# bcn 4712 “LEADERSHIP/MANAGEMENT IN CONSTRUCTION”

#### **3 credit hours**

#### **fall 2023**

#### **section: FA23**

#### **COURSE NUMBERS: 28758**

 Instructor: Dr. R.E. Minchin Jr., PE, ALM

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Office Hours: T: 9:00am – 12:00 pm, or by appointment

 INSTRUCTOR: Mr. K. E. Atkins, PE,

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**OFFICE HOURS:**

teaching assistant: *Sarah Jane Montgomery*

Rinker Hall, 323
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office hours: **M: 2:00-3:30 PM; R: 1:00 – 2:30PM,** or by appointment

Course Website: http://elearning.ufl.edu

Course Communications: Students may ask general questions through the discussion board, or by contacting Sarah Jane. Sarah Jane may be contacted via text, e-mail, or phone call. If she cannot answer the question to the students’ satisfaction, students may e-mail their questions directly to Dr. Minchin, or have Sarah Jane relay the questions. Of course, students are encouraged to see Dr. Minchin and/or Sarah Jane in their offices during their office hours, or by appointment.

Required Textbooks:

1. Good to Great: Why Some Companies Make the Leap… And Others Don’t by Jim Collins. ISBN-10: 978-0-06-662099-2

Materials and Supplies Fees: None

Course Description: This course delves into what makes a successful organization, and what does not. Using examples and principles from business, the military, sports, politics/government, and cultural/religious organizations/movements, this course will immerse the students in methods that have resulted in greatness, as well as examples that have failed. The student will be shown clearly what separates the great from the good, from the bad; and what separates the great that sustained its greatness, from the great that slid back into mediocrity.

Using tough benchmarks, research has identified a set of elite companies that made the leap to great results and sustained those results for at least 15 years. How great? After the leap, the good-to-great companies generated cumulative stock returns that beat the general stock market by an average of seven times in 15 years, better than twice the results delivered by a composite index of the world's greatest companies.

The course will show a contrast between the good-to-great companies with a carefully selected set of comparison companies that failed to make the leap from good to great. What was different? Why did one set of companies become truly great performers while the other set remained only good?

This course will draw inspiration from many sources, and historical figures and examples. The text for the course is Jim Collins’ seminal work “Good to Great,” which delves into the factors that differentiate great companies and their leaders from merely good ones. The transformative leadership journey provides students with insights and actionable principles to propel organization towards sustained excellence and enduring success. Through a blend of case studies, interactive discussions, practical exercises, and self-assessment tools, this course equips aspiring leaders with the tools and mindset required to lead their teams and organizations from good to great.

The textbook must be procured, and is relatively inexpensive. Exams and quizzes will contain questions dealing with videos. There may (or may not) be a small cost associated with procuring the videos.

Prerequisite courses, Knowledge and Skills: None

Course Goals and/or Objectives (Required): By the end of this course, students will have the opportunity to. . .

* Understand what is important, and what is not important, in becoming a successful leader.
* Know the importance of what to do, and just as important, what not to do, to make a venture, or an organization, successful – even great.
* Understand why, if these steps are followed, one doesn’t have to worry about intangibles like morale, motivation, and alignment.
* Understand the importance of patience, diligence, and discipline in building a successful organization.
* Understand why certain leaders were successful over the long haul; some were successful, but could not sustain it; and some were never successful.

Instructional Methods: The course material will be presented using readings, live lectures, remote lectures, videos, movies, and voiced-over power points. Students will read each chapter or assigned text and take an on-line quiz. Students will be expected to participate in weekly discussion forums. All the quizzes, discussions, and exams will be held online, through e-learning. The questions will be in multiple choice, true/false, short answer, and matching relationships format. The exams, that is, the questions per se, cover only the material covered since the previous exam; however, it will be assumed that the student has understood everything in the previous material.

