

Cover Sheet: Request 11621

Leadership in Sustainability

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Carr,Margaret H mcarr@ufl.edu
Created	4/13/2017 1:25:17 PM
Updated	9/7/2017 9:53:32 AM
Description of request	We request a permanent number for this course. It covers major theories and models of leadership and the essentials of front-line leadership in sustainability including integrating sustainability into an organization, executing organizational strategies, and committing to it for a lifetime.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	DCP - Design, Construction and Planning 011501000	Carr, Margaret H		4/13/2017
No document changes					
College	Recycled	DCP - College of Design, Construction and Planning	Chini, Abdol Reza	Per discussion with professor Carr the syllabus will be revised to add some leadership exercise and remove guest speakers names and bios.	4/21/2017
Deleted 6xxx Developing Sustainable Projects Syllabus -- February 2015.docx					4/13/2017
Deleted 6xxx Developing Sustainable Projects Syllabus -- February 2015.docx					4/13/2017
Deleted 6xxx Developing Sustainable Projects Syllabus -- February 2015.docx					4/13/2017
Deleted 6xxx Developing Sustainable Projects Syllabus -- February 2015.docx					4/13/2017
Deleted Syllabus, Spring 2018, DCP 4XXX, Leadership in Sustainability.pdf					4/13/2017
Deleted Syllabus, Spring 2018, DCP 4XXX, Leadership in Sustainability.pdf					4/13/2017
Department	Approved	DCP - Design, Construction and Planning 011501000	Carr, Margaret H	Syllabus was revised and was reviewed and approved by SBE Faculty Committee on 5/3/2017. Revised syllabus has replaced original version	5/8/2017
Replaced Syllabus, Spring 2018, DCP 4XXX, Leadership in Sustainability.pdf					5/8/2017
College	Approved	DCP - College of Design, Construction and Planning	Chini, Abdol Reza	Was approved by the College curriculum committee.	6/19/2017
Replaced Syllabus Spring 2018 DCP 4XXX Leadership in Sustainability_carr.pdf					5/11/2017
Added DCP 4XXX Leadership in Sustainability_final.docx					5/11/2017
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Baker, Brandi N	Added to September Agenda.	8/15/2017
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/15/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11621

Info

Request: Leadership in Sustainability

Description of request: We request a permanent number for this course. It covers major theories and models of leadership and the essentials of front-line leadership in sustainability including integrating sustainability into an organization, executing organizational strategies, and committing to it for a lifetime.

Submitter: Carr, Margaret H mcarr@ufl.edu

Created: 9/7/2017 12:31:08 PM

Form version: 2

Responses

Recommended PrefixDCP

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleLeadership in Sustainability

Transcript TitleSustanblty Leadership

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Co-ListingNo

Effective Term Spring

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course covers major theories and models of leadership and the essentials of front-line leadership in sustainability including integrating sustainability into an organization, executing organizational strategies, and committing to it for a lifetime.

Prerequisites DCP 3210 & junior standing

Co-requisites None

Rationale and Placement in Curriculum This is an elective course for advanced students.

Prerequisites of DCP 3210 and junior standing are proposed as this will guarantee students are advanced. DCP 3210 is a required course for all students seeking a major or a minor and it serves as a foundational introduction to sustainability topics that will be built upon in this leadership course.

Course Objectives - Major theories and models of leadership

- How managers develop sustainability strategies; gain support for their initiatives; and evaluate sustainability performance in their organizations;
- Analysis of work processes and operations in order to understand how to improve resource efficiency and limit environmental impact;
- Models for financing and evaluating the economic performance of sustainability initiatives;
- Stakeholders' interests, inside and outside of organizations in the formulation of

sustainability initiatives;

- Synthesis, application and communication of sustainability knowledge to solve environmental problems;
- How to build leadership skills
- Creation of a career plan to manage professional and personal directions;
- How to seek, find, and get a job in sustainability;

Course Textbook(s) and/or Other Assigned Reading Leadership Theory and Practice, 6th Edition, by Peter G. Northouse.

