



# Leadership to Address Global Grand Challenges

Spring 2016 | PA5190 Sec.01 and PVS 5998

**Credits:** 1.5 credits  
**Meeting Days/Time:** January 11-15 (8:00 am – 5:00 pm)  
**Venue (Jan 11 - 14):** Humphrey School of Public Affairs, Room 35  
**(Jan 15):** Humphrey School of Public Affairs, Room 180

**Instructors:**

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## I. Course Description

**Global Grand Challenges** have significant consequences for the wellbeing of societies. They are novel, emergent, highly complex, and beyond the resources or knowledge of any single discipline, organization, or sector to address. Grand challenges do not lend themselves to simple technical solutions. Single-sector actions to address these challenges often precipitate unanticipated and unintended consequences. Grand challenges are sometimes described in the literature as wicked problems or social messes.

Not surprisingly, grand challenges often emerge at the convergence of systems, sectors, or global institutions. For example, the grand challenges at the convergence of human health, animal health, economic development and environmental change include global food security, emerging infectious diseases, climate change, antimicrobial use and the control of catastrophic animal diseases with significant adverse effects on global economies. Grand challenges range from social issues like human trafficking to economic issues like global poverty.

This 4-day skills-based course will introduce participants to select integrative leadership strategies useful in addressing global grand challenges. Specifically, we will focus on leadership practices that foster collective action across diverse groups of people, including:

1. Hosting dialogue, debate and deliberation;
2. Mapping polarities and balancing paradox;
3. Designing inclusive decision-making processes.

The course culminates on Friday, January 15<sup>th</sup> with an opportunity for course participants to apply key leadership skills by facilitating discussions with external partners.

## II. Course Prerequisites

Graduate or professional degree in-progress or completed.

## III. Course Objectives

At the conclusion of the course, participants will have a deeper understanding of-- and an opportunity to apply-- leadership skills that foster collective action across industry, government, academia, and civil society sectors. Specifically, participants will:

Deepen understanding of global grand challenges and why they require an integrative leadership approach

Learn about, observe and practice specific integrative leadership skills that include:

- Listening to understand and be understood
- Building trust and credibility
- Hosting dialogue, debate and deliberation;
- Anticipating and leveraging windows of opportunity;
- Mapping polarities and balancing paradox;
- Designing inclusive structures and facilitating decision-making processes;
- Providing constructive feedback and fostering continuous self-improvement

## **IV. Methods of Instruction and Work Expectations**

### **Assigned Readings, Group Exercises**

This course combines lectures and demonstrations with individual and group work during class and a hands-on public activity involving a broad and diverse audience

- Participants are expected to complete a series of pre-readings on leadership and the core principles that will be explored during the class
- Lectures with demonstrations
  - Participants are expected to spend 3-4 hours preparing before the first class session and 2-3 hours at the end of each day reading and practicing skills introduced in class.
  - Participants are expected to take notes during class and be prepared to summarize major points of the lectures
- Participation during class.
  - Participants are expected to contribute to class discussions and small group activities. Each participant will be provided multiple opportunities to practice in-class application of the leadership skills explored.
- Application of leadership skills in a real world setting
  - Participants will be small group co-facilitators for a forum addressing a contentious global issue. As facilitators, the participants will encourage participation of everyone at the table, use reflective listening to recognize key points being raised, and intervene as necessary to keep on task.
  - Each participant will be responsible for summarizing the discussion at their table and capturing the strategies developed by their work group.
- Final assignments:
  - Each small group facilitation team will be responsible for preparing an executive summary of the key findings from the public forum.
  - Each participant will complete a personal learning contract to identify the new knowledge and skills gained from the class that are immediately applicable, and plan how to incorporate additional skills into their behaviors and performance
- Evaluation
  - An opportunity will be provided during the final class session to share feedback with the entire class
  - Each participant will complete a UMN evaluation of the week-long experience at the conclusion of the final class.

### **Required Readings:**

See Moodle site for specific required readings related to each day of the course

## **VI. Evaluation and Grading**

Grading will consider the following measures:

- Class preparation and participation including daily reflections (40 points, 40% of grade)
- Facilitation event, debrief and written summary of forum discussion and conclusions (30 points, 30% of grade)
- Learning contract due one week following the class (10 points, 10% of grade)
- Final reflection on the application of integrative leadership approach to grand challenge analysis – due one week following the course (20 points, 20% of grade)

This course is offered either A/F or S/N.

- **A/F letter grade will be determined by total effort as follows:**

A = 90-100%	(4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
B = 80-90%	(3.0) Represents achievement that is significantly above the level necessary to meet course requirements.
C = 70-80%	(2.0) Represents achievement that meets the minimum course requirements in every respect.
D = 60-70%	(1.0) Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F = below 60%	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

- **S/N option must complete all assignments to a C- level (70%):**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
N	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.