Cover Sheet: Request 11729

Innovation Minor Course Subsitution

Info

Process	Minor|Modify/Ugrad
Status	Pending
Submitter	Citty,Jeffrey M jcitty@aa.ufl.edu
Created	6/30/2017 11:08:38 AM
Updated	6/30/2017 2:47:04 PM
Description of request	Allow WCOB GEB 3017"Leading Organizations" to serve as a subsitution to the required CALS AEC3410 course for the Innovation Minor.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Innovation Academy 011601005	Citty, Jeffrey M		6/30/2017
Deleted Spring 2017 Syllabus GEB 4930 Leading Organizations (17 DEC 16).pdf					6/30/2017
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		6/30/2017
Added Fall 2017 GEB 3017 Leading Organizations Syllabus.pdf					6/30/2017
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			6/30/2017
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					

Minor|Modify for request 11729

Info

Request: Innovation Minor Course Subsitution
Description of request: Allow WCOB GEB 3017"Leading Organizations" to serve as a subsitution to the required CALS AEC3410 course for the Innovation Minor.
Submitter: Citty,Jeffrey M jcitty@aa.ufl.edu
Created: 6/30/2017 2:41:41 PM
Form version: 7

Responses

NameInnovation
CodeINN
Effective Term Earliest Available
Effective Year 2017
Proposed Changes Allow for WCOB GEB3017 "Leading Organizations" to serve as option to the CALS AEC3410 or EGS4038 Leadership course requirement for the INN minor.
Pedagogical Rationale/Justification This course possesses similar student learning outcomes as the CALS AEC3410 course. Additionally, this addition will allow IA students, particular those enrollend in the College of Business, another leadership course option that is offered during the fall and spring where the primary IA leadership course, AEC3410, is not currently offered. This should assist in increasing the Innovation minor completion rate.
Impact on Other Programs This should have no impacts on other programs or departments.

GEB 3017 Leading Organizations (Fall 2017)

Course Overview

In a world in which most organizations, communities, and societies face enormous adaptive pressures, the practice of leadership is critical. In this course theory is applied to practice, clarifying the relationship among key concepts (e.g., leadership, management, authority, power, influence, followership, citizenship) to provide a practical and coherent theoretical framework. Students will develop both diagnostic tools for analyzing the complexity of change in social systems and strategies of action. These action strategies include using authority and power, mobilizing responsibility across boundaries, generating innovation, building trust, orchestrating multi-party conflict, regulating disequilibrium, and building a culture of adaptability for the long-term. In addition, students will explore the challenge of managing the inevitable personal stresses and potential pitfalls of leading change.

Course Design
The course uses a variety of means to learn theory and the art of leadership practice. In addition to the traditional methods of lectures, readings, and films, the course includes peer-to-peer discussion boards, personal reflection papers, and student engagements/interviews with current leaders in a variety of fields (e.g., business, government, nonprofit, educational, etc.).

Faculty Contact Information and Office Hours
Brian Ray, Ph.D.; Phone 352.273.0156, E-mail (please use the Canvas course website for e-mail) Office hours: Tuesday and Thursday 8:30-10:00 am or by appointment; 219C Stuzin Hall.

Course Prerequisite
The prerequisite for this course is MAN 3025 Principles of Management.

Textbooks and Articles

There are five books required for the course. Used versions of these books can be found on Amazon for less than $5 each. New versions are available for less than $15 each. In short, even though it is five books, you'll like have to spend no more than $35-$45.

1) The 21 Irrefutable Laws of Leadership,10th Anniversary Edition: Follow Them and People Will Follow You. John Maxwell, Thomas Nelson Publishing, ISBN 13:978-0785288374, 2007.

2) Lincoln on Leadership. Donald T. Phillips. Warner Books, N.Y. ISBN 13-978-0446394598, 1993.

3) Stand Your Ground: Building Honorable Leaders the West Point Way. Evan Offstein, Praeger Publishers, ISBN13:978-0313374944, 2006.

4) Speak Like Churchill, Stand Like Lincoln: 21 Powerful Secrets of History's Greatest Speakers. James Humes. Three Rivers Press ISBN 13:978-0761563518, 2002.

5) The 17 Indisputable Laws of Teamwork: Embrace Them & Empower Your Team. John Maxwell, Thomas Nelson Publishing, ISBN13:978-1400204731, 2013.
A variety of articles (25-30) will be posted on the course website to supplement and reinforce the lessons from the textbooks and lectures.