Students are expected to stay current on news and trends in sustainability policy and business. As there will be discussion on required readings and current events at the beginning of each class, students will be advised to read various sources of sustainability news. Below are examples of these news sources.

- <http://www.greenbiz.com/>
- <http://grist.org/>
- <http://www.csrwire.com/>
- <http://www.nrdc.org/policy/>
- <http://www2.epa.gov/newsroom>
- <http://climatepolicyinitiative.org/>
- <http://www.wasterecyclingnews.com/>

Weekly Schedule of Topics Week 1: Introduction to Leadership

Week 2: Getting Ready for Career Fair; Resume and Cover Letter Writing

Week 3: Networking & Interviewing Strategies

Week 4: Leadership and Management

Week 5: Team Building Strategies

Week 6: Approach to Net Zero Energy. The two main topics; 1) Reducing Building Demand, and 2) Renewable Energy Production

Week 7: Integration of Sustainability in U.S. Cities, City of Orlando

Week 8: Integrated Sustainability into the Company's DNA

Week 9, Spring Break

Week 10: Standards and Metrics for Sustainability Performance

Week 11: The Making of Greener Products

Week 12: Behavioral Management in The Built Environment

Week 13: Consulting/Business Start-Ups

Week 14: How to Find a Position/Sustainability Related Position

Week 15: How to Find a position (Cont.)

Week 16: Project Presentations

Links and Policies Grading Policy

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance Policy

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

<http://www.dso.ufl.edu/drc/>

Student Honor Code and Academic Honesty

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Campus Resources

<http://www.counseling.ufl.edu/cwc/Default.aspx>

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu <https://lss.at.ufl.edu/help.shtml>

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

University of Florida College of Design, Construction and Planning

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

Grading Scheme Attendance & participation, Individual; 5

Assignments, Individual, 15

Quizzes, Individual, 5 quizzes, 25

Action memos 1&2, Team; 10 points ea, 20

Resume & Cover Letter, Individual;10

Final project, Team; 25

Instructor(s) Bahar Armaghani, LEED™ Fellow, LEED™ Faculty Lecturer, College of Design, Construction & Planning

Leadership in Sustainability

Spring 2018

DCP 4xxx, Section xxx

Mondays, 5th-6th periods (11:45-1:40)

Wednesday 5th Period (11:45-12:35)

3 Credits

ARCH, Room 215

Bahar Armaghani, LEED™ Fellow, LEED™ Faculty

ARCH 446 (east end of Architecture Building)

barmagh@ufl.edu, 352-294-1428

Office Hours: Mondays & Wednesdays 10:30- 11:30 a.m., or by appointment

The world's population is estimated at 7.4 billion, an all-time record high, and half that population is living in urban environments. The growth in population is draining the earth's resources, and climate change compounds the problem by threatening to disrupt fundamental aspects of global economic activity. Over the next century, scientists forecast climate risks to public health, agriculture, ecosystems, and infrastructure. These sustainability challenges are increasingly informing government policy, public advocacy and private investment internationally. But sustainability is also creating opportunities in all sectors of the economy: to increase productivity and revenue; to develop and market new technologies; to differentiate firms from their competitors; and to attract and retain talented employees. It's imperative that sustainability leaders can channel change at a pace matching these trends. So what does it take to become a leader in sustainability, and to 'lead from within', if that leadership doesn't exist?

Leading in sustainability requires the ability to understand complex global challenges shaping our world, to be able to respond to them and create value from drivers like resource scarcity. Once you've won the argument that taking a sustainable approach is the right one, the next challenge is delivering it and shaping a core business based on economic, environmental and social values. The reality is many of us are still trying to win the argument in the first place, it's clear that great leaders are in short supply and that is why we still desperately need more. The one thing we hear time and time again, when working with others to solve sustainability challenges and for that matter any other challenges is "you need strong leadership". Having a great leader seems to be at the root of inspiring, empowering and delivering sustainability. Without it, change is incremental at best.

