



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): February 2028
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENV 310	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Leadership in Environmental Professions Course Short Title: Leadership in Env. Professions											
Faculty: Faculty of Science	Department: School of Land Use and Environmental Change										
Calendar Description: Develops leadership skills for use in environmental professions. Using case study analysis and guest lectures, learn about holistic, shared, and inclusive leadership principles and practices in facilitating environmental change and addressing environmental conflict. Students will build confidence in key leadership skills, learn from the lived experience of environmental professionals, and use case studies and management methods that aid transparency, communication, and accountability in environmental project and field work.											
Prerequisites (or NONE):	45 university-level credits.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No Grading System: Letter Grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">21</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">22</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">2</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	21	Tutorials/workshops	22	Experiential (cultural/elder learning or participation)	2			Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	21										
Tutorials/workshops	22										
Experiential (cultural/elder learning or participation)	2										
Total hours	45										
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: December 2021										
Faculty Council approval	Date of meeting: December 17, 2021										
Undergraduate Education Committee (UEC) approval	Date of meeting: February 25, 2022										

Learning Outcomes

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

1. Identify leadership and team-building strategies used in environmental professions and community engagement.
2. Explain the significance of creativity, shared leadership, task delegation, and accountability.
3. Discuss the power and place of social dynamics and inequity involved in leadership and change experiences.
4. Provide examples of leadership that balances personal, community, social and physical well-being.
5. Articulate the importance of Indigenous rights and principles of learning in environmental leadership and project management.
6. Exercise effective and inclusive listening to set priorities, goals, and targets.
7. Assess the effectiveness of common conflict resolution methods.
8. Identify communication strategies for building and sustaining reciprocal relationships.
9. Use reflective strategies in the exercise of adaptive leadership.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	40%	Project:	40%	Quizzes/tests:	20%
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Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

Type	Author or description	Title and publication/access details	Year
1. Other	Redekop, B., and Olson, S.	Leadership for Environmental Sustainability. Routledge.	2010
2. Other	Gallagher, Deborah R.	Environmental Leadership: A reference handbook. Sage Reference.	2012
3. Article	Gluch, P. and Mansson, S.	"Taking lead for sustainability: Environmental managers as institutional entrepreneurs", <i>Sustainability</i> 13, 7, 1.	2021
4. Article	Latulippe, N, and Klenk, N.	"Making room and moving over: Knowledge coproduction, Indigenous knowledge sovereignty and the politics of global environmental change decision-making", <i>Current Opinion in Environmental Sustainability</i> 42.	2020
5. Article	Sinclair, Murray, 2021	"Leadership for all our relations", <i>Maclean's</i> January	2021

Course Content and Topics

Module 1: Envisioning Leadership for the Environment in the 21st Century

- (Re)imagining a shared future and the New Environmental Paradigm (NEP)
- Major challenges in environmental leadership: uncertainty, shifting values, commodification of nature, climate anxieties, etc.
- How and where environmental leadership emerges within communities and organizations
- Moving beyond the leadership-follower dynamic: developing more holistic, reflexive, just, and inclusive change relationships

Module 2: Building Confidence and Communications in Environmental Leadership

- Understanding one's history in, capacity for, and participation in shared leadership
- Recognizing distinctions between leadership in public, private, non-profit, and community spaces
- Differentiating between creativity, leadership, and management in environmental organizations
- Conveying uncertainty in environmental engagement

Module 3: Leading Inclusively

- Grounding leadership: Eco- and Indigenous systems as foundations to shared leadership
- Who is at the table? Understanding whose voices are (not) being heard or included
- Strategies for effective listening and facilitation, including shared goal setting
- Identifying areas for shared decision-making, from what benefits should be sought to the establishment of timelines

Module 4: Confronting Conflict, Building Toward Shared Benefit

- Identifying types of conflict frequently encountered in environmental professions
- Case studies in conflicts resolved and left unresolved, what has worked and what did not
- OCAP (Ownership, Control, Access, and Possession) principles in environmental leadership and project management
- Assessing who is impacted, and how, from actions taken

Module 5: Reflecting for Adaptive, Responsive, and Ethical Leadership

- Assessing one's continued capacity and emotional well-being while engaged in leadership and project management
- Building opportunities for community or organizational feedback
- Evaluating actions against core and shared values and expected benefits