Western ✚ ContinuingStudies

Optimizing Change
LEAD6252

1.1 Course Outline and Completion Requirements

Description:
Heraclitus wrote, 'the only constant in life is change.' Given that prospect, what is your relationship with change? How do your habitual choices manifest during the constant upheaval in your life …

- In yourself   …   in body, mind, heart, and spirit?
- One-on-one   …   in a dyad, work partnership, or couple?
- One-on-a-few …   in a small group, team, or family?
- One-on-many …   in an organization or wider community?

How might you grow in awareness by exploring your patterns of initiating and responding to change? For good and ill, most people don't have habits … they 'are had' by them. When change is afoot, how do you think and feel about yourself, others, and your circumstances? How is your freedom compromised? How are your learned responses to change helping and hurting as you try to make a difference?

During the first class, you'll be placed in a learning pod of three or four other students to explore these and other questions from your own perspective. You'll be invited to choose a habit to develop over the four weeks of the course, and to track and report on your experience. Please pick a habit: •
    That will make a significant difference in your personal and/or professional life
- You're willing to share in your learning pod and reflect on in student forums.

Each learning pod will meet for 45 minutes each week outside of class time on a time, date, and format of their choosing. **Please register for this course only if you're willing to share your attempts to navigate change with humility, vulnerability, and openness toward yourself and others.** A sense of humour and graciousness for yourself and others will be an asset.

Course Goals:
This course invites participants to increase their awareness and self-understanding regarding change. It delves into theory and application of personal habit change, and the practice of leading and responding to change as a member of a dyad, small group, and organization.

As a facilitator, I intend the course to be an interactive, engaging, and provocative learning experience. I will invite the group to co-create a collaborative and respectful learning environment where participants can share personal growth edges and failures, work together, and value diverse perspectives. I will endeavour to be a good listener, generous contributor, and to model respectful dialogue.

In my experience, this course can call forth an inspiring and supportive learning community in which students challenge themselves in ways they find timely and important. I've found this more likely to occur when participants share from their own perspective in first-person language (e.g., "I'm learning *x* about myself"). As such, I will consistently request participants to refrain from teaching, preaching, or offering advice to their colleagues in learning pods and large group sessions.

Course Objectives:
Through this course, the student will:
- Cultivate self-awareness and understanding as a leader and participant in change.
- Identify personal biases, blind spots, and habitual responses to upheaval and change.
- Demonstrate knowledge, skills, and attitudes for establishing new habits

This course outline is a sample only and is subject to change.

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• Discern and address immunities to change
• Apply principles of optimizing change one-on-one, in dyads, small groups, and organizations.

Texts
Materials will be provided electronically via OWL and during class. No separate textbook is required.

Completion Requirements

This is a graded course for which a final mark of 'complete' or 'incomplete' will be issued.

To earn *Western Continuing Studies* course credit for *Strategic Leadership*, a student must:
1. **Contribute 2 posts to each of the 6 online OWL student forums** by:
   a. Authoring a new thread in response to the forum question, and,
   b. Posting a substantive comment in response to one of your peers' threads.

   FAQ: What happens if I don't complete the 12 Student Forum posts?
   The minimum expectation is for each student to post a minimum of 12 times, i.e., for each of the six forums, they post one new thread and comment at least one peer's thread. Course credit will be unavailable if one or more of these 12 contributions is missing at the deadline.

   FAQ: How can I tell if I've completed the required Student Forum posts?
   Simply check each of the 6 Student Forums and ask yourself, "Have I started a new post? Have I commented on a peer's post?" Please do not ask the instructor to check for you.

2. **Participate in at least 3 of the 4 weekly Zoom calls in their entirety** with your name visible in real time including breakout room sessions as assigned.

   FAQ: What if I arrive late, miss the middle, or leave early in more than one class? If you miss any part of two classes, you are ineligible for course credit and would need to repeat the course. Zoom class recordings clearly indicate when students are present.

3. **Participate in a Learning Pod** of three or four classmates as assigned. Each pod will meet weekly for 45 minutes outside of class time, providing an opportunity for participants to reflect on their personal understanding and experiences of change.

   FAQ: Why are there learning pods and what happens if I miss my pod's meeting?
   Learning pods are venues for significant learning and support. See Document 1.3 'Learning Pod Guidelines' for details. If a student were to miss more than one of their four learning pod meetings, they would be ineligible for course credit.

When will I receive my grades?
Final grades will be available two weeks after the last scheduled day of the course. A grade report can be printed from myWCS.

Course Evaluation:
As part of the course/instructor evaluation, a survey will be sent to you electronically by Continuing Studies. You will be asked the following questions. Please consider these throughout the course.
1. How would you rate your overall experience?
2. Please indicate your agreement with the following statements:
   a. The course content was relevant and valuable.
   b. The instructor conducted class sessions in an organized, well-planned manner.
   c. The instructor explained concepts clearly.
   d. The instructor displayed enthusiasm and energy in conducting class sessions.
   e. The instructor made me feel comfortable in the learning environment.
   f. The instructor encouraged my participation and interaction.

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Western Continuing Studies

Policy on Cheating and Academic Misconduct:
Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at http://www.westerncalendar.uwo.ca. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct:
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: http://www.uwo.ca/univsec/pdf/board/code.pdf.

Plagiarism:
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (http://www.turnitin.com).

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