The challenges

Our collective struggle as a society to tackle the world's most pressing challenges points to a failure of individual leadership. We have lacked the quality and quantity of bold leadership in business, government and civil society that would enable us to shift towards a more just and sustainable 21st-century lifestyle. The task of creating a more sustainable world is both a serious challenge and an enormous opportunity. Without bold and effective leadership – at a political, institutional and individual level – we will fail to resolve our most serious social and environmental crises.

What makes a leader for sustainability? Cambridge Institute for Sustainability Leadership's research suggests the following seven key characteristic (traits, skills, knowledge and styles) are among the most important in distinguishing the leadership approach taken by individuals tackling the following sustainability issues:

- Systemic, interdisciplinary understanding;

- Emotional intelligence and a caring attitude;
- Values orientation that shapes culture;
- A strong vision for making a significant difference;
- An inclusive style that prompts trust;
- A willingness to innovate and be radical; and
- A long-term perspective on impacts;

Course Description

This course covers major theories and models of leadership and the essentials of front-line leadership in sustainability including integrating sustainability into an organization, executing organizational strategies, and committing to it for a lifetime. The course features a combination of different interactive presentations each week covering a different leadership model and a lecture given by a leader in the field of sustainability from the public, private, and non-profit sectors.

This course exposes students to the ways in which leading sustainability practitioners' deal with real world constraints to improve environmental and economic performance in their organizations and share lessons learned. Each guest lecturer presents a new topic related to sustainability management and discusses his/her professional background and organization, sustainability program objectives, and concrete strategies for meeting these objectives. The course provides time for questions and discussion among the instructor, the lecturer, and the students, giving students valuable insights into how sustainability is managed in the real world.

The reading material for each module is from the required text book for this course, and other readings provided by the guest lecturer. The lectures, along with readings and assignments, will further develop students' understanding and critical thinking about the management tools and strategies that they, themselves, can use. The course is an exploration of the most prominent issues in the field of sustainability management through the knowledge and experience of leading sustainability practitioners.

Also, finding a job and specifically a job in sustainability can be daunting. In this course you will be guided through all aspects of the job search, from planning your career, highlighting skills in your resume, as well as how to create an elevator pitch, and ways to gain experience in both school and professionally. Furthermore, you will learn how to successfully network with other professionals.

Course Objectives

- Understand major theories and models of leadership
- Learn how managers develop sustainability strategies; gain support for their initiatives; and evaluate sustainability performance in their organizations;
- Analyze work processes and operations in order to understand how to improve resource efficiency and limit environmental impact;
- Identify models for financing and evaluating the economic performance of sustainability initiatives;
- Discover the importance of varied stakeholders' interests, inside and outside of organizations in the formulation of sustainability initiatives;
- Synthesize, apply and communicate sustainability knowledge to solve environmental problems;
- Build your leadership skills and recognize roles you can play while in school and at work;
- Create a career plan to manage professional and personal directions;
- Prepare for a sustainability position and learn how to seek, find, and get that job;

Course Pre-requisites

Minimum junior standing

DCP 3210, Sustainable Solutions for the Built Environment

Course Format

Delivery Method: Lectures, discussions, assignments, quizzes, guest speakers, work in teams, and final project.

Course Website: <http://elearning.ufl.edu/> This course is on Canvas including course material from guest speakers, lecture slides, announcements, book, and assignments.

Communication: Outside of class, barmagh@ufl.edu email is the best and preferred method of communication.

Required Reading Materials

- Power point slides, links and short selected publications including material from guest speakers.

- **Leadership Theory and Practice, 6th Edition, by Peter G. Northouse.**

- Student resources for this

book, <https://studysites.sagepub.com/protected/43cfff912b4e894102d62f65cbe1e86/58e9a844/northouse6e/icfr/intro.htm>

Students are expected to stay current on news and trends in sustainability policy and business. As there will be discussion on required readings and current events at the beginning of each class, students will be advised to read various sources of sustainability news. Below are examples of these news sources.

