

## Leadership in Sustainability

Spring 2020

DCP 4215, Section 01GG

Tuesdays, 3<sup>rd</sup> - 4<sup>th</sup> periods (9:35-11:30 am)

Thursdays 3<sup>rd</sup> Period (9:35-10:25 am)

3 Credits

Rinker, Room 230

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*Office Hours: Tuesdays & Thursdays 11:30- 1:00 pm., or by appointment*

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The world's population is estimated at 7.7 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;
- Review your road map to graduation and prepare to seek, find, and get that job;

## **Course Pre-requisites**

Minimum junior standing

DCP 3210, Sustainable Solutions for the Built Environment

Or instructor's permission

## 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](mailto: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, 7th Edition, by Peter G. Northouse.**
- Student resources for this book,

<https://edge.sagepub.com/northouse7e/student-resources>

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

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

## 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.

- Reading material: **Students must complete the reading before each class.**
- 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.**
- Attendance is required. 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.
- Only excused absences can be made up. Excused absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military

obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) is 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 SBE students are required to attend the spring semester SBE event “Leadership in Sustainability”. This event is on January 15, 2020 at O’Connell Center from 4:00-7:00 pm. Flyer will be distributed the first week of classes.



### Attendance and Participation in Discussion, Individual (10 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 3<sup>rd</sup> week of 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. Students will be randomly assigned to teams. Each team member/student will be graded based on his/her presentation skills and the topic discussion.

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 (30 points)

- **Follow the Leader and weekly feedback on the guest speaker(s) (10 points for weekly entry )**  
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 (14 points). All written assignments to be single spaced with 12 point font.**

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

Two 2-page action memos will account for 20 points of the course grade, 10 points for each. In each memo, you will report to the manager of your own fictitious organization, or any other organization you select for case study.

#### The 1<sup>st</sup> memo:

1. Learn about your selected organization, and provide details on your organization and its sustainability goals, practices, and sustainability indicator report.
2. Express you interest in learning about your organization’s competitors’ sustainability goals and practices to report it in the next memo.

**The 2<sup>nd</sup> memo:**

1. Report your understanding of your organization’s compotators in sustainability.
2. Propose changes and improvement to your organization’s sustainability practices and goals to be competitive.
3. Think about course speakers’ organization sustainability approaches and actions, 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.
4. What impact the action had in the speakers’ organization and what impact it would have in your organization.
5. Indicate how the action should be funded and compare and contrast your funding model with the one that was used in the speakers’ organization.
6. Alternative actions that could be taken in place of the one suggested by the speaker.
7. 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
- **Memo #2: Due week 14**, each team member to submit it individually under assignment

**Personal Resume & Cover Letter, Individual (16 points)**

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

**Final Project Presentation, Team (30 points)**

The class is divided into teams of three 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 or TED Talk style **AND** a presentation related to any topic related to sustainability.
- In this final presentation, your team is making a case to your boss and others in your organization. Use your creativity and imagination to make it effective and win your case. Present your idea, make your pitch.

**Grading**

Assignment	Instruction	points	Due date/ comments
Attendance & participation	<b>Individual;</b> Reading & leading discu.	10	Questionnaire; 5
	Follow the leader	10	Reading; 5 Weekly update
Assignments	<b>Individual: 4</b>	14	Each is 3.5 points
Action memos 1&2	<b>Team;</b> 10 points each	20	<b>memo 1; 2/27/2020</b> <b>memo 2; 4/9/2020</b>
Resume & Cover Letter	Individual; complete your resume & cover letter	10 6	On Canvas. See schedule <b>1/23/2020</b>
Final project	<b>Team; Pitch a recommendation to your selected organization in 30 minutes via 3-5 minutes Video/skid and a presentation</b>	30	<b>4/21/2020</b>

## 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](mailto: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](mailto: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](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](mailto:Learning-support@ufl.edu)

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

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

For any other help 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
<b>Week 1: Introduction to Leadership</b>	
T, 1/7	<ul style="list-style-type: none"> <li>- Welcome &amp; Introduction</li> <li>- Review syllabus</li> <li>- Review use of Canvas, course files, material, and paperless approach</li> <li>- Course and final project expectations</li> </ul> <p><b>Introduction:</b> 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><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 1, Introduction to Leadership</p> <ul style="list-style-type: none"> <li>- Lecture on the chapter topic</li> </ul> <p><b>TED Talk,</b> watch and discuss</p> <ul style="list-style-type: none"> <li>- What it takes to be a great leader, Roselinde Torres  <a href="https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?language=en">https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?language=en</a></li> </ul>
TH, 1/9	<b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 2, Trait Approach