Student Learning Outcomes

Students will explore a range of classic and contemporary approaches to leadership, and their application to understanding leaders, followers, and the situations they encounter. The student learning outcomes for the course were crafted with utilizing Yukl's leadership taxonomy and Bloom's taxonomy of learning domains.
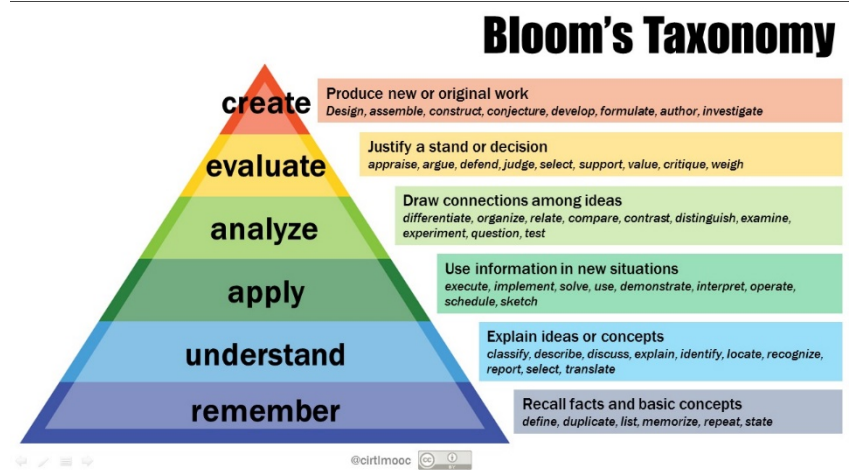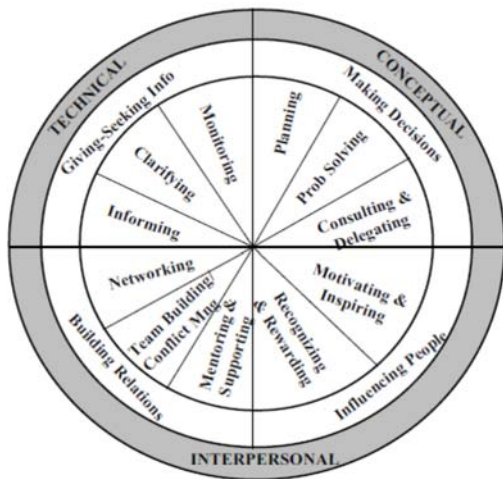
Student Learning Outcomes Area 1 (Laws of Leadership)

1. Identify the skills, attributes, and behaviors that are needed to be an effective leader.

2. Demonstrate an ability to distinguish between various leadership theories to better understand how these theories are applied in practice.

3. Develop an enhanced understanding of leader-follower interactions including the exchange and transforming elements of leadership.

4. Analyze how effective leadership impacts organizations and shapes the development of its vision, values, mission, goals and culture.

5. Describe the power and influence processes by which individuals persuade others to adopt new values, attitudes, and goals.

Student Learning Outcomes Area 2 (Leadership Traits and Skills)

1. Compare and contrast different areas of emphasis for leaders in various professional roles (e.g., private sector, academic, public/governmental organizations, non-profits).

2. Analyze the linkages between leadership and vision, high ethical standards, and the ethical dimensions of leadership, and the relationship between leaders and followers.

3. Identify how personal strengths, skills, attributes, and behaviors shape leadership style and the capacity to lead others.

4. Understand current strengths and weaknesses as a leader and as a follower, and develop a personal approach to the practice of leadership.

Student Learning Outcomes Area 3 (Leading Teams and Team Dynamics)

1. Demonstrate an understanding of how leadership impacts organizations.

2. Evaluate collaborative team dynamics and manage conflict and crises.

3. Understand the leader-follower relationship in organizations.

Student Assessment: Students are assessed through a combination of exams, written work, field interviews, and discussion board posts.

14 September   Discussion Board #1 (110 points)

28 September   Discussion Board #2 (110 points)

12 October   Exam #1 (200 points)

2 November   Lessons from Leaders: 5 Interviews (175 points) *(see note below on EC)*

28 November   Exam #2 (200 points)

30 November   Personal Leadership Reflection Paper (175 points)

5 December Discussion Board #3 (30 points)

Grading Scale (1,000 points possible)

A 940 or more	B- 800 - 829.99	D+ 670 - 699.99
A- 900 - 939.99	C+ 770 - 799.99	D 630 – 679.99
B+ 870 - 899.99	C 730 - 769.99	D- 600 - 629.99
B 830 - 869.99	C- 700 - 729.99	E < 600.00

UF grade points are as follows: A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67), D+ (1.33), D (1.0), D- (.67), E (0.0).

Extra Credit (EC): *Students may receive extra credit by completing up to two additional leadership interviews. Each additional interview is eligible for 15 points of extra credit for a total of 30 points total. Any additional leadership interviews are due **the same day** as the required five interviews.*

GEB 3017 Course Website

The course website is a part of UF's Canvas online course management system. Enrolled students can view lectures through the GEB 3017 Canvas website. Use your GatorLink username and password credentials to login. For faster, direct access to course lectures, consider creating a Canvas webpage shortcut in your preferred web browser: https://lss.at.ufl.edu/ . Get in the habit of visiting the course site daily for announcements and reminders.

* When a student adds the GEB 3017 course during the drop/add period, access to the course website is not instantaneous. Access usually occurs 24 hours after a student adds the course. Please be patient while waiting to access lectures during this time.