Sustainability News / Trade websites

- <http://www.greenbiz.com/>
- <http://grist.org/>
- <http://www.csrwire.com/>
- <http://www.nrdc.org/policy/>
- <http://www2.epa.gov/newsroom>
- <http://climatepolicyinitiative.org/>
- <http://www.wasterecyclingnews.com/>
- <http://www.environmentalleader.com/>
- <http://www.sustainablebrands.com/>
- <http://www.unep.org/newscentre/>
- <http://www.edf.org/blog>
- http://www.doi.gov/customcf/DOI/doi_rss.cfm
- <http://www.guardian.co.uk/environment>

Paperless Activities

E-learning on Canvas will be the hub for the communication, discussion, announcements, papers/projects, and presentation material.

- Check e-learning on Canvas for the material and presentations that will be covered weekly.
- Set up and Check your e-mail to receive class announcements from e-learning on Canvas.

Class Attendance and Make-Up Policy

This is an interactive course with student engagement – you must participate. This course is pragmatic and you will find it useful for your future contacts and work with people.

- Attendance is required. It is up to you to attend class and make the most of it.
- Students attend class prepared for active participation and discussion. A quality learning experience in this course rests heavily on interaction and exchange of ideas.
- **You are encouraged to take notes electronically, but do not use the computer for surfing the web for non-class related topics or doing work for other classes. If asked, students must e-mail the instructor his/her notes at the end of the class. Also, using cell phones and texting during class is not allowed except for an emergency.**

Formatted: Font color: Black

Formatted: Font: Bold, Font color: Black

Formatted: Normal, No bullets or numbering, Tab stops: Not at 0.5"

~~Reading material: Students must complete the reading before each class. You are encouraged to take notes electronically, but not to use the computer for surfing the web for non-class related topics and doing work for other classes. In this case student must e-mail the instructor his/her notes at the end of the class. Also, using cell phones and texting during class is not allowed except in case of an emergency.~~

Commented [CH1]: This sentence isn't clear to me. Do you mean, if you are caught surfing the web or using the computer for non-class activities you must submit your notes at the end of class? Or do you mean. Each student must email the instructor his/her notes at the end of each class.

- Arriving late to class (5-10 minutes after start of the class, or falling asleep in the class) will be considered a ½ absence. Leaving early while the class is in session will be considered an unexcused absence.
- The policy for attendance is as follows:

Unexcused Absences	Grade point deduction
4-5	5%
6-7	10%
8-9	15%
Each addition 2 absences	Additional 2%
Final presentations	Additional 5%

- Only excused absences can be made up. Excused absences include illness, religious holidays, a death in the family, or participation as an athlete in official UF athletic events; to be excused, absences must be properly documented, for example with a doctor's note.
- All assignments must be turned in on time; projects or assignments may be turned in early. If you will not be in class, even if it is an excused absence (e.g. studio field trip), you must turn the assignment in early. Any material turned in after it is due will be marked late, and your grade will be penalized.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

All students are required to attend the spring semester Green Building Learning Collaborative event. This event is March 28, 2018 from 3:30-5:30. A flyer will be distributed a few weeks before the event.



Attendance and Participation in Discussion, Individual (5 points)

There will a discussion in each class including current events (see above links), reading assignments, and the previous week's lecture.

Starting with the second class meeting, a different student team each week will prepare a short oral briefing on the reading material including case studies, or using PowerPoint or video/skid. The team will also write a one-page memo to accompany the briefing. The briefing is to address the upcoming speaker's contribution to sustainability management and how the readings illuminate the speaker's contribution. Students will be randomly assigned to teams.

Each team will convene early in the semester to assign roles and responsibilities, including team manager, and the members who will produce either the oral briefing or the written memo. The memo is due at the beginning of the designated class and to be uploaded to the team's Canvas page.

Each student to upload what he/she will share with class on his/her folder on their team's page on Canvas before the class

Assignments, Individual (15 points)

University of Florida

College of Design, Construction and Planning

- **Follow the Leader and weekly feedback on the guest speaker(s) (5)**

Who are the thought leaders you most admire? Choose one and make a commitment to following this person on social media (Twitter, Facebook, or blog) during the term. Post weekly notes on your leader and feedback on guest speaker(s) on your Canvas page and submit it under assignment.