	- Lecture on the chapter topic
<b>Class Activity</b>	- Leadership Trait Questionnaire, complete in class and discuss results - Introduce your leader to the class
<b>Personality test</b>	<a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a> <a href="https://www.123test.com/disc-personality-test/index.php">https://www.123test.com/disc-personality-test/index.php</a>
<b>Team 1</b>	Leading the discussion on reading and <b>case studies</b> (Chapter 2)

**Week 2: Resume and Cover Letter**

<b>T, 1/14</b>	<p><b>Note: This is covered early in the semester in preparation for the spring career showcase.</b></p> <p><b>Resume and Cover Letter:</b> 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 <b>resume</b> 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 <b>resume</b>, so it is imperative that it makes an impression. Enhance your ability to be a competitive candidate.</p> <p><i>Students to bring their resume and cover letter to update/modify in class.</i></p> <p><i>Guest Speaker; Alison Noonan, Assistant Director for Industry Relations, Career Resource Center (CRC), UF</i></p>
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**Networking & Interviewing Strategies**

<b>TH, 1/16</b>	<p><b>Peer Review Resumes:</b> Students will review his/her team member's resume and provide feedback.</p> <p><b>Networking:</b> 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><b>Leaving a Lasting Impression:</b> Students will learn interviewing techniques and strategies while working in small groups to practice new skills.</p> <p><i>Guest Speaker; Alison Noonan, Assistant Director for Industry Relations, Career Resource Center (CRC), UF</i></p> <p><i>Communication Apprehension Quiz, in class, see Canvas</i></p>
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<b>Week 3: Skills &amp; Behavioral Management</b>	
<b>T, 1/21</b>	<p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 3, Skills Approach - Lecture on the chapter topic</p> <p><b>Guest Speaker; Joe Johnson, Leadership Gainesville Program Manager/Business Liaison CareerSource NCFL, Greater Gainesville Chamber.</b></p>
<b>Class Activity</b>	<p>- Leadership Skill Approach Questionnaire, complete in class and discuss results - Update on your leader</p>
<b>Team 2</b>	Leading the discussion on reading and <b>case studies</b> (Chapter 3)
<b>Week 3: Skills &amp; Behavioral Management</b>	
<b>TH, 1/23</b>	<p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 4, Behavioral Approach</p>
<b>Class Activity</b>	<p>- Lecture on the chapter topic - Leadership Behavioral Approach Questionnaire, complete in class and discuss results</p>
<b>Video</b>	<a href="https://www.youtube.com/watch?v=DMuawiTn26Q">https://www.youtube.com/watch?v=DMuawiTn26Q</a>
<b>Team 3</b>	Leading the discussion on reading and <b>case studies</b> (Chapter 4)
<b>Resume</b>	Complete/update your <b>resume and cover letter</b> , submit under assignment on Canvas
<b>Week 4: Leadership and Management</b>	
<b>T, 1/28</b>	<p><b>Introduction:</b> Understanding what is the difference between leadership and management? Is a good manager automatically a good leader?</p> <p><b>Guest Speaker; Matt Webster, Partner, CPPI Construction Management Brad Pollitt, VP, Shands Hospital,</b></p> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 5, Situational Approach - Lecture on the chapter topic</p>
<b>Video</b>	<a href="https://www.youtube.com/watch?v=MSbWJQnGG0Q">https://www.youtube.com/watch?v=MSbWJQnGG0Q</a>
<b>Week 4: Leadership and Management</b>	
<b>TH, 1/30</b>	
<b>Class Activity</b>	<p>- Leadership Situational Approach Questionnaire, complete in class and discuss results - Update on your leader</p>
<b>Team 4</b>	Leading the discussion on reading and <b>case studies</b> (Chapter 5)

