of the Climate Change Action Plan 2011-2015.
http://www.afdb.org/fileadmin/uploads/afdb/Documents/Policy-Documents/November_2013_-_Progress_report_on_the_implementation_of_the_Climate_Change_Action_Plan_2011%E2%80%932015.pdf

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered

plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see <http://www.yukoncollege.yk.ca/yfnccr>.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in Section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

CCPC 503 - LEADING SUSTAINABLE CHANGE - FROM KNOWLEDGE TO ACTION (3 CREDITS)

| Week | Topic |
|------|--|
| 1 | Design thinking and planning; research and inquiry |
| 2 | Leadership in a nutshell; theory and practice of personal leadership; value-based leadership; credibility and influence |
| 3 | Large scale organizational or societal change has always been difficult – why? The relationship between leadership and change management |
| 4 | Change models and processes |
| 5 | Managing change (1) - Effective communication: Assessing readiness for change; audiences and stakeholders; develop campaign approaches |
| 6 | Managing change (2) - Winning hearts and minds: Implementing policy isn't just about carrying out an action. |
| 7 | Managing learning processes - Importance of catering to diverse learning and processing styles; coaching and mentoring skills; Breaking through (cognitive) barriers |
| 8 | Team leadership and group facilitation |
| 9 | Building long-term capacity and power |
| 10 | Ethics, conflict of interest and legal obligations |
| 11 | Case studies (1) e.g. YG Water Strategy; Energy Strategy; Climate Change Action Plan |
| 12 | Case studies (2) |
| 13 | Student presentations |
| 14 | Exam |

Other readings and materials may be assigned or advised. A detailed syllabus is provided in class and is found on the course site.