

OFFICIAL COURSE OUTLINE

Course Code:	LEAD-1886
Short Title:	Intro to Change Management
Long Title:	Introduction to Change Management
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	None
Course First Offered:	December, 2015

Credits:	.5
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Course Description

Constant change is the new normal; the ability to react positively to change and to maintain a sense of control in this kind of environment is a core competency in today's workplace. In this introductory course learners will examine the impact of change on themselves and the people they lead. They will explore tools to self-manage their own reactions to change, identify the neurological implications of change, describe concepts of emotional intelligence to change management and consider strategies to inspire and engage others through change processes.

Course Goals

By the end of this course, the learner will be able to better manage their own reactions to change and support others through change processes.

Learning Outcomes

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

1. Describe the personal and organizational impact of change.
2. Explore new organizational practices that allow leaders to access the collective wisdom of their whole organization.
3. Identify communication strategies to effectively engage staff in change efforts.
4. Explore the implications of neuroscience on the effects of change in organizations.

Course Topics/Content

- Planning for successful change implementation
- Psychological and physiological responses to change
- Organizational strategy to effectively implement change

- Imposed vs. intentional change
- Breakthroughs in brain research regarding physiological responses to change

Text & Resource Materials

LEAD-1886 Course Manual

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Total Hours	Instructional Factor	Total Factored Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7	1	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)		.5	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op		.33	
Totals	7		7

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3 (CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

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/about-jibc/governance/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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.