Course Name: PA 5152-PVS 5998 Leadership to Address Global Grand Challenges: Focus on Food Systems

Instructor information
Instructor's name: Fernando Sampedro, PhD
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Course Details

Number of credits: 1.5

Can course be repeated? No

Enrollment cap: 30

Day of week, time, room location of course: January 8-12, 8:00am-5:00pm, Hubert H Humphrey 35

Description of class meetings that occur outside of above: N/A

Term(s) offered (e.g. fall only, even numbered springs, every term): Spring 2018

Course prerequisites: Graduate or professional degree in-progress or completed.

Brief description of the course: Leadership in the context of global grand challenges is “the ability to catalyze collective action”. Global Grand Challenges are large scale issues like global warming, antimicrobial resistance, and poverty. These grand challenges are novel, emergent, highly complex,
and beyond the resources or knowledge of any single discipline, organization, or sector to address. Single-discipline or single sector actions to address these challenges often precipitate unanticipated and unintended consequences. Grand challenges do not lend themselves to simple technical solutions. Grand challenges are sometimes described in the literature as wicked problems or social messes.

This 5-day skills-based course will introduce participants to select integrative leadership strategies useful in addressing the global grand challenges. Specifically, we will focus on leadership practices that foster collective action across diverse groups of people, including:

- Systems thinking
- Hosting dialogue, debate and deliberation;
- Mapping polarities and balancing paradox;
- Designing inclusive decision-making processes.

The course will utilize food systems as the context for the grand challenge discussion. Food safety, food defense, food security, nutritional security, obesity and sustainability all are grand challenges associated with food systems. The production, processing, manufacture, storage, distribution and sale of food also involve social and economic issues like gender justice, equitable communities, land reform, international development and poverty alleviation.

The course culminates on Friday, January 12th with an interactive Forum where course participants apply key leadership skills for facilitating discussions with diverse partners on a food system grand challenge.

**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 to address global grand challenges. Specifically, participants will:

1. Expand their meta-leadership skills for:
   - Leading oneself
   - Leading teams (where you have authority and responsibility)
   - Leading up in organizations (where you may have responsibility but no authority)
   - Leading across (where you have neither responsibility or authority)

2. Deepen their understanding of global grand challenges and why these challenges require an integrative leadership approach:

3. Learn, observe and practice specific integrative leadership skills that include:
   - Listening to understand and be understood
   - Building trust and credibility
- Hosting dialogue, debate and deliberation;
- Appreciating and respect diversity in personal style, culture, political persuasion and discipline;
- Anticipating and leveraging windows of opportunity;
- Mapping polarities and balancing paradox;
- Designing inclusive activities and facilitating shared decision-making processes;
- Providing constructive feedback and fostering continuous self-improvement

**Expectations:** Participants are expected to prepare for class through readings, videos and podcasts in order 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.

**SLO:** Have acquired skills for effective citizenship and life-long learning

**Assignments or coursework related to the SLO:**
- 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 both verbally and in writing.
- Participants are expected to actively participate in class discussions, share perspectives and listen to others’ respectfully.

**Assessment of SLO:**
- 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.
- An additional evaluation will be captured by survey-monkey after the course to assess the degree to which the new skills and knowledge are applied and found to be useful.

**Additional Information**

**Required and recommended materials and the location of the materials:**
- See Moodle site for specific required readings related to each day of the course.
- 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.

**Attendance requirements:** Required for all days of the course.
Assignments (include policy on late assignments):
- Each participant will be responsible for reflecting on knowledge, skills and abilities gained from the previous day’s class
- Each participant will be responsible to contribute to a small group assigned specific responsibilities with regard to the Forum they will help facilitate on the final day of the course
- 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
- Each participant will write a personal reflection paper on the implications of the course content and their new skills on their ability to contribute positively in addressing global grand challenges, using a specific grand challenge as the context

Examinations (include statement on making up exams):
The final examination involves the application of leadership skills in a real world setting:
- Participants will be small group co-facilitators for a Forum addressing a challenging food system issue. As facilitators, the participants will encourage participation of everyone at the table, use reflective listening to recognize key points raised, and intervene as necessary to keep Forum participants on task.
- Each participant will be responsible for summarizing the discussion at their table and capturing the strategies developed by their work group.

Grading (include weight of assignments in grade)
- Class preparation and participation including daily reflections (20 points, 20% of grade)
- Class participation including active contributions in facilitating the Forum including the debrief (50 points, 50% 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 addressing a food system global grand challenge – 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:

<p>| A = 90-100% | (4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements. |</p>
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<th>Grade</th>
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<td>B = 80-90%</td>
<td>(3.0) Represents achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>C = 70-80%</td>
<td>(2.0) Represents achievement that meets the minimum course requirements in every respect.</td>
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<td>D = 60-70%</td>
<td>(1.0) Achievement that is worthy of credit even though it fails to meet fully</td>
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<td>F = below 60%</td>
<td>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</td>
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**S/N option must complete all assignments to a C- level (70%):**

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<td>S</td>
<td>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-).</td>
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<td>N</td>
<td>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</td>
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**The following policies apply to all courses at the University of Minnesota:**

*Grading and Transcripts: Twin Cities, Morris, Rochester.*
*Teaching and Learning: Student Responsibilities (Twin Cities, Morris, Rochester)*
*Makeup Work for Legitimate Absences: Twin Cities, Morris, Rochester*
*Use of Personal Electronic Devices in the Classroom: Twin Cities, Morris, Rochester*  
*[Appropriate Student Use of Class Notes and Course Materials: Twin Cities, Morris, Rochester]  
*Student Conduct Code*  
*Sexual Harassment*
*Diversity, Equal Employment Opportunity, and Affirmative Action*  
*Student Mental Health and Stress Management*