Lecture Viewing Problems and/or Computer Problems: Students experiencing difficulty downloading course lectures or incurring other technical problems should seek assistance through Warrington's Technology Assistant Center (TAC). Students can stop by the TAC office (206 Heavener Hall) for immediate troubleshooting assistance or call 352-273-0248. If the TAC is unable to resolve your computer problem, try contacting the UF Computing Help Desk at 352-392-HELP or visit their website: helpdesk.circa.ufl.edu.

Academic Honor Code

By virtue of enrolling in this course, students commit themselves to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Students are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that students will complete all work independently in each course unless the instructor provides explicit permission to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of a student's obligation to uphold the Honor Code, s/he should report any condition that facilitates academic misconduct to appropriate personnel. It is each student's individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. More information regarding the Student Honor Code can be found at the following URL: www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

Assignment Grading

Assignments are graded and returned to students within *two weeks* of the assignment due date. There is normally a 5% penalty for each "unprofessional" error (e.g., typos, grammar, and misspelled words) found in any assignment. Review your assignments carefully.

Late Assignments

Students may always submit late assignments after the published due date for partial credit up until the day before "reading days" at the end of the semester. Late submissions will result in the following deductions:

- One day late (30% off); two days late (40% off); three or more two days late (50% off)

Absences and Make-up Work

Requirements for keeping up with lectures, make-up exams, assignments, and other work are consistent with university policies (catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

Key Assignments

Lesson from Leaders

Identify five leaders whom you would like to interview. It is advantageous to interview individuals in your field of interest/future profession (please no relatives). Every attempt should be made to conduct face-to-face interviews. "E-mail" interviews are **not acceptable**. Telephone interviews are **strongly discouraged**. Face-to-face is the way to go! Build that network! Find a potential mentor!

Each interview usually takes 30 to 40 minutes. The goal is to "bring to life" some of the concepts and theories presented in the course. The written summary of each interview should be approximately two pages with two-thirds of the content describing the responses to your questions and one third dedicated to your personal insights/best takeaways. I am very interested in big takeaways. You should define at least three.

Example Questions

1. Name a person who has had a tremendous impact on you as a leader? Maybe someone who has been a mentor to you? Why and how did this person impact your life?

2. What are the most important decisions you make as a leader in your organization?

3. As an organization gets larger there can be a tendency for the "institution" to dampen the "inspiration." How do you keep this from happening?

4. How do you encourage creative thinking within your organization? Where do the great ideas come from in your organization?

5. Which of the following is most important in your organization—mission, core values, or vision?

6. How do you or others in your organization communicate the "core values"? How do you encourage others in your organization to communicate the "core values"? How do you ensure your organization and its activities are aligned with your "core values"?

7. How do you help a new employee understand the culture of your organization?

8. When faced with two equally-qualified candidates, how do you determine whom to hire?

9. What is one characteristic that you believe every leader should possess?

10. What is the biggest challenge facing leaders today?

11. What is one mistake you witness young leaders frequently making? What are a few behaviors or traits that you have seen that derailed a leader's career?

12. What advice would you give someone going into his/her first leadership position?

13. What do you do to ensure you continue to grow and develop as a leader?

Discussion Board Posts

There are three (3) graded discussion boards. The discussion boards are designed to help students meet classmates, facilitate self-reflection, and provide peer-to-peer learning. The topics for this semester's discussion boards are:

1. ***21 Irrefutable Laws of Leadership*** (examples of current leaders who display or violate specific laws)
2. ***Lincoln on Leadership*** (examples of current leaders who display….or significantly lack….Lincoln's traits)
3. ***Self-Reflection*** (reflect on key takeaways from the course and their future implications on your career/life choices)

Minimum Participation: One Post (400 words +/- 10%). For 1-2 only, respond to two posts by peers (150 words +/- 10%).

Personal Leadership Reflection

Students are required to submit a personal leadership reflection paper. Reflection involves thinking about our experiences. Day-to-day experiences in leadership roles, as well as our personal and professional lives, offer opportunities for reflection and learning. Development of leadership capabilities and capacity require the ability to explore, question, and evaluate one's own performance and development.

The following are questions that should be addressed in the personal leadership reflection paper.

1. Which four to six laws from the 21 Irrefutable Laws of Leadership book are strengths for you (personally and professionally) and provide examples of how you came to this conclusion? Which three or four laws are weaknesses, explain why, and describe your strategy for improvement.

2. Describe three to four ways that you plan on incorporating lessons from Lincoln on Leadership into your personal and professional goals? How do you plan on measuring your progress to ensure that your plan "comes alive" vis-à-vis "collects dust."

3. As an organization gets larger there can be a tendency for the "institution" to dampen the "inspiration" of leaders. How do you plan to keep this from happening in your future leadership roles? Cite a few examples from The 17 Indisputable Laws of Teamwork.

4. In addition to the previous three questions, students should also include a reflection on the values-sort activity located at the following website: www.thegoodproject.org/toolkits-curricula/the-goodwork-toolkit/value-sort-activity. Knowing what we value most in our work, relationships, and other commitments makes it easier to respond to opportunities and conflicts with integrity. This values sort is an excellent way to reflect upon what is most important to you personally and it is also a great way to stimulate conversations with peers, colleagues, and family members.

30 JUN 17 BDR