- **Other 4 assignments (10 points). All written assignments to be double spaced with 12 point font.**

Quizzes, Five Quizzes, (25 points)

Action Memos, Team (20 points), to be double spaced with 12 point font.

Two 2-page action memos will account for 20 points of the course grade, 10 points for each one. In each memo, you will report to the manager of your own fictitious organization, or any other organization you select for case study, one key action discussed by a speaker that should be adopted by the organization. The memo should:

1. Provide detail on the action taken by the speaker's organization.
2. Explain why the action was taken in the speaker's organization, and why the action should be used in your organization. Account for the internal and external environments that inform the decision to take the action.
3. What impact the action had in the speaker's organization and what impact it would have in your organization.
4. Indicate how the action should be funded and compare and contrast your funding model with the one that was used in the speaker's organization.
5. Alternative actions that could be taken in place of the one suggested by the speaker.
6. The immediate steps you would take to implement the proposed action in your own organization.

- **Memo #1: Due week 8**, each team member to submit it individually under assignment
Choose a topic covered by one of the speakers from weeks 4 - 8
- **Memo #2: Due week 14**, each team member to submit it individually under assignment
Choose a topic covered by one of the speakers from weeks 10 - 14

Personal Resume & Cover Letter, Individual (10 points)

Each student to develop a personal resume and cover letter and complete it before spring career showcase.

Final Project Presentation, Team (25 points)

The class is divided into teams of two members. Each team will select an organization that can be real or fictitious; public, private or non-profit to assess the organization's sustainability practices. At the end of the semester deliver recommendations based on your learning from the guest speakers and readings in this course. Team delivery:

- 3- 5 minutes Video/skid **AND** a presentation related to any topic presented in class related to sustainability.
- In this final presentation, your team is making a case to your boss and others in your company. Use your creativity and imagination to make it effective and win your case.

Grading

Assignment	Instruction	points	Due date/ comments
Attendance & participation	Individual ; assignments presentation	5	Reading & leading discussion
Assignments	Individual ; weekly follow the leader & feedback on class and guest speaker	5	See schedule
	Individual ; 4 Assignments	10	Each assign. Is 2.5 points

University of Florida

College of Design, Construction and Planning

Quizzes	Individual, 5 quizzes	25	See schedule
Action memos 1&2	Team; 10 points each	20	memo 1; 2/28/2018 memo 2; 4/11/2018
Resume & Cover Letter	Individual; complete your resume & cover letter	10	On Canvas. See schedule 2/24/2018
Final project	Team; Pitch a recommendation to your selected organization in 10 minutes via 3-5 minutes Video/skid and a presentation	25	4/23/2018 & 4/25/2018

Grade Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

See the following link to UF's grade policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Online course evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Student Honor Code and Academic Honesty

Under the Student Honor Code see <http://www.dso.ufl.edu/students.php>, "on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment'" (6C1-4.040(a)).

Papers will be screened for plagiarism using the text-matching Tools Turnitin (<http://turnitin.com/static/index.html>).

Students must submit work that is original to this course, i.e., not the student's work from another course (unless it is used as a reference and properly cited).

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu

<https://lss.at.ufl.edu/help.shtml>

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

Need Help? Don't hesitate to ask**PROBLEMS WITH e-learning in Canvas**

For issues with technical difficulties for E-learning in Canvas, contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP(4357) - select option 2

<https://lss.at.ufl.edu/help.shtml>

For any other helps contact your instructor.

Disclaimer

This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning and availability of guest speakers. Such changes, communicated clearly to the class, are not unusual, and should be expected.

