The Johns Hopkins University
Johns Hopkins’s Krieger School of Arts and Sciences (KSAS)
Advanced Academic Programs (AAP)
Environmental Sciences and Policy Program

Sustainability Leadership
(420.670.91.SP20)
January 2020

Instructor
Paul F. Kazyak pkazyak1@jhu.edu (I will respond to email communications within 24-48 hr)
Office: 628 Barnes Ave.
Westminster, MD 21157
Telephone: (443) 974-2846 (c)
Office Hours: by appointment

Course description

This course is part of Johns Hopkins Krieger School of Arts and Sciences (KSAS), Advanced Academic Programs (AAP) in the Environmental Sciences and Policy Program (ESP). It examines practical, state-of-the-art concepts in leadership from a variety of perspectives. Course features include interactive, on-line pre-work on vision, development of a ‘real-world’ leadership project idea developed by the student and a capstone field trip to Costa Rica, a country that recently ranked 2nd worldwide in overall environmental sustainability. The stay in Costa Rica will include a small, high elevation village and a restored national wildlife refuge on the west coast of the country. Course activities on the capstone trip will vary widely, including multi-media, self-reflection and assessment, experiential exercises, case studies, work in small groups and pairs, review and discussion of case studies, in situ exercises and traditional lectures. Student evaluation will be based on on-line assignments, contributions to on-line discussions, presentation of the leadership project idea while in Costa Rica, presentation of a leadership topic to the class, a journal maintained during the course, a short final exam and class participation.

NOTE: Interested students are encouraged to register for the follow-on Independent Research Project (420.801.51) offered during Spring 2020. Using peer consultations and with instructor guidance, this course will allow students to take their leadership project idea and bring it to fruition.

Course prerequisites

None. However, consistent with the climate crisis, it is highly recommended that the student offsets their carbon from travel to and from Costa Rica.

Course Learning Objectives
Upon successfully completing this course, students will:

1) Be familiar with the definition of leadership and its major components.
2) Have an understanding of the conditions under which leadership is exercised.
3) Have familiarity with advanced leadership tools and concepts.
4) Understand their leadership strengths and weaknesses.
5) Have practical, applied experience in developing a meaningful project associated with sustainability.
6) Be familiar with both local and national examples of leadership practitioners and case studies.
7) Understand the unique challenges of sustainability leadership.

Core concepts for Sustainability Leadership that will be referred to and reinforced during the course to increase your long-term retention include:

There is no such thing as a leader, only people exercising leadership
Highway to the danger zone – Leadership carries risk, but there are ways to mitigate that risk
Think. Outside. – Don’t limit yourself- good leadership involves expanding boundaries, giving the work back to others and opening your mind to creative, new possibilities
Stick the landing – Good planning and knowing where you want to end up are keys to success
Pace. Yourself. – Knowing when to act and how fast you can proceed will determine your success
It’s all connected and important – Effective, enduring leadership action requires holistic consideration of relationships and interconnectedness of both issues and people
Create the conditions – A hidden leadership secret is our ability to establish an environment where success is more likely
Fix the right problem - Too often we don’t focus on the root causes of problems and may even make the problem worse
Find the best you. Be the best you. Own the best you. To contribute the most, be authentic and truthful, lose your ego and own your piece of the mess
See beneath the waves – Look deeper for hidden truths and signals that provide critical information

Course Materials

Textbook
There is no required textbook for this course but optional readings will be provided on Blackboard in pdf format.

Additional Readings
Titles for additional, optional readings will be posted on the online classroom in Blackboard with support from JHU E-reserves

Required equipment for the field experience
None.
Specific Technology Requirements & Skills for this Course
For the online portion of this course, at a minimum, you need to be able to navigate in and use Blackboard; see the Blackboard Student Orientation course on your “My Institution” page.

Course Overview and Goals
Leadership can be learned, but not taught. So in this course, we will explore the principles and ‘how-tos’ of leadership in highly interactive ways, with lots of time for self-reflection and informal discussion. To maximize our learning together, we will create a space where mutual respect and trust are high and empathetic listening is the norm. We will also practice and hone our observational and communication skills and learn to more objectively question assumptions about what we see and hear. Two features of our learning will be providing regular, honest feedback to peers and being faced with real-time leadership challenges to work through as a group.