<b>Week 5: Team Building Strategies</b>	
<b>T, 2/4</b>	<p><b>Introduction:</b> 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.</p> <p><b>Guest Speaker; Steven Nickles, Senior Project Manager, Brasfield &amp; Gorrie</b></p> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 6, Path-Goal Theory - Lecture on the chapter topic</p> <p><b>Videos</b> <a href="https://www.youtube.com/watch?v=eHzAtxW3TzY">https://www.youtube.com/watch?v=eHzAtxW3TzY</a> , Steve Jobs's Top 10 Rules For Success <a href="https://www.youtube.com/watch?v=rrkrvAUbU9Y">https://www.youtube.com/watch?v=rrkrvAUbU9Y</a></p>
<b>TH, 2/6</b>	
<b>Class Activity</b>	- Path-Goal Theory Questionnaire, complete in class and discuss results - Update on your leader.
<b>Team 5</b>	Leading the discussion on reading and <b>case studies</b> (Chapter 6)
<b>Assign. 1</b>	<b><i>Talkin' 'Bout My Generation</i></b> Interview a few of your friends (same age) and a few people who are a generation older about how they perceive leadership. Are there differences between age groups? What do 20-year-olds value in leaders? What do older people value in leaders? What factors might explain these differences? Write one page, single space, 12 point font.
<b>Week 6: Rising Sustainability Manager in an Organization</b>	
<b>T, 2/11</b>	<p><b>Introduction:</b> In this session, we will delve into the challenges that sustainability managers face as they seek to advance the sustainability professionals in an organization.</p> <p><b>Guest Speaker; Kristy Walson, TLC Engineering</b></p> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 7, Leader- Member Exchange Theory - Lecture on the chapter topic</p> <p><b>Video</b> <a href="https://www.youtube.com/watch?v=Jie93QkqOuw">https://www.youtube.com/watch?v=Jie93QkqOuw</a></p>
<b>TH, 2/13</b>	
<b>Class Activity</b>	- Leader- Member Exchange Theory Questionnaire, complete in class and discuss results - Update on your leader.
<b>Team 6</b>	Leading the discussion on reading and <b>case studies</b> (Chapter 7)

**Week 7: Sustainability in U.S. Cities, Orlando, FL**

<p>T, 2/18</p>	<p><b>Introduction:</b> 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><b>Readings:</b> <a href="http://www.cityoforlando.net/greenworks/">http://www.cityoforlando.net/greenworks/</a></p> <p><a href="http://www.cityoforlando.net/greenworks/community-initiatives/">http://www.cityoforlando.net/greenworks/community-initiatives/</a></p> <p><b>Guest Speaker; Chris Castro, CPB, LEED GA, Director of Sustainability, City of Orlando, Via Zoom</b></p> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 8, Transformational Leadership                  - Lecture on the chapter topic</p>
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**TH, 2/20**

<p><b>Class Activity</b></p>	<p>- Transformational Leadership Questionnaire, complete in class and discuss results                  - Update on your leader</p>
<p><b>Video</b></p>	<p><a href="https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action">https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action</a></p>

<p><b>Team 7</b></p>	<p>Leading the discussion on reading and case studies (Chapter 8)</p>
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<p><b>Assign. 2</b></p>	<p><b>Acquire any trait.</b> If you could suddenly acquire any trait in the world, what would it be? Why would you choose this trait?                  List three traits that your friends or family members identify in you. Do you agree with their perceptions?                  Write one page, single space and 12 point font.</p>
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**Week 8: Integrate Sustainability into Organization’s DNA**

