



ALS 3415 - Challenge 2050: Developing Tools for Changing the World

3 Credits, Spring Semester

Monday, Period 3 (9:35AM – 10:25AM)

Wednesday, Periods 3-4 (9:35AM – 11:30AM)

MCCB 3096

Instructor Information

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Course Overview

By the year 2050, the global human population is projected to exceed 9 billion people. Our Challenge 2050 requires innovative development of transdisciplinary solutions to complex, global challenges. Tools are needed in order to develop effective, adaptive solutions. This course explores individual and team-based application of tools indispensable to addressing our Challenge 2050.

Given participation in the course, students gain skills, competencies, and dispositions necessary for being global change agents. Application within real-life contexts provides students with experimental learning opportunities. These opportunities provide the foundation for communicating the critical importance of the challenge, influencing community perceptions, and developing solutions that can be put into action. In addition to the tools and experiences gained in class, students leave this course with a patented innovation and a team innovation grant proposal.

Course Competencies

Given participation in the course, students will have the opportunity to engage in the mastery of the following competencies:

- 1) Broaden perspectives regarding processes of individual and collaborative team problem solving
- 2) Recognize purposive application of skills and aptitudes necessary for addressing global challenges
- 3) Develop skills necessary for communicating the importance of the challenge
- 4) Design integrative and adaptive solutions for tackling complex, global challenges

Course Structure

Each week in class, we dissect a new tool through guest and student presenters, interactive experiences, and self/team-discovery processes. Following in-class engagement, students apply the learned tool in prompted activities, which included opportunities for engagement in the local and global communities. Finally, students incorporate all tools to create an online, individual portfolio of their innovation relating to the Challenge 2050.

Students then integrate their individual innovations to construct one, team-developed Challenge 2050 innovation and collectively produce a grant proposal to submit to an appropriate funding entity.

Course Materials

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

Tan, C. M. (2012). *Search inside yourself: increase productivity, creativity and happiness*. HarperCollins.

Other readings will be provided for the course related to weekly topics and to engage student in domestic and global current events.

Course Requirements

Progression of the course requirements is modeled after the process of setting, achieving, and reflecting on achievement of goals, an important skill to succeed in a real-life career. For example, as a professional you may set both small and large goals in order to prepare for completion of an end project and, thereafter, reflect on the project for future enhancement.

Tool Applications – During the semester you will develop tools (competencies, attitudes, dispositions, etc.) that will help you to impact the world in a positive way. At given points in the semester you will be asked to create YouTube video reflections (2-5 minutes in length) about how you will apply your newly developed tools. You will post these via the following directions.

- 1.) Open the following link in your browser: <http://als3415Spring2016.wordpress.com/>
- 2.) Read the prompt
- 3.) Click “Leave a Comment” located to the left or below the Prompt
- 4.) Provide a quote serving as the foundation for your video (this can be something you found or something from your head, but please cite your source)
- 5.) Insert text above your quote [youtube=your url] – i.e.
[youtube=<https://www.youtube.com/watch?v=MqAOZNHSrWY>]
- 6.) Click “Post Comment”

ONE WORLD Facilitation – February 19, 2016 is ONE WORLD in University Auditorium (more details can be found at <http://oneworld.challenge2050.org/>). In groups you will be asked to devote time to planning, facilitation, and engagement of attendees for the event.

Industry Professional Connection – Building connections is a critical piece of addressing the complex challenges we face on a daily basis. You are asked to interview a tenured professional within your field to gain perspective about their personal influences, professional journey, and what they believe are the critical tools for success in addressing the future challenges of that field. Complete a 6-8 page paper identifying the key themes and powerful dialogue within your interview.

Creative Articulation – One of the key course learning objectives revolves around building communication proficiency. To demonstrate your ability to communicate complex problems to dynamic populations, you are asked to create a children’s book addressing a complex adaptive issue and empowering action for elementary. More details will be given in class.

Reflection & Professional Articulation - Upon completion of the class, you will write a 6-8 page reflection that highlights the impact of class and application of course materials in creating a foundation for your professional success.

Engagement - This class is about you! You can create a comfortable environment by engaging in and out of class. It is highly encouraged you challenge the instructor and your classmate’s ideas and thoughts in a collegial manner. Your contribution makes a valuable class.