Because sustainability is inarguably the most important challenge and opportunity of our time, we will use examples and hear first-hand from sustainability practitioners about how they overcame obstacles to achieve or make progress on their goals.

My ultimate goal for you in this course is to help you greatly expand your leadership toolbox, increase your confidence to lead, and inspire you to do so on things you care about.

Course format
This course will be taught in an intensive format during the 2-21 January 2020 intersession. Online work will be completed during 2-9 January and 20-21 January, and the 10 day capstone field trip to Costa Rica will start on the morning of 10 January and return on 19 January. To allow students more flexibility in completing assignments, the online portion of the course will be made available prior to the official start of the January session. The capstone trip will include lectures, guest lectures, discussions and group activities, typically in an outdoor setting. Students will be expected to maintain a journal, teach a pre-assigned leadership topic to the class and develop a leadership project idea and present it to the class during the capstone trip. The course will also feature considerable interactive work as well as introspection and self-assessment. For the capstone trip, the class will convene in San Juan, Costa Rica and food and lodging will be provided until the class returns to the airport.

What to Expect in this Course
This course is intensive and less than 3 weeks in length, with online work before the 10 day field experience and a short, online take-home essay exam after we get back. To give you a bit more time on the initial assignments, I will provide them to you in November, well before the official start date of the course.

During the capstone field trip, the daily agenda will vary and circumstances (e.g., weather, speaker availability, when dinner is ready, etc.) may dictate that we make last minute changes, but you should expect days to be extended in length (but fun and memorable!) with little time for...
formally working on other activities (such as an urgent work project). Access to the internet is also limited at Casa Mariposa (and shared among all of us), so my expectation is that you limit your use to family communications.

My own expectation for this course is that you find it so valuable that you use what you learn here on a regular basis for the rest of your life. That is a very high bar indeed, but it is based on feedback from previous classes as well as my own experience as a fellow at the National Conservation Leadership Institute.

Assessments and Grading Policy

Course assignments

The assignments for this course will consist of: 1) several short, on-line assignments, 2) participation in the on-line discussion threads, 3) a journal, 4) development and presentation of a viable leadership project idea, 5) a short teaching assignment during the field trip, and 6) a short take-home final exam. Course assignments (described in detail in the next section) will be generally short, but you will need to meet established due dates. In addition, you will create and maintain a journal of your thoughts during the course.

As a way for our class to get to know each other and foster greater collaborative learning, one of the online assignments will be for you to prepare and post online a free-form “biography” and respond to the posts of your classmates about their ‘bios’. This assignment has been highly popular with previous classes and has created a strong sense of bonding that carries over into the field experience.

I realize that most of you work full-time and many of you also have families, so having additional flexibility in when you work on assignments greatly reduces your stress level. To provide you with additional time, the on-line portion of the course (including all assignments) will be made available to you via email (Blackboard will not be available until January 2nd) on November 18th, 2019.

Course requirements

Your performance in this course will be evaluated in seven ways: satisfactory completion of online assignments, your participation in the on-line discussion threads, a short take-home final exam, class participation and engagement during the capstone trip, the effort you put into your journal, your leadership project idea, and your presentation of a leadership topic during the capstone trip. NOTE: More thoughts on each of these areas will be provided to you by email and on Blackboard. In addition, I will be available to provide additional guidance and answer your questions by phone or email.

A) Completion of on-line assignments
The level of effort you put into this class will be a key determinant of your level of learning and success. For the on-line portion of the course, my expectation is that you fully engage in and complete each on-line assignment, starting with a good read of the associated lecture. There are 4 written assignments (personal bio, personal vision, brainstorm of changes and critique of a vision) and submittal deadlines are listed below as well as in Blackboard.

B) Participation in discussion threads
Each of the six discussion threads (‘bio’, Chamberlain speech, Trombulak talk, Simon Sinek talk, vision critique, documentary Singing Revolution) will require the student to post their thoughts. Students should read the posts of other students, but responding is optional (but encouraged when you feel inspired to do so). All posts should be thoughtful and honest while respecting the views of others. Submittal deadlines are listed below as well as in Blackboard.

C) Take-home Final Exam
The focus of this exam will be on the material presented during the on-line portion of the course and the questions will be in short essay format. The submittal deadline for the final exam is midnight on January 21st.