## Course Policies:

Attendance Policy:  *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>

Quiz/Exam DAtes/Policies: Exams and quizzes will be timed from the commencement of the exam. Closing and reentering the exam/quiz will not be permitted. Thus, it is recommended that you set aside the appropriate amount of time before commencing the exam.

Make-up Policy: You are responsible for staying on top of your coursework throughout the semester. Be aware of the closing dates of the quizzes and tests as you WILL NOT be allowed to make up quizzes if you miss the availability period.

Assignment Policy: Discussion boards will be used to promote student interaction on topics every week in the course. To promote better interaction, it is recommended that your initial post for each discussion board be made by Thursday at the middle of the week the discussion is assigned. The comments on your classmate posts for each discussion board is due by 11:59 pm on Sunday at the end of that week.

Course Technology: *This course utilizes Canvas as a repository for all course material including lecture notes, quizzes, and grades. It is the student’s responsibility to take advantage of the university resources to learn how to utilize Canvas.*

* <http://helpdesk.ufl.edu>
* (352) 392-HELP - select option 2

Online course evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

## UF and General Education Policies:

writing requirements:

There is no writing requirement in this course.

verbatim objectives – Social & Behavioral sciences

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. students are expected to assess and analyze ethical perspectives in individual and societal decisions.

University Policy on Accommodating Students with Disabilities (Required):

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://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.”

University Policy on Academic Conduct: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Demeanor or Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Although this is an online course, all students are expected to act as if it were a traditional course. Course communication should be civilized and respectful to everyone and relevant to the course content, material, and E-Learning system. The means of communication provided to you through E-Learning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner. Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Director of Student Conduct and Conflict Resolution for a conduct code infraction.

## Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

* http://helpdesk.ufl.edu
* (352) 392-HELP (4357)
* Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

* Counseling and Wellness resources
* Disability resources
* Resources for handling student concerns and complaints
* Library Help Desk support

(Required) Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### Grading Policies:

### Grading logistics

Grades for this course will be determined by a combination of quizzes, and exams. **No late assignments will be accepted.** There will be no make-up work provided, unless there is a documented medical emergency. Please keep in contact with the Course Instructor/TA through the e-Learning email system about anticipated conflicts with submitting work in a timely manner. **Flexibility is much more likely prior to submission deadlines than after the fact.**

Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the web page:

[https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/%20) .

###  Grade Release

Your score for quizzes will be available immediately following your submission, however, you will not see the questions and/or answers. Your test scores will be released after the timed period is over. Again, only your score will be released. All timed assessments will release to ‘Gradebook’ after the availability period has ended.

### Information on current UF grading policies for assigning grade points:

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

### breakdown of grade components

|  |  |
| --- | --- |
| Activity | Points or percentage |
| Quizzes | 10 – Total 20%  |
| Exams | 3 – Total 45%  |
| Discussions | 14 – Total 17.5%  |
| Assignments | TBD – Total 17.5% |
| Total |  100%  |

**Quizzes**

*A quiz will be administered each week, except the first one, and week in which an exam is due. Quizzes will be given electronically, and will cover the information shared since the last quiz. Be aware that once a quiz is opened, it will be shut down once the allotted time has passed, and cannot be re-opened. Therefore, make sure that you have the required time period free of interruptions before opening the quiz. Students will be responsible for checking the website to determine whether or not an exam has been posted. Regardless of when the quiz is posted, the quiz is due by 11:59:59 on the date shown in the schedule table below.*

**Exams**

*The three exams will each cover only the material discussed since the last exam, but it is assumed that all previous information was understood, so explanations of questions will not be required. Students will be responsible for checking the website to determine whether or not an exam has been posted. Regardless of when the exam is posted, the exam is due by 11:59:59 on the date shown in the schedule table below. Be aware that once an exam is opened, it will be shut down once the allotted time has passed, and cannot be re-opened. Therefore, make sure that you have the required time period free of interruptions before opening the exam.*