Course topics and schedule

Date	Topic
Week 1: Introduction to Leadership	
M,	<ul style="list-style-type: none"> - Welcome & Introduction - Review syllabus - Review use of Canvas, course files, material, and paperless approach - Course and final project expectations <p>Introduction: Leadership is a highly sought-after and highly valued commodity. Therefore, it is important to understand its definition and its evolution. A distinction will be drawn between trait and process leadership. This module will address these leadership basics and discuss case studies for trait and process leadership.</p> <p>Readings: Leadership Theory and Practice, 6th Edition, Chapter 1, Introduction to Leadership</p>

W,	<p>TED Talk, watch and discuss</p> <ul style="list-style-type: none"> - What it takes to be a great leader, Roselinde Torres https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?language=en <p>Readings: Leadership Theory and Practice, 6th Edition, Chapter 2, Trait Approach</p>
Class Activity	Leadership Trait Questionnaire, complete in class and discuss results
Team 1	<ul style="list-style-type: none"> - Each member in Team 1 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 2)
Week 2: Resume and Cover Letter	
M, 1/15	Holiday: Martin Luther King
W,	<p>Note: This is covered early in the semester in preparation for the career showcase.</p> <p>Resume and Cover Letter: This session will cover how to present yourself on paper. This is going to be your one and only chance to capture a potential employer's attention, or for your resume to be tossed into the file of those they don't want to pursue. The average employer only spends a few seconds looking at a resume, so it is imperative that it makes an impression. Enhance your ability to be a competitive candidate.</p> <p>Students to bring their resume and cover letter to update/modify in class.</p>
Week 3: Networking & Interviewing Strategies	
M,	<p>Peer Review Resumes: Students will review his/her team member's resume and provide feedback.</p> <p>Networking: This session will help students clarify what networking is, learn how to identify their networks and learn best practices for improving networking styles.</p> <p>Leaving a Lasting Impression: Students will learn interviewing techniques and strategies while working in small groups to practice new skills.</p>
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 3, Skills Approach
Class Activity	Leadership Skill Approach Questionnaire, completed in class and discuss results
Team 2	<ul style="list-style-type: none"> - Each member in Team 2 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 3)
Assign. 1 Resume	Complete/update your resume and cover letter , submit under assignment on Canvas
Week 4: Leadership and Management	

M,	Introduction: Understanding what is the difference between leadership and management? Is a good manager automatically a good leader?
	Readings: Leadership Theory and Practice, 6th Edition, Chapter 4, Style Approach
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 5, Situational Approach
Class Activity	Leadership Style Approach Questionnaire, complete in class and discuss results
Team 3 Team 4	<ul style="list-style-type: none"> - Each member in Teams 3 & 4 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 4) - Leading the discussion on reading and case studies (Chapter 5)
Quiz 1	Chapter 5, on Canvas
Week 5: Team Building Strategies	
M,	Introduction: Team-building exercises are important for business development, not just for the immediate experience gained from the activities performed by the team. The main goals of team-building are to improve productivity and motivation.
	https://www.youtube.com/watch?v=eHzAtxW3TzY , Steve Jobs's Top 10 Rules For Success
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 6, Contingency Theory
Class Activity	Least Preferred Coworker (LPC) Measure Questionnaire, complete in class and discuss results
Team 5	<ul style="list-style-type: none"> - Each member in Team 5 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 6)
Assign. 2	Leadership Inventory; write a 2 page reaction paper that explains your scores on the LPC scale, describe your perception of the accuracy of this measure, discuss the implications of the score on your effectiveness as a leader, and provide specific examples to support your ideas.
Week 6: Approach to Net Zero and Renewable Production	