D) Class participation and engagement
During the capstone trip, students will be expected to demonstrate fully empathetic listening while others are speaking and keep an open mind to the material being presented. I also encourage you to ask thoughtful, reflective questions so that we can collectively learn and grow as a group. Given the compressed nature of this course, attendance is necessary at all class meetings during the capstone trip.

E) Journal:
From the time you begin on-line work for the course until the turn-in time on the final day, you will be required to keep a journal. What you decide to enter in the journal is up to you, but the idea is for you to record important thoughts and ideas as you hear or read them. Your journal is also a convenient place to record thoughts about your leadership project idea, including how you arrived at your idea, any unexpected turns, etc. Within the on-line lecture material, optional activities and a few questions are highlighted in green to alert you to an opportunity for a journal entry. Note that these are just opportunities and totally optional. The submittal deadline for your journal is midnight on January 21st.

F) Leadership Topic Presentation:
Students will select from a list of instructor-provided presentation topics and prepare/present that topic during a pre-scheduled time during the capstone trip. Presentation times will range from 15 to 30 minutes in length and vary by topic. For topics scheduled to last 30 minutes, students will have the option of team-teaching with another student if they choose.

G) Leadership project idea, presentation and peer consultation:
Students will develop and present a leadership project idea. NOTE: this is the capstone
project for the course and thus deserves more attention from you. Your grade for the assignment will be based on a presentation you will give while we are in Costa Rica as well as your effectiveness as a peer consultant for other student project ideas. Your presentation will be part of a peer consultation about your project, as described below. To help ensure that you are on the right track, you need to get approval from me prior to diving in deep on your idea.

LEADERSHIP PROJECT IDEA

OBJECTIVE

As part of this course, you will develop and make initial plans for a direct action leadership project that has some societal benefit related to sustainability. Two requirements for the project are that 1) it needs to be large enough in scope that it would require more than just your effort to pull it off and 2) it has to involve direct action rather than something like passive education aimed at providing people with the information they need to make a change.

While we are in Costa Rica, you will do a 7 minute presentation about your idea to a group of your peers, immediately followed by a 10 minute question and answer session, a 10 minute peer discussion about your project and a 5 minute summary where you will have an opportunity to respond to peer comments and observations. [NOTE: you will also serve as a peer consultant for your classmates]

CHOOSING YOUR PROJECT IDEA

What kind of project you choose to do is up to you (sustainability is a huge topic!), but we suggest that you consider doing the following to help dial in on your idea:

1) Think about sustainability issues that are important to you and make a list of them.
2) Rank these issues in 3 ways. First, rank them by their urgency. Which issue, if not addressed quickly, will be an even bigger problem down the road? Second, rank the issues you came up with by how deeply you care about them. Which one keeps you awake at night because you care about it so much? Remember that you won’t be able to solve all the world’s problems with this one project idea, but do not shy away from substantial, game-changing types of ideas.
3) When you have an idea in mind, please run it by Paul Kazyak for initial feedback prior to midnight on January 3rd.

FINDING THE RIGHT APPROACH

There is no single “right way” to solve sustainability problems, but some approaches may work better than others. For example, essentially all environmental problems also have social, cultural, human health and economic aspects as well. So sometimes it may be more effective to focus on how your issue affects those areas rather than biodiversity or the physical environment. Additionally, research in social science demonstrates that appealing to human emotion (e.g., how the issue will affect someone personally) is a much more effective approach than only communicating scientific results.

As you move forward thinking about your project, don’t be afraid to think outside the box. For example, well over $100 million dollars (US) was raised by the “Ice Bucket Challenge” using a unique combination peer pressure, fun and social media.

How well you understand your issue will likely play a big role in the degree of success, so you will want to pay
particular attention to this part of your project.

1) Make an initial questions list to help get you on the right track. Things like:
   - Why is it important to do this?
   - What is the root cause of this problem? (not just the symptoms)
   - Who is likely to support this action and why?
   - Who is likely to oppose a solution and why?
   - Who do I know that would be great to have on my team?
   - Where in the system should we be working to solve the root problem?
   - What are possible ways to solve the root problem?
   - Where (scale, location(s) should we work on this problem?
   - When should we do this work?
   - How can we keep this work going into the future?

