

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** MGMT186  
**Course Title:** Leading Change in Turbulent Times

**Prerequisite Courses:** None  
**School:** Community and Social Justice  
**Division/Academy/Centre:** Centre for Leadership  
**Previous Course Code & Title:** October 2009  
**Course First Offered:**

<b># of Credits:</b>	<b>1</b>
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**Course Description:**

Leading Change in Turbulent Times is a two-day course that examines the impact of change on our organizations, ourselves and the people we lead. This course looks at some of the new and emerging leadership practices that support a leader in creating an environment that inspires people towards the future.

Constant change is the order of the day. The ability to not only react to change, but to actually maintain a sense of control in this kind of environment is becoming a required competency in today's workplace. This course explores these questions:

- How do I build a team that will adapt to change, or even thrive in it?
- What is the relationship between effective leadership in times of change and emotional intelligence?
- Why do people resist change? What are the typical responses to change?
- What are the best strategies for communication?

**Course Goal(s):**

This course will use a range of case studies, personal reflection, as well as small and large group discussions to help you manage your own reaction to change, and build a team that can adapt – and thrive – in an ever-changing environment

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Examine the personal and organizational impact of change
2. Explore new organizational practices that allow leaders to access the collective wisdom of their whole organization to lead them into the future
3. Practice communication strategies to effectively engage staff in change efforts
4. Learn what neuroscience has to tell us about how to effect real change in our organization
5. Plan a change strategy considering personal and organizational considerations

**Course Topics/Content:**

- Planning for successful change implementation
- Psychological and physiological responses to change
- Motivating staff during change events using various organizational strategies ranging from traditional to current methodologies
- Organizational strategy to effectively implement change
- Imposed vs. intentional change
- Breakthroughs in brain research regarding physiological responses to change

**Text and Resource Materials:**

**Required:**

**Recommended:**

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

**Equivalent Course(s) within the JIBC:** None

**Class Delivery Methods:** Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	14			

**Comments on Delivery Methods:** Class is delivered in classroom setting using a range of experiential learning tools including case studies personal reflection, and small and large group discussions.

**Course Grading System:**

Letter Grades	Percentage	Pass/Fail
Complete/Incomplete	Attendance Only	

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

You must attend the full course to receive credit.

**Other Course Guidelines, Procedures and Comments:** None

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.