Assignments	Points
<i>Tool Applications (6 x 25,000 pts.)</i>	150,000
<i>ONE WORLD Facilitation</i>	100,000
<i>Industry Professional Connection</i>	150,000
<i>Creative Articulation</i>	200,000
<i>Reflection & Professional Articulation</i>	300,000
<i>Engagement</i>	100,000
Total	1,000,000

Course Grading

Grades will be earned based on the degree to which the student fulfills the assigned requirements for the designated project, integrates course discussions and perspectives, provides support from the literature for his or her findings, and synthesizes his or her own independent thought into the assignment.

Course grades will fall in accordance with the following standards and be awarded based on an A through E scale.

Course Grading Scale:

A 93.4- 100 %	A- 90- 93.3%	B+ 86.7- 89.9 %	B 83.4- 86.6 %	B- 80- 83.3 %
C+ 76.7- 79.9 %	C 73.4- 76.6 %	C- 70- 73.3 %	D+ 66.7- 69.9 %	D 63.4 66.6%
D- 60- 63.3 %	E <60.0 %			

University of Florida Grade & Grade Points Policy can be found at:

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

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

Course Policies

Absences: It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16 week period. Because of this and the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Should you be unable to attend class, please contact me prior to the class session you will be absent from.

E-Learning: All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on E-Learning. This includes your grades.

Academic Integrity: 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 required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an

academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the [Student Guide](#).

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. (See UF Rule [6C1-4.017](#))

Student Honor Pledge: On all work submitted by students at the university, the following pledge is either required or implied: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

(Source: 2015-2016 Undergraduate Catalog)

This policy will be vigorously upheld at all times in this course.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling & Wellness Center*, 3190 Radio Road, 392-1575, <http://www.counseling.ufl.edu/cwc/>
- *Career Resource Center*, CR-100 JWRU, 392-1602, www.crc.ufl.edu/

Students with Disabilities: Support services for students with disabilities are coordinated by the [Disability Resource Center](#) in the Dean of Students Office. All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Late Assignments: Barring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

Course Add/Drop: Courses may be dropped or added during the Drop/Add period without penalty. The Drop/Add period is the first five days of classes during fall or spring semester, and the first two days of classes for summer terms. The specific dates are listed in each term's [academic calendar](#).

After Drop/Add, students may withdraw from a course up to the date established in the university calendar. A grade of W will appear on the transcript, and students will be held liable for course fees. All drops after Drop/Add must be submitted to the Office of the University Registrar by the deadline.

Online Course Evaluation System: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/results/>.

Challenge Policy: This is your education and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

Tentative Course Topics and Timeline

UNIT 1 – PURPOSE & POSSIBILITY

Date/Dates	Topic
1.6.16	Syllabus; Review of Global Leadership & Change Cert., & Challenge 2050 Project
1.11.16/11.13.16	Understanding Core Principle, Systems of Ethics (Masks), and Cultivating Moral Imagination
1.18.16 (No Class – MLK)/1.20.16	Finding Purpose (Assignment Due – Tool Articulation)

UNIT 2 – DIAGNOSING THE SYSTEM

1.25.16/1.27.16	Diagnosing the Systems
2.1.16/2.4.16	Diagnosing the Adaptive System (Assignment Due – Tool Articulation)
2.8.16/2.10.16	Diagnosing the Political Landscape & Building the Organization

UNIT 3 – MOBILIZING THE SYSTEM

2.15.16/2.17.16	Making Interpretations & Designing Effective Interventions (Assignment Due – ONE WORLD Facilitation – 2.19.16)
2.22.16/2.24.16	Acting Politically & Orchestrating Conflict (Assignment Due – Tool Articulation)
2.29.16/3.2.16	NO CLASS – SPRING BREAK
3.7.16/3.9.16	Building an Adaptive Culture (Assignment Due – Tool Articulation)

UNIT 4 – SEEING YOURSELF AS THE SYSTEM

3.14.16/3.16.16	You as the System, Identifying your Loyalties, & Know Your Tuning (Assignment Due – Industry Professional Connection)
3.21.16/3.23.16	Broadening Your Bandwidth, Understanding Your Roles, & Articulating Your Purpose (Assignment Due – Tool Articulation)

UNIT 5 – DEPLOY YOURSELF

3.28.16/3.30.16	Staying Connected to Your Purposes & Engaging Courageously (Assignment Due – Creative Articulation)
4.4.16/4.6.16	Inspiring Others & Running Experiments (Assignment Due – Tool Articulation)
4.11.16/4.13.16	Thriving
4.18.16/4.20.16	Class Commencement & So Much More! (Assignment Due – Reflection & Professional Articulation – 4.27.16)