2) Assemble/analyze facts, including anticipated roadblocks and special challenges
3) Consider available resources
4) Consider alternatives
5) Set goals and objectives and a realistic timeline for achieving them
6) Set a course of action (step by step)
7) Decide on who is doing what

ROADBLOCKS

As you’ll learn during your time in Costa Rica, there are usually underlying, sometimes hidden reasons that sustainability problems exist, and to really solve your problem you’ll need to dig into the root causes and the factions that are likely to resist change. So as part of developing your plan of action, you will want to take a shot at identifying what ‘roadblocks’ you anticipate as you try to get things done and identify a strategy to overcome them.

DESIGNING SOLUTIONS

Why do we need solutions? Because we have problems! What general types of sustainability problems are there?
   - People (e.g., behavior & beliefs)
   - Process
   - System

Which category does your problem primarily fall into?

There are also long-term, short-term, simple & complex, acute & chronic. As you consider what you are trying to do with your project, note what kind of problem you are trying to address, and also the possible interrelatedness of problem types. For example, a belief problem (e.g., we have a “make it-take it-throw it away” system for plastics and most people do not have a problem with it) can create a process problem (e.g. plastic litter which washes into streams and is transported to the ocean) which can create a system problem (e.g., micro beads in oceans create large-scale degradation of the food web).

What type of solutions for these problems are out there? We can characterize solutions as either proactive or reactive. Which of these is likely to be better? Similarly, when do we generally find better long-term solutions—during the stress of a crisis (think about our recent spate of hurricanes) or in a more relaxed atmosphere? And are you more likely to come up with a great solution by yourself or working in creative collaboration with others?
Frame the problem. How you frame a problem is important. For example, imagine that someone gave you an old broken down boat and you decided that you need to fix it up to go fishing. You take a detailed inventory of the problems the boat has—the motor runs poorly, the rigging is rusty, the wiring is shoddy, the electronics are badly in need of an upgrade, the fishing rods are broken and the reels need new line, there isn’t enough safety equipment and there is a large hole on the port side below the waterline. You decide to focus on the hole in the boat as nothing else makes sense to do unless you fix the hole. So that is your frame. It doesn’t mean that other things aren’t important and won’t ultimately get fixed, just that the hole is your highest and most immediate priority.

As you look at your problem for this project, don’t be afraid to re-frame to change your perspective (5 + 5 = ___ vs ___ + ___ = 10). Do you want to frame this project as a problem, or as a unique and highly valuable opportunity? Which approach is likely to have more supporters?

And it may be highly useful to think about whether the availability of funding and degree of government or societal support you had would change the frame you chose. Yet another way to examine the framing could be to look at what would make the problem worse and whether this was likely to happen with no intervention.

Seek knowledge. This is something best gotten by simply paying attention. First, review what obvious information you have about your problem that may point to a solution. It is important to distinguish between fact, opinion and perspective when weighing data. During this process, it is especially crucial to carefully and honestly evaluate information you don’t like, because we all carry around bias that is not helpful to finding meaningful, lasting solutions.

Then, take it a step further and look for unusual information that may help you. As an example, when trying to show that climate change is happening, fishery scientists used centuries of data kept by cities and towns located next to lakes on annual ice-in and ice-out to definitively show that across North America, the number of ice-free days is increasing over time.

Because human beings have a propensity to imitate each other, make a special effort to examine what others have done to make progress on or solve the problem that your project is about. For example, some cities are remarkably ahead of others on reuse/recycling than others- what is it that they are doing that might work in your region/city/community? One thing you will want to keep in mind is that the harder and more complicated the problem, the more likely it is that you will need to be experimenting with solutions rather than going with something that you are certain will work. And since experiments can certainly fail, it is really important to learn as you go and allow for that.

Test your assumptions. We’ll talk a good bit about this in Costa Rica, but your initial set of beliefs about a problem and its potential solutions are immensely important, so it is imperative to list what these assumptions are, to challenge them and to have others challenge them as well. For example, you might assume that Exxon-Mobil would never start building solar and wind farms, but what if it became very clear that fossil fuels were a dead end from a business perspective?