M,	<p>Introduction: In this session, we will delve into the challenges that sustainability managers face as they seek an approach to renewable production and a goal of net zero.</p> <p>Readings: AFFORDABLE ZERO ENERGY HOME CONSTRUCTION & DESIGN IN 12 Steps http://zeroenergyproject.org/build/twelve-steps-affordable-zero-energy-home-construction-design/</p> <p>When Will Rooftop Solar Be Cheaper Than the Grid? http://www.usnews.com/news/articles/2016-03-31/when-will-rooftop-solar-be-cheaper-than-the-grid</p> <p>GTM Research: 20 US States At Grid Parity For Residential Solar https://cleantechnica.com/2016/02/15/gtm-research-20-us-states-grid-parity-residential-solar/</p> <p>TLC Does Solar (YouTube presentation) https://www.youtube.com/watch?v=v-g-Qx4GxNk0</p> <p>Resources / Tools: www.nrel.gov http://pvwatts.nrel.gov/</p>
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 7, Path-Goal Theory
Class Activity	Leadership Path-Goal Theory Questionnaire, complete in class and discuss results
Team 6	<ul style="list-style-type: none"> - Each member in Team 6 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 7)
Quiz 2	Chapter 7, on Canvas
Week 7: Sustainability in U.S. Cities, Orlando, FL	
M,	<p>Introduction: This class session will focus on the strategies that successful urban sustainability managers have used to implement sustainability programs in the face of political obstacles and fiscal austerity. The lecture and discussion will center on the importance of developing partnerships, securing funding, engaging the community, and measuring progress to achieve sustainability objectives.</p> <p>Readings: http://www.cityoforlando.net/greenworks/ http://www.cityoforlando.net/greenworks/community-initiatives/</p>
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 8, Leader Member Exchange Theory
Class Activity	Leader Member Exchange Theory Questionnaire, complete in class and discuss results
Team 7	<ul style="list-style-type: none"> - Each member in Team 7 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 8)
Assign. 3	What does trust mean to you at work? Write 1-2 pages

Week 8: Integrate Sustainability into Organization's DNA

M,	<p>Introduction: This session will show how companies focus on the sustainability areas where they make the most significant positive contributions: Safety, Ethics, Green, Corporate Community Investment, and Diversity and Inclusion. All of these areas relate to core business and expertise, and are interconnected for every organization.</p> <p>Readings: Chief Sustainability Officers: Who Are They and What Do They Do? Harvard Business (pdf on Canvas under this module), articles</p>
W,	<p>Readings: Leadership Theory and Practice, 6th Edition, Chapter 9, Transformational Leadership</p>
Class Activity	Transformational Leadership Questionnaire, complete in class and discuss results
Team 8	<ul style="list-style-type: none"> - Each member in Team 8 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 9)
Quiz 3	Chapter 9, on Canvas

Memo #1 due

Week 9, Spring Break

Week 10: Standards and Metrics for Sustainability Performance

M,	<p>Introduction: How data/information management supports decision-making and investment in energy and other conservation practices. How to translate data into actionable information as it relates to buildings.</p> <p>Readings: 3 Big Myths about Big Data report (pdf on Canvas under this module)</p>
W,	<p>Readings: Leadership Theory and Practice, 6th Edition, Chapter 10, Servant Leadership</p>
Class Activity	Servant Leadership Questionnaire, complete in class and discuss results
Team 9	<ul style="list-style-type: none"> - Each member in Team 9 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 10)
Assign. 4	<p>Personal Assessment; write 1-2 page paper on; Can you identify a time in your life when you have been a servant, when people have “become healthier, wiser, freer, more autonomous, [and] more likely to themselves become servants” because of your leadership?</p>

Week 11: The Making of Greener Products

M,	<p>Introduction: This lecture and discussion will center on the integration of environmental concerns in the design and manufacture of consumer products. Students will learn about ways in which sustainability managers make the case for green products, as well as about strategies for gaining collaboration from colleagues in the process of developing a green product. Case</p>
----	---