<p>T, 2/25</p>	<p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 9, Authentic Leadership                  - Lecture on the chapter topic</p> <p><b>Video</b></p> <p><a href="https://www.youtube.com/watch?v=kb2PI0LaxGE">https://www.youtube.com/watch?v=kb2PI0LaxGE</a></p> <p><b>5 Levels of Leadership by John Maxwell</b></p> <p><a href="https://www.toolshero.com/leadership/5-levels-of-leadership-maxwell/">https://www.toolshero.com/leadership/5-levels-of-leadership-maxwell/</a></p> <p><b>Guest Speaker; Frank Javaheri, Director of Projects, Planning, Design &amp; Construction (PDC), UF</b></p>
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<b>Class Activity</b>	- Authentic Leadership Questionnaire, complete in class and discuss results - Update on your leader.
<b>Team 8</b>	Leading the discussion on reading and case studies (Chapter 9)
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<b>TH, 2/27</b>	
	<p><b>Introduction:</b> This session will show how organizations 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><b>Readings:</b>  <a href="https://strategicdevelopment.ufl.edu/">https://strategicdevelopment.ufl.edu/</a> , <a href="http://www.facilities.ufl.edu/plan/mp.html">http://www.facilities.ufl.edu/plan/mp.html</a></p>
<b>Memo #1 due</b>	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="flex: 1;"> <p><b>Week 9, Spring Break, 3/2-3/6</b></p> </div> <div style="flex: 0.5; text-align: center;">  </div> </div>	
<b>Week 10: Everyday Servant</b>	
<b>T, 3/10</b>	
<b>Class Activity</b>	<p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 10, Servant Leadership</p> <p>- Lecture on the chapter topic</p>
<b>Videos</b>	<p><a href="https://www.youtube.com/watch?v=uaWA2GbcnJU">https://www.youtube.com/watch?v=uaWA2GbcnJU</a></p> <p><a href="https://www.youtube.com/watch?v=JruGsJLLdwI">https://www.youtube.com/watch?v=JruGsJLLdwI</a></p>
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<b>TH, 3/12</b>	
<b>Class Activity</b>	- Servant Leadership Questionnaire, complete in class and discuss results - Update on your leader.
<b>All Teams</b>	Leading the discussion on reading and case studies (Chapter 10)
<b>Assign. 3</b>	<p><b>Personal Assessment;</b> 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? Write one page, single space and 12 point font.</p>

<b>Week 11: The Making of Greener Products</b>	
T, 3/17	<p><b>Introduction:</b> 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.</p> <p>Readings: Read the 1<sup>st</sup> chapter of The Ecology of Commerce, by Paul Hawken, <a href="http://infohouse.p2ric.org/ref/31/30233.pdf">http://infohouse.p2ric.org/ref/31/30233.pdf</a></p> <p><b>Guest Speaker; Paul Shahriari, CEO / Founder, Ecomedes</b>  <a href="http://www.ecomedes.com">www.ecomedes.com</a>  <a href="https://www.youtube.com/watch?v=YOqJ4sc9TAc">https://www.youtube.com/watch?v=YOqJ4sc9TAc</a></p> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 11, Adaptive Leadership  - Lecture on the chapter topic</p> <p><b>Web Exercises</b> <i>Challenging Others to Face Change</i>  <a href="https://edge.sagepub.com/northouse7e/student-resources/chapter-11/web-exercises">https://edge.sagepub.com/northouse7e/student-resources/chapter-11/web-exercises</a></p>
TH, 3/19	
<b>Class Activity</b>	- Adaptive Leadership Questionnaire, complete in class and discuss results - Update on your leader.
<b>All Teams</b>	Leading the discussion on reading and case studies (Chapter 11)
<b>Week 12: Operation &amp; Management in The Built Environment</b>	
T, 3/24	<p><b>Introduction:</b> 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><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 12, Psychodynamic Approach  - Lecture on the chapter topic</p> <p><b>Guest Speaker; Jarami Bond, Sustainability Strategy Leader</b></p>
TH, 3/26	
<b>Class Activity</b>	- Psychodynamic Approach Questionnaire, complete in class and discuss results - Update on your leader
<b>All Teams</b>	Leading the discussion on reading and case studies (Chapter 12)
<b>Assign. 4</b>	<b><u>Let Me Tell You a Story</u></b>