Think different. Think big. Chances are you are in this course because you care. So don’t shy away from big, hairy solutions—the bigger the problem, the bigger the opportunity! Sometimes it takes very little extra work to scale up your solution to a truly meaningful scale. At the same time, stay humble. Do this by walking in the shoes of others to see possibilities for their solutions- be accepting & tolerant of their ideas. You’ll find much more success if you help people find their solutions than if they think that you are dictating solutions to them.

Just because you own a hammer, it doesn’t mean that a hammer is the best tool for every construction problem. And think about win-win solutions for your project—they certainly exist and nature comes up with them all the time!

Spend time thinking about the ways that your problem is connected to the rest of the world, and whether there are key levers in the system where your effort will yield the most results. Dr. Danella Meadows did some excellent work on this subject and you’ll find a brief summary at: http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/
Finally, take the advice of Dr. Tina Seelig at Stanford University- build a quilt with your project, not a puzzle. The reason is that when a piece is missing from a puzzle, you can’t finish. In contrast, quilt makers create from what is available to them.

YOUR PRESENTATION

As described above, you will have just 7 minutes (strictly timed) to present your project idea. This means that you’ll have to cut to the chase and convince your peers that your project is important to do and that it will work using the approach you have chosen. One thing to keep in mind is that you will have the opportunity to provide additional information during the 10 minute Q&A period that should help flesh out your ideas and strategy.

DOING THIS PROJECT

In the event that you decide that you really want to pursue your leadership project idea, it may help to know what kinds of things have worked for other people. Please watch the YouTube video by Simon Sinek on 10 rules for success as there are some good tips to consider. The link is: https://www.youtube.com/watch?v=nJxQ2kUGJkA

Also, I am willing to serve in a consulting role to help you succeed. And if you want to also get JHU credit for doing this project, consider registering for Independent Research (420.801.51) for the Spring 2020 semester.

Course grading:

Your grade will be calculated using the following point system:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
<th>(% of GRADE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership project idea</td>
<td>125</td>
<td>(25%)</td>
</tr>
<tr>
<td>Projects will be graded based on your presentation in class: understanding of the problem, including type and degree of interconnectedness with other problems (0-25 pts); depth of analysis, including consideration of conflicting data, anticipated challenges, availability of resources, evaluation of leverage points, applicability of previous solutions, and consideration of alternatives (0-60 pts) and clarity and power of presentation delivery, including responses to questions (0-25 pts) and participation as a peer consultant during Q&amp;A periods for fellow classmates’ presentations 0-15pts).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. On-line assignments</td>
<td>4 @ 25 pts each= 100</td>
<td>(20%)</td>
</tr>
<tr>
<td>On-line assignments will be graded based on thought content and degree of addressing the question(s) asked (0-15 pts); writing quality (0-5 pts); and persuasiveness (0-5 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Participation in discussion threads</td>
<td>25 pts</td>
<td>(5%)</td>
</tr>
<tr>
<td>Participation in discussion threads will be graded based on timeliness (0-7pts); thoughtfulness and quality of response (0-3pts for each thread; 18 total points possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Take-home Final Exam</td>
<td>50 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>5 short essay questions (0-10 pts each)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Class participation and engagement** 100 pts (20%)
   Participation will be graded as follows: degree of active engagement and reflective participation during class discussion sessions (0-50 pts); punctuality and participation in scheduled events (0-15 pts); courtesy to fellow students (0-15 pts); and attitude (0-20 pts).

6. **Journal** 50 (10%)
   Journals will be graded as follows: legibility/readability (0-10pts); extent of coverage (i.e., the degree to which entries include project thoughts, thoughts on lectures, entries about class activities, inclusion of external events related to sustainability) (0-15pts); and quality of content/originality of thought (0-25pts).

7. **Leadership topic presentation** 50 (10%)
   Presentations of leadership topics to the class will be graded as follows: engagement of class while teaching (0-10pts); extent of coverage of the topic (0-25pts); and quality of content/originality of thought (0-15pts).

Total = 500 points

The following grading scale will be used in this class (the JHU-AAP grading scale):

- 100–100% A+
- 94–97% A
- 90–93% A-
- 88–89% B+
- 84–87% B
- 80–83% B-
- 70–79% C
- <70% F

More information about AAP grading policies can be found at: [AAP grading policies](#).

**What is the policy for late assignments?**

I expect you to contact me in advance if you think you cannot meet an assignment deadline. However, if an assignment is late and prior arrangements have not been made with me, the assignment score will be zero. Don’t expect to get an exception.