	<p>studies will illustrate how firms such as Interface are improving the environmental performance of their products.</p> <p>Readings: The founder of Interface, Ray Anderson has become an innovative ground-breaker of sustainable business thought Ray Anderson TED Talk,</p> <p>http://www.triplepundit.com/2009/07/ted-talks-ray-anderson-on-the-business-logic-of-sustainability/</p> <p>https://www.youtube.com/watch?v=iP9QF_IBOyA</p> <p>https://www.bing.com/videos/search?q=ray+c.+anderson+memorial+video&view=detail&mid=93D96AEEB7B50B6910B193D96AEEB7B50B6910B1&FORM=VIRE</p>
W,	
Class Activity	Readings: Leadership Theory and Practice, 6th Edition, Chapter 11, Authentic Leadership Authentic Leadership Questionnaire, complete in class and discuss results
Team 10	<ul style="list-style-type: none"> - Each member in Team 10 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 11)
Quiz 4	Chapter 11, on Canvas
<h2>Week 12: Behavioral Management in The Built Environment</h2>	
M,	<p>Introduction: This class session will address the extent to which the pursuit of change in the building occupants and a change in the building management is a major contributor to the success of introducing any changes to the built environment.</p> <p>Readings: https://docs.google.com/a/empowerefficiency.com/viewer?a=v&pid=sites&srcid=ZW1wb3dlcmVmZmljaWVudY3kuY29tfGVicG93ZXIte3VwZC1zaWduYXR1cmVzfGd4OjIzMTEExN2lwMTkzNjZmYzM</p>
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 12, Team Leadership
Class Activity	Excellence and Collaborative Team Leader Questionnaire, complete in class and discuss results
Team 11	<ul style="list-style-type: none"> - Each member in team 11 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 12)
Assign. 5	Team Excellence and Collaborative Team Leader Questionnaire; write a 2-3 page reaction paper that explains your scores in relation to a team to which you currently belong or have belonged in the past. This paper should describe your perception of the accuracy of these measures, discuss the implications of the scores for the effectiveness of the leadership on your team, and provide specific examples to support your ideas.
<h2>Week 13: Consulting/Business Start-Ups</h2>	

M,	<p>Introduction: Success for a consulting business shouldn't be a matter of luck. It is a matter of commitment, dedication, and hard work. This session will be delivered by pros who have started a successful consulting firm with a sustainability focus.</p> <p>Readings: "What is a Sustainability Consultant?": http://work.chron.com/sustainability-consultant-17152.html Tips for Consultants: http://www.forbes.com/sites/dailymuse/2013/11/05/be-the-best-consultant-ever-6-things-that-will-make-you-great/#650245c42996 "How to Start a Consulting Business": https://www.entrepreneur.com/article/41384 Readings: Leadership Theory and Practice, 6th Edition, Chapter 13, Psychodynamic Approach</p>
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 14, Women and Leadership
Class Activity	The Gender-Leader Implicit Association Test, complete in class and discuss results
Team 12	<ul style="list-style-type: none"> - Each member in Team 12 to introduce his/her leader to the class. - Leading the discussion on reading and case studies (Chapter 14)
Quiz 5	Chapter 14 on Canvas
Week 14: How to Find a Position/Sustainability Related Position	
M,	<p>Introduction: Finding a job in sustainability can seem daunting. In this session you will be guided through all aspects of the job search from both a professional and a personal perspective. When you are going to look for a job in sustainability, there are ways to make yourself rise to the top of the résumé pile. In this session you will learn what some of the best practices are for sustainability professionals who are job hunting.</p> <p>Career Planning:</p> <ul style="list-style-type: none"> - Life Questions - Location Questions - Personal Questions - Work Questions - Positioning yourself - Develop your elevator pitch <p>Narrowing Your Job Search</p> <ul style="list-style-type: none"> - The "Rifle" Approach - A Specified Search - Managing the Process - Narrowing the Search
W,	Leadership Theory and Practice, 6th Edition, Chapter 15, Culture and Leadership

Class Activity	Culture and Leadership Questionnaire, complete in class and discuss results
-----------------------	---

Memo #2 due

Week 15: Where are You On Your Journey

M,	Readings: <ul style="list-style-type: none"> - Good to Great, by Jim Collins - http://www.jimcollins.com/tools/diagnostic-tool.pdf - The Ecology of Commerce by Paul Hawken, Chapter 1, A Teasing Irony http://infohouse.p2ric.org/ref/31/30233.pdf
W,	Readings: Leadership Theory and Practice, 6th Edition, Chapter 16, Leadership Ethics
Class Activity	Leadership Ethics Questionnaire, complete in class and discuss results

Week 16: Project Presentations

M & W	Each team to deliver; <ul style="list-style-type: none"> • 3- 5 minutes Video/skid AND a presentation related to any topic presented in class related to sustainability. • Each team will have 10 minutes to present and an additional 5 minutes for Q/A. • Remember you are making a case to your boss and others in your company. Use your creativity and imagination to make it effective and win your case. • Each team must upload the video and presentation to Canvas on team's page before presenting in class and submit it under assignment.
------------------	---