



**THE CHALLENGE
2050 PROJECT**

**GLOBAL LEADERSHIP & CHANGE PROGRAM
UNIVERSITY OF FLORIDA**

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

3 Credits, Spring Semester

T | Period 3 (9:35 AM - 10:25 AM) Room: ROL 0205

R | Period 3 - 4 (9:35 AM - 11:30 AM) Room: ROL 0205

INSTRUCTOR INFORMATION

Dr. Matthew Sowcik

Tel. [352.273.2654](tel:352.273.2654) | Email. sowcik@ufl.edu | Office. 117 Bryant Hall

Office Hours: Tuesday 11:30 – 1:30 and Thursday 1:00 – 3:00 (Please make an appointment)

TEACHING ASSISTANT

Cam Outlaw

Tel. [407.621.1957](tel:407.621.1957) | Email. cam42593@ufl.edu | Office. 406 Rolfs Hall

Office Hours: Wednesday 1:00– 2:30 and Thursday 1:00 – 2:30

COURSE DESCRIPTION

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.

THE CHALLENGE 2050 PROJECT GLOBAL LEADERSHIP + CHANGE CERTIFICATE COURSEWORK

ALS 2410



GLOBAL
UNCERTAINTY

ALS 3415



TOOLS FOR
CHANGE

ALS 3940



THE
EXPERIENCE

ALS 4419



CREATING
SOLUTIONS

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.

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.

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.

Lab Reflections – During the semester you will be asked to complete 10 lab reflections. The labs will be posted on canvas along with directions, expectations and a rubric. *Labs may consist of an experiential learning activity, a discussion on a homework reading, a guest speaker or a particular presentation on a specific tool. (200 pts)*

Industry Professional Interview – You will be asked to complete an industry professional interview. Who you will interview will be determined by your overall course project. The details for the interview, expectations, and rubric will be posted on canvas. (75 pts)

Examinations: There are two exams during the semester. Each is designed to measure the mastery of content between the beginning of class and each examination point (non-cumulative). You will be required to bring a number 2 pencil on test days. Make-up exams are only permitted with a University-excused absence, documented medical illness, or as pre-arranged with the instructor. **Notification for scheduled absences is required 2 weeks in advance.** (50 pts each)

Final Project: Presenting recommendation to a real world problem/solution utilizing the tools to create change. The overall project for the class will be an intentional and purposeful use of class materials to move a real life complex adaptive problem forward. The final project outline, expectations and rubric will be provided in class and submitted online. (125 pts)

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>Reflections (x 10 @ 20)</i>	200
<i>Interview</i>	75
<i>Examination (50 pts each)</i>	100
<i>Final Project</i>	125
Total	500

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 465 – 500 pts	A- 450 – 464 pts	B+ 435 – 449 pts	B 415 – 434 pts
B- 400 – 414 pts	C+ 385 – 399 pts	C 365 – 384 pts	C- 350 – 364 pts
D+ 335 – 349 pts	D 315 – 334 pts	D- 300 – 314 pts	E < 299 pts

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/>.

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COURSE + UNIVERSITY POLICIES

Attendance/Participation:

The course is designed to encourage active learning, therefore being present in class is extremely important. Students are expected to come to class prepared to discuss the core concepts and theories presented and provide examples that illustrate original and critical thought. Each student has 3 excused/unexcused absences without being docked any points to use however they would like. After 3 missed classes, students will be docked 2 points for any (both excused and unexcused) missed class. If you do not use your 3 missed classes, you will receive 2 pts extra credit for each missed class you do not use. This extra credit will be applied to your grade at the end of the semester. Additionally, class attendance will be taken towards the end of the class. It will be your responsibility to make sure you are counted as having attended class.

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.

Should you be unable to attend class, please contact me prior to the class session you will be absent from. More information regarding attendance can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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.

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.

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/>.

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 Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- Career Resource Center, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
- Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/
 - Alcohol and Substance Abuse Program (ASAP)
 - Center for Sexual Assault / Abuse Recovery & Education (CARE)
 - Eating Disorders Program
 - Employee Assistance Program
 - Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

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

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.

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.

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](#))

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](#).

Student Pledge: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

(Source: 2018-2019 Undergraduate Catalog)



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ALS 3415 Course Calendar

Dates	Topics Speakers Experiences	Reading (Before Class)	Assignment Due
<i>Week 1:</i> T. 1/8	Intro to Course Dynamics: What is Challenge 2050? What tools we got?	None	None
R. 1/10	Who's at the table? What do they know? Self-Awareness		
<i>Intrapersonal Tools</i>			
<i>Week 2:</i> T. 1/15	Intro and Overview: Introduction: Purpose and Possibility – The Theory Behind the Practice	Chapter 1 & 2	Reflection 1.
R. 1/17	Rolling out the Project		
<i>Week 3:</i> T. 1/22	Addressing One's Passion Introduction: Purpose and Possibility – Before you begin	Chapter 3	Reflection 2.
R. 1/24	Addressing Your Purpose and Passion		
<i>Week 4:</i> T. 1/29	Humility Before We Begin: Humility as a Tool	Assigned Readings	Reflection 3.
R. 1/31	Utilizing Humility as a Tool (Research and Leadership Impact)		
<i>Week 5:</i> T. 2/5	Truly Understanding Adaptive Systems Diagnosing the System & Diagnose the Adaptive Challenge	Chapters 4 & 5	Reflection 4.
R. 2/7	An Adaptive Challenge Case Study		
<i>Week 6:</i> T. 2/12	Managing Political Systems Diagnose the Political Landscape	Chapter 6	Reflection 5.
R. 2/14	Appreciating Politics – How to Manage the Landscape		
<i>Week 7:</i> T. 2/19	<i>Building an Extraordinary Culture</i> Qualities of an Adaptive Organization	Chapter 7	Reflection 6

R. 2/21	How to build an extraordinary culture		
EXAM			
<i>Week 8:</i>	Exam		
T. 2/26	Exam Review and Project Preparation		
R. 2/28	Take The Exam in Class		
<i>Week 9:</i> T. 3/5 R. 3/7	SPRING BREAK – NO CLASS		
<i>Week 10:</i>	<i>Perception</i>		
T. 3/12	Make Interpretations	Chapter 8	Reflection 7
R. 3/14	How to Conduct an Expert Interview		
<i>Week 11:</i>	<i>Communication</i>		
T. 3/19	Designing Effective Interventions	Chapter 9	
R. 3/21	Building a Narrative: Storytelling as a Tool		
<i>Week 12:</i>	Dealing Effectively with Conflict		
T. 3/26	Acting Politically and Orchestrate Conflict	Chapters 10 & 11	Reflection 8.
R. 3/28	Addressing Conflict Management		
<i>Week 13:</i>	Understanding how to build on your change		
T. 4/2	Building an Adaptive Culture	Chapter 12	Reflection 9.
R. 4/4	Anchoring Change		
<i>Week 14:</i>	<i>Seeing Yourself as the system</i>		
T. 4/9	The Inter and Intra personal tools	Assigned Readings	Reflection 10.
R. 4/11			

<i>Week 15:</i>	Conclusion		
T. 4/16	Concluding Thoughts, Exam Review and Project Preparation		
R. 4/18	Exam 2		
Exam			
<i>Week 15:</i>			
R. 4/18	Final Projects		
* <i>Labs may consist of an experiential learning activity, a discussion on a homework reading, a guest speaker or a particular presentation on a specific tool.</i>			