**Time Management Expectations**

Because this is an intensive, graduate-level course, the rigor and time commitment is higher than an undergraduate course. I expect that you take time to understand the assignments and when they are due so that you can integrate all of this work into your schedule. I highly encourage you to consider starting on one or more assignments prior to the official start date of the course. Please seek help from me before becoming frustrated and spending a significant amount of time to resolve an issue.
Course Participation & Communication Policy

Course management

Because of the condensed format for this course, on-line work was included to maximize learning and assimilation of the material. There will be three main components of on-line work-lectures, assignments and on-line discussion threads. Note: Students should also start and maintain their journal during the on-line work phase, including listing of memorable points from the lectures and thoughts as their leadership project idea progresses.

The on-line part of this course uses the Blackboard course management tool. If you are enrolled in this course you are automatically included in Blackboard for this course. You will need to use your JHED ID to log in. All assignments, readings, and capstone trip advice will be available through Blackboard. Be sure to check Blackboard as soon as the January session starts, and look for emails from me starting shortly after registration ends.

NOTE: All emails from me to you will use the JHU system. If you use a different email system, be sure to forward your JHU account to that other address.

Course etiquette

As JHU graduate students, each of you has proven your ability to master new material, some of which may have been in the form of using your short term memory. In this course, I expect students to embrace and adopt and practice the concept of deep, internalized learning. So rather than formally testing your memory on concepts I consider important, we will pursue a collaborative learning journey that requires your investigative curiosity, a high level of engagement during all class activities and lots of courtesy and respect for your peers and instructors.

Network Etiquette (i.e. “Netiquette”)

In this course, online discussion will be primarily take place in our online discussion board. In all textual online communication, it important to follow proper rules of netiquette.

What is netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means the social and cultural norms of communicating with others in a proper and respectful way. In other words, netiquette is a set of rules for behaving and interacting properly online.

The Netiquette “Core Rules” linked below are a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use in communicating online.

For Netiquette Core Rules visit The Core Rules of Netiquette web page.

Contacting the Instructor

The instructor for this course is Paul Kazyak (pkazyak1@jhu.edu).
Feel free to contact me with comments, questions, and concerns. You will receive a response within 24-48 hours. All email messages will be sent to you via your JHU email account, so you should be in the habit of checking that account every day or you should ensure that your JHU email account forwards messages to another account of your choice.)

Professionalism is expected throughout this course whether in the online classroom or email. Your responses to questions, interaction/communications/emails with classmates or me should be professional in manner, and that includes responding in a timely manner.

**NOTE:** All emails from me to you will use the JHU system. If you use a different email system, be sure to forward your JHU account to that other address.

**Course Protocols & Getting Help**

**How will I know about changes to the course?**

You will find new announcements about current course activities that you are working on and any changes to the course posted on Blackboard in the Announcements section, and every time I make an announcement it will also go out as an email to you. Please check announcements every time that you log into the course.

**How should I communicate with others in this course?**

Communication for this course will primarily be face to face, during lectures and on the field trip. However, initial introductions will happen online and you will make 7 posts related to the lectures and required readings. When you have a question about an assignment or a question about the course, please email me at pkazyak1@jhu.edu. Although I only guarantee a response within 24-48 hrs, it is very likely that I will respond more quickly than that.

**Are there any requirements for sending e-mail messages?**

When you send an e-mail message to me or to another participant in the course, please observe the following guidelines:
- Include the title of the course in the subject field (e.g., Sustainability Leadership).
- Keep messages concise, and check spelling and grammar.
- Send longer messages as attachments.
- Sign your full name (the sender’s email is not always obvious).

