

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Change Leadership		
CODE NO. :	PCS300	SEMESTER:	FALL
PROGRAM:	Peace and Conflict Studies (1103)		
AUTHOR:	Patricia Golesic		
DATE:	June 2016	PREVIOUS OUTLINE DATED:	June 2015
APPROVED:	"Angelique Lemay"		June/16
	_____		_____
	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	none		
HOURS/WEEK:	3		

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I. COURSE DESCRIPTION:

This course is practically oriented and will focus on the development and implementation of strategies that contribute to positive personal and social change. It is premised on the notion that peace is a constant process of cultivating inner and outer change. It is structured to support the holistic wellbeing of students by exploring techniques that encourage self-awareness and personal balance. The focus on cultivating individual peacefulness is partnered with an emphasis on community building and social engagement. Students will gain valuable team work skills and community leadership capacities as they will learn how to conduct peace needs assessments, identify community resources and partners, network and build relationships, and design, implement and evaluate action plans for effective community change projects.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify common themes and patterns of successful community change.Potential Elements of the Performance:

- Describe the importance of understanding the local history, cultural traditions and environment of a community
- Recognize and engage assets of individuals and of the larger community context
- Identify clear personal passions and visions for change and begin to network with others
- Demonstrate consideration of different points of view

2. Apply a variety of techniques to examine community assets, issues, needs and possibilities.Potential Elements of the Performance:

- Converse with peace colleagues and community partners in an effort to promote dialogue for social change
- Experiment with Open Spaces, Peer-to-Peer Conversations and Conversation Cafes
- Practice using Appreciative Inquiry
- Use community mapping skills in a variety of local contexts

3. Assess different approaches to creating community change.Potential Elements of the Performance:

- Evaluate the pros and cons of a grass roots approach to creating change as well as top down and interventionist strategies
- Consider the relevance of multi-sector engagement to community building
- Examine and critique the main behavioural characteristics of different leadership styles in relation to community change

4. Make a positive contribution to the immediate community context.Potential Elements of the Performance:

- Conduct research to determine where and how to focus one's efforts
- Develop and implement an action plan for a change project in the community
- Evaluate the effectiveness of the action taken and determine possible next steps for the project

5. **Explore strategies that promote self-awareness and personal balance.**

Potential Elements of Performance:

- Lead the class in creative centering exercises
- Develop a routine that promotes emotional, physical and spiritual health in an effort to prevent professional burn-out
- Recognize and celebrate personal strengths and assets

6. **Practice facilitating small groups to help others explore a community issue and/or change strategy.**

Potential Elements of Performance:

- Determine effective facilitation strategies to share information
- Plan a series of hands on activities
- Review techniques for managing group dynamics
- Deliver a mini workshop to peer groups in-class

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Whatley, M., & Frieze, D. (2011). *Walk Out Walk On: A Learning Journey Into Communities Daring To Live The Future Now*. San Francisco: Berrett-Koehler Publishers.

Born, P. (2008). *Community conversations: Mobilizing the ideas, skills, and passion of community organizations, governments, businesses, and people*. Toronto: BPS Books.

Additional textbooks may be required, please see professor for more details.

IV. TOPICS MAY INCLUDE:

1. Self-Awareness and mindfulness
2. Techniques for hosting community conversations
3. Community mapping
4. Project planning and implementation
5. Community outreach and networking
6. Leaderships styles
7. Community change and social activism

V. EVALUATION PROCESS/GRADING SYSTEM:

Workshop	30%
Assignments	25%
Wellness Journal	15%
Final Project	30%

Note: For such reasons as program filed placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.