**Discussions (Weekly Discussion Board)**

*Each week the students will be expected to comment on at least one post from the previous week. The initial posts will be between 100 to 200 words. Your comments should be meaningful and significant to hold a conversation. Comments like “good job” “I agree with Suzy”, and “great work” will not be accepted.*

**Assignments**

*Assignments may or may not be related to material covered in class.*

Grading Scale: Based on percentage of total points

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Letter Grade  | A  | A-  | B+  | B  | B-  | C+  | C  | C-  | D+  | D  | D-  | E  |
| Numeric Grade  | 93-100  | 90-92.99  | 87-89.99  | 83-86.99  | 80-82.99  | 77-79.99  | 73-76.99  | 70-72.99  | 67-69.99  | 63-66.99  | 60-62.99  | 0-59.9  |
| 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  |

 For more information, see: <http://www.isis.ufl.edu/minusgrades.html>]

A minimum grade of C is required for general education credit.

## tentative Course Schedule:

Critical Dates: Available in course Schedule on course website.

A Weekly Schedule of Topics and ASsignments:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Assignments** | **In-class Topic** |
| **Week 1** | **29 August – 04 September** | **Assign: Module 1 – Good is the Enemy of Great****Due: 11 September (Grace period to allow for textbook procurement, and stragglers)** | **Introduction****Building Leadership Teams** |
| **Week 2** | **05-11 September** | **Continue Module 1** **Due: 11 September** | **Good is the Enemy of Great** |
| **Week 3** | **12-18 September** | **Quiz #1****Assign: Module 2– Level 5 Leadership****Due: 18 September** | **Level 5 Leadership** |
| **Week 4** | **19-25 September** | **Quiz #2****Continue Module 2****Quiz due: 26 September** **All else due:** **02 October** | **Level 5 Leadership****TBD** |
| **Week 5** | **26 September – 02 October** | **Quiz #3****Assign: Module 3– First Who … Then What?****All due: 02 October** | **First Who, Then What** |
| **Week 6** | **03-09 October** | **Exam 1 Available (covers through Module 3)****Continue Module 3** **All due: 16 October** | **First Who, Then What** |
| **Week 7** | **10-16 October** | **Quiz #4****Assign: Module 4– Confront the Brutal Facts****All due: 16 October** | **Confront the Brutal Facts** |
| **Week 8** | **17-23 October** | **Quiz #5****Continue Module 4****Quiz due: 23 October****All else due: 30 October** | **Confront the Brutal Facts** |
| **Week 9** | **24-30 October** | **Quiz #6****Assign: Module 5 – The Hedgehog Concept****Quiz due: 30 October****All else due: 06 November** | **The Hedgehog Concept** |
| **Week 10** | **31 October – 06 November** | **Exam 2 Available (covers through Module 5)****Continue Module 5****All due: 06 November** | **The Hedgehog Concept****TBD** |
| **Week 11** | **07-13 November** | **Quiz #7****Assign: Module 6– A Culture of Discipline** **Quiz due: 13 November****All else due: 20 November** | **A Culture of Discipline** |
| **Week 12** | **14-20 November**  | **Quiz #8****Continue Module 6****All due: 20 November** | **TBD** |
| **Week 13** | **21-27 November** | **Quiz #9****Assign: Module 7– Technology Accelerators****Quiz due: 27 November****All else due: 04 December** | **Technology Accelerators** |
| **Week 14** | **28 November – 04 December** | **Quiz #10****Continue Module 7** **Assign: Module 8 - The Fly Wheel and the Doom Loop****Quiz due: 04 December****All else due: 10 December** | **The Fly Wheel and the Doom Loop** |
| **Week 15** | **05-06 December** | **Continue Module 8****Assignments due: 10 December****Exam 3 Available (covers through Module 8)****Exam Due: 12 December** | **The Fly Wheel and the Doom Loop****TBD** |

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 opportunity.  Such changes, communicated clearly, are not unusual and should be expected.

Last update: 17 August 2023