**Course Topics, Activities & Schedule**

**Sustainability Leadership**

(420.670.91.SP20)

January 2020 Intersession: Instructor: Paul Kazyak

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Event/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 November</td>
<td>On-line course material and assignments available to students</td>
</tr>
<tr>
<td>2 January</td>
<td>Course begins</td>
</tr>
</tbody>
</table>
4 January  Self introduction ‘bios’ due by midnight (Discussion thread #1); posting about Chamberlain speech (Discussion thread #2) due by midnight; Assignment #1 made (Leadership Project Idea-presentation due on extended field trip)

5 January  Response to other student ‘bio’ introductions (Discussion thread #1) due by midnight; post your reaction to Trombulak talk (Discussion thread #3) by midnight

8 January  Assignment 4 (USFWS vision review; Discussion thread #4) due; student posts of Simon Sinek talk (discussion thread #5) due by midnight

Posts of thoughts on documentary Singing Revolution due by midnight

8-19 January EXTENDED FIELD TRIP IN COSTA RICA
Assignment 1 Presentation
Assignments 2 and 3 due in Costa Rica

21 January  Journal and Final Exam due; email to pkazyak1@jhu.edu by midnight; intersession ends

AGENDA (Draft; details likely subject to change)

Course field trip specifics:
This course will take place totally off campus, and during the extended field trip to Costa Rica food and lodging will be provided between the convening time at the San Jose airport on January 10th and the return to the airport on January 19th. We will stay 6 nights at Casa Mariposa near the town of San Gerardo (central Costa Rica), and 3 nights at Hacienda Baru National Wildlife Refuge near the town of Dominical (west coast of Costa Rica). Lodging will be dormitory style. You will have some free time for exploring both of these beautiful locations, and most activities will be held outdoors so you should bring clothing appropriate for day hiking and being in the field. We will also periodically ask for a few minutes of your time to help with food preparation/cooking/clean up.

The daily activities during the field trip will vary in intensity and type. On average, there will be about 5.5 hrs of organized, formal class activity each day, and activities will include instructor-led presentations, guest speakers, large group discussions, small group exercises, student project peer consultations, videos, paired student discussions, short student-led learning sessions, periodic self-reflection/assessment, and several hikes (please let me know if you need special accommodations because of physical limitations).

NOTE: Times highlighted in green on the agenda indicate outdoor activity, yellow indicates indoor activity and purple indicates potential student-led teaching
Day 0  Thursday 9 Jan

Travel to San Jose, Costa Rica

7:00 pm  Optional evening pre-gathering social

Day 1  Friday 10 Jan

Convene at SJO Hotel (location TBD); travel to and stay @ Casa Mariposa

9:00 am  Convene at hotel: General Introductions/ class expectations/ room drawing

  Leadership Qualities you admire
  Personal power (power of YOU)
  Creativity bursts

10:00 am  Depart for Casa Mariposa

LUNCH STOP

Wind turbine stop en route

Ice Breaker (en route)

Story of my life prep (en route)

2:30 pm  Arrival @ Casa Mariposa: Wine & cheese/Get settled

3:00 pm  Introduction/hostel tour

3:30 pm  Story of my life + Leadership strength results + surnames results

6:30 pm  DINNER

7:30 pm  Gratitude

9:00 pm  WOW pix from CR - the power of beauty

9:30 pm  Our ancient brain: the good, the bad and the ugly

Day 2  Saturday 11 January

8:00 am  Transmitting & receiving information: how it happens

9:00 am  Communication Practice makes powerful glyphs + huh exercise
9:30 am  Dialogue
Made to stick- climate change communications exercise
Framing

10:30 am  BREAK

10:40 am  Crafting your message

11:20 am  FREE TIME

12:00 pm  LUNCH

2:30 pm  About Teams

3:10 pm  Organization & planning

3:30 pm  Dots (org/planning/teamwork exercise)

4:10 pm  CROC RIVER  Team building exercise

4:50 pm  Save the world exercise  Team building exercise

6:00 pm  DINNER

7:00 pm  Purpose/paired purpose discussion

7:30 pm  Young at Heart movie (in part- ~57 min)

Day 3  Sunday 12 January

8 am-noon  CONCURRENT SESSIONS

Potential Topics… (before field trip students will rank their top choices and a subset of these will be presented in concurrent session format- each session will be done twice so students can attend 2/3s of the sessions)

Leadership & love  ‘Leaderful’
Decisionmaking influences  Empathy
Self-awareness  Emotional intelligence
Goals and campaigns vs process  Priming
Self-protection  (Staying alive)  Meta leadership
Changeology  Resilience
Fish harvest systems exercise

Inversion *exercise for how to look at sustainability or climate change*

12:00 pm  LUNCH  *Hand out self-assessment, self-care, wheel of life…*

1:00 pm  Guest speaker Bolivar Ureñas Rojas, president of AsoOrganicos, a group of organic producers