	See assignment page on Canvas. Write one page, single space and 12 point font. Will tell the story in class on 4/16.
<b>Week 13: Consulting/Business Start-Ups</b>	
<b>T, 3/31</b>	<p><b>Introduction:</b> 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.</p> <p><b>Readings:</b>                  "What is a Sustainability Consultant?": <a href="http://work.chron.com/sustainability-consultant-17152.html">http://work.chron.com/sustainability-consultant-17152.html</a></p> <p>Tips for Consultants: <a href="http://www.forbes.com/sites/dailymuse/2013/11/05/be-the-best-consultant-ever-6-things-that-will-make-you-great/#650245c42996">http://www.forbes.com/sites/dailymuse/2013/11/05/be-the-best-consultant-ever-6-things-that-will-make-you-great/#650245c42996</a></p> <p>"How to Start a Consulting Business": <a href="https://www.entrepreneur.com/article/41384">https://www.entrepreneur.com/article/41384</a></p> <p><b>Guest Speaker; Chad Paris, Principal, CEO, Paris Leaf</b></p> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 13, Leadership Ethics                  - Lecture on the chapter topic</p> <p><b>Video</b> <a href="https://www.youtube.com/watch?v=B9K9pNxljig">https://www.youtube.com/watch?v=B9K9pNxljig</a></p>
<b>Class Activity</b>	- Leadership Ethics Questionnaire, complete in class and discuss results
<b>All Teams</b>	Leading the discussion on reading and case studies (Chapter 13)
<b>TH, 4/2</b>	<p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 14, Team Leadership.                  - Lecture on the chapter topic</p>
<b>Class Activity</b>	- Team Leadership Questionnaire, complete in class and discuss results - Update on your leader
<b>All Teams</b>	Leading the discussion on reading and case studies (Chapter 14)

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

<p>T, 4/7</p>	<p><b>Introduction:</b> 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><b>Career Planning:</b></p> <ul style="list-style-type: none"> <li>- Life Questions</li> <li>- Location Questions</li> <li>- Personal Questions</li> <li>- Work Questions</li> <li>- Positioning yourself</li> <li>- Develop your elevator pitch</li> </ul> <p><b>Narrowing Your Job Search</b></p> <ul style="list-style-type: none"> <li>- The "Rifle" Approach</li> <li>- A Specified Search</li> <li>- Managing the Process</li> <li>- Narrowing the Search</li> </ul> <p><b>Readings:</b> Leadership Theory and Practice, 7th Edition, Chapter 15, Gender and Leadership</p> <ul style="list-style-type: none"> <li>- Lecture on the chapter topic</li> </ul> <p><b>Guest Speaker; Kathey Porter, Director, Small Business and Vendor Diversity, UF</b></p>
<p><b>Class Activity</b></p>	<ul style="list-style-type: none"> <li>- Gender and Leadership Questionnaire, complete in class and discuss results</li> </ul>
<p><b>Team all</b></p>	<p>Leading the discussion on reading and case studies (Chapter 15)</p>
<p>TH, 4/9</p>	<p>Reading: Leadership Theory and Practice, 7th Edition, Chapter 16, Culture and Leadership</p> <ul style="list-style-type: none"> <li>- Lecture on the chapter topic</li> </ul>
<p><b>Class Activity</b></p>	<ul style="list-style-type: none"> <li>- Culture and Leadership Questionnaire, complete in class and discuss results</li> <li>- Update on your leader.</li> <li>- <a href="https://edge.sagepub.com/northouse7e/student-resources/chapter-16/web-exercises">https://edge.sagepub.com/northouse7e/student-resources/chapter-16/web-exercises</a></li> </ul>
<p><b>All Teams</b></p>	<p>Leading the discussion on reading and case studies (Chapter 16)</p>

**Memo #2 due**

<b>Week 15: Where are You On Your Journey</b>	
T, 4/14	<p><b>Readings:</b></p> <p><b>Good to Great, by Jim Collins</b></p> <ul style="list-style-type: none"> <li>- <a href="http://www.jimcollins.com/tools/diagnostic-tool.pdf">http://www.jimcollins.com/tools/diagnostic-tool.pdf</a></li> <li>- <a href="https://www.jimcollins.com/concepts/first-who-then-what.html">https://www.jimcollins.com/concepts/first-who-then-what.html</a></li> </ul> <p><b>Guest speaker, Chris Beehner, Leadership &amp; Sustainability Scholar-Practitioner</b></p>
TH, 4/16	- Update on your leader
Class Activity	<b><u>Final; Let Me Tell You a Story; each student will present his/her story.</u></b>
<b>Week 16: Project Presentations</b>	
T, 4/21	<p>Each team to deliver;</p> <ul style="list-style-type: none"> <li>• Each team will have 20 minutes to present including Q/A.</li> <li>• 3- 5 minutes Video/skid or <b>TED</b> talk style <b>AND</b> a presentation related to any topic related to sustainability and /or the recommendations to your chosen organization in memo #2.</li> <li>• 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.</li> <li>• Each team must upload the video and presentation to Canvas on team's page before presenting in class and submit it under “final project” folder and assignment.</li> </ul>