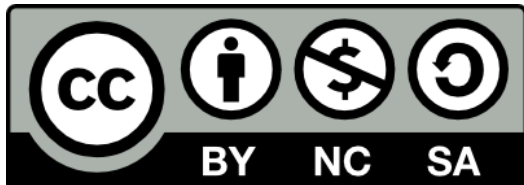YukonCollege

COURSE OUTLINE

CCPC 503

LEADING SUSTAINABLE CHANGE - FROM KNOWLEDGE TO ACTION

3 CREDITS

PREPARED BY: Dr. Katrine Frese, Instructor/Coordinator
DATE: November 28, 2019

APPROVED BY: Dr. Andrew Richardson, Dean
DATE: Click or tap to enter a date

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date
RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date

LEADING SUSTAINABLE CHANGE – FROM KNOWLEDGE TO ACTION

INSTRUCTOR: Dr. Katrine Frese   **OFFICE HOURS:** Tue & Wed 11am-1pm

OFFICE LOCATION: A 2404   **CLASSROOM:** online

E-MAIL: kfrese@yukoncollege.yk.ca   **TIME:** online

TELEPHONE: (867) 456-8528   **DATES:** Jan 9 – April 29, 2020

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 register in the Climate Change Policy Certificate or obtain permission from the School of Liberal Arts to register in this course.

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.

EQUIVALENCY OR TRANSFERABILITY

This course has been recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

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 potentially 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 an asynchronous format requiring students to participate in an equivalent of a 3 hour in-person lecture, including discussion per week. Students should also expect to spend an additional up to 6 hours per week for readings and

assignments.

ASSESSMENTS

Attendance and 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.

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).

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 a strategic planning problem.

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. All assignments are due at the beginning of class. Assignments submitted up to one week late after 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 grading will be provided on the course website.

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.

EVALUATION:

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

REQUIRED TEXTBOOKS AND MATERIAL

There is no assigned textbook for this course. Students are expected to make use of the required and recommended reading/media list delivered with each online lecture. It is the student's responsibility to go online weekly to access required reading materials. Note: The reading list below provides just a snapshot and is not considered complete. Due to the matter of the subject, reading lists will be updated regularly on the course website throughout the term.

- 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&pcrid=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://umanitoba.ca/admin/human_resources/change/media/the-art-of-powerful-questions.pdf

- Online resources on leadership, communication, facilitation:

https://hbr.org/
http://stproject.org/resources/
http://trainings.350.org/
http://www.mckinsey.com/featured-insights

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 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): lac@yukoncollege.yk.ca.

TOPIC OUTLINE

Week	Topic
#1 **Jan 9-15**	Introduction and Orientation; Design thinking and planning
#2 **Jan 16-22**	Leadership in a nutshell
#3 **Jan 23-29**	Large scale organizational or societal change has always been difficult – why? The relationship between leadership and change management *Module Exercise #1 due Jan 29*
#4 **Jan 30-Feb 05**	Change models and processes *Topics for semester project due Feb 5*
#5 **Feb 06-12**	Communication for effective change (Part 1): Assessing readiness for change; audiences and stakeholders; develop campaign approaches
#6 **Feb 13-19**	Communication for effective change (Part 2): Implementing policy isn't just about carrying out an action, but winning hearts and minds *Module Exercise #2 due Feb 19*
#7 **Feb 20-26**	Managing learning processes and breaking down cognitive barriers *Module Exercise #3 due Feb 26*
#8 **Feb 27-March 4**	Group facilitation for the purpose of developing and implementing climate change policy
#9 **March 5-11**	Building long-term capacity and power to adapt to climate change sustainably
#10 **March 12-18**	Ethics, conflict of interest and legal obligations
#11 **March 19-25**	Case study: Water resources management decision-making involving multi-stakeholder and public engagement *Module Exercise #4 due March 25*
#12 **March 26-April 1**	Case study: Northern Infrastructure Standardization Initiative (NISI) - using standards to adapt to changing conditions in Canada's North
#13 **April 2-8**	Class presentations and discussion
Week April 20	Exam