2:00 pm  Gratitude hike (on your own or with instructor)

5:00 pm  Trust, Relationships, Social Capital & Truth

6:00 pm  DINNER

8:00 pm  Storytelling & 3 words Campfire

**Day 4**  Monday 13 January

7:00 am  Optional gratitude hike w/ Paul

8:00 am  Cheese store/recycling project tour

1:00 pm  LUNCH/ FREE TIME

3:00 pm  Assumptions

4:00 pm  Direction (incl. Abilene Paradox)

5:20 pm  Diversity

5:35 pm  Influence

6:00 pm  DINNER

8:00 pm  Resolving conflict

8:15 pm  Casualties

8:30 pm  Class observations so far

**Day 5**  Tuesday 14 January

9:00 am  Defining problems
10:00 am 'Distance learning' (getting on the balcony)
10:15 am Changing Organizational culture
10:45 am Working in a Gamed System: Why the House Usually Wins
11:15 am Roadblocks
11:45 pm Creating Power
12:00 pm LUNCH
1:00 pm Creativity/Positive Deviance @ swimming hole
2:00 pm Designing Solutions Exercises
4:00 pm Walk to Trout Farm
6:00 pm DINNER @ Trout Farm

Day 6  Wednesday 15 January
8:00 am Ripeness & tempo
8:15 am Beliefs/attitudes/values
9:15 am Systems Thinking: incl. Amazon exercise
12:00 pm LUNCH
FREE TIME
6:00 pm DINNER
7:00 pm Life is Sacred movie
9:00 pm Casa Mariposa WOW pix

Day 7  Thursday 16 January
8:00 am Connectivity: people & problems
10:30 am Depart Casa Mariposa for Hacienda Baru
Farmers Market visit en route
12:00 pm  LUNCH
FREE TIME
5:00 pm  GUEST SPEAKER: Jack Ewing leadership history of Hacienda Baru
6:30 pm  DINNER
7:30 pm  Leading by example (walking the walk)/ Action alignment
8:00 pm  Leadership project peer consultations

Day 8  Friday 17 January
8:00 am  Team challenge
11:00 am  GUEST SPEAKER: Andrea Herrara; Asociación de Amigos de la Naturaleza
12:00 pm  LUNCH
1:00 pm  Gratitude hike
7:00 pm  DINNER
8:00 pm  Leadership project peer consultations (cont.)

Day 9  Saturday 18 January
8:00 am  Learning at the beach
           Complications of Climate Change
           Courageous Conversations
           Goal Setting: Stretch exercise
10:00 am  GUEST SPEAKER: Oscar Brenes; Fundación Playa Tortuga
11:00 am  Samari warriors communication exercise
11:30 am  Behavior Change (CBSM)
12:30 pm  LUNCH

Sample Syllabus
6:30 pm  DINNER
7:30 pm  World Café listening exercise
8:30 pm  Touch someone exercise
8:50 pm  Spoken by candlelight (~dreams & aspirations as part of closing)
9:30 pm  Photo summary of the course (Wowpix + people)

Day 10 Sunday 19 January

7:30 am  Travel to airport,
12:00  Arrive at SJO airport
Fly home  En route: Critique & individual next steps
University Policies

General

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the Disability Accommodations page. Further information and a link to the Student Request for Accommodation form can also be found on the Disability Accommodations page.

Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU’s Notice on Plagiarism.

Dropping the Course

You are responsible for understanding the university’s policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the Academic Calendar.

Getting Help

You have a variety of methods to get help on Blackboard. Please consult the resource listed in the "Blackboard Help" link for important information. If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the AAP online support page. Also, contact your instructor at the email address listed in the syllabus.

Copyright Policy

All course materials are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the JHU Copyright Compliance Policy, and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP’s Code of Conduct and the University’s Student Conduct Code. Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed.
for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University policies and be subject to disciplinary action.

**Code of Conduct**

To better support all students, the Johns Hopkins University non-academic Student Conduct Code has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the Code of Conduct for Advanced Academic Programs.

**Title IX**

**Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the JHU Sexual Misconduct Policies and Laws.

For more information on both policies mentioned above, please see: JHU Relevant Policies, Codes, Statements and Principles. Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.