

GENE 415 – Practical Analysis of Student Leadership Experience Winter 2022

Carolyn MacGregor and Mary Robinson

Class size: 10

Used with Permission

GENE 415: Practical Analysis of Student Leadership Experience

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Territorial Acknowledgement

We acknowledge that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee Peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the Office of Indigenous Relations.

Instructional Team

Professor Carolyn MacGregor

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Professor Mary Robinson

Pronouns: she/her Email: mary.robinson@uwaterloo.ca

Email, Email through Learn, and MS Teams

Contact us to check-in (say "Hi"), or for personal questions about GENE 415 course content (e.g., you must miss an in-person activity or something is preventing you from handing in an assignment). The easiest way to reach us is by sending a quick email using our LEARN site email which will automatically put "GENE415" in the subject line to make it easier for us to spot and track. As Associate Deans we get lots of emails and we would hate to miss one from you. You are also welcome to contact us through MS Teams.

Course Announcements

We will use the **Announcements** widget on the Learn Course Home page during the term to communicate weekly updates, new or changing information regarding due dates, etc. Please read the announcements on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click “Show All Announcements”.

Course Description and Course Format

GENE 415 Calendar Description

Title: Special Directed Non-Technical Studies

Description: This course is provided for students who, through academic studies during international exchange programs or other university related scholarly activities, wish to request a course credit for this work. Students wishing to claim this credit must show evidence of university level academic activity not otherwise claimed for credit.

[Note: Permission of the Associate Chair of the Department in which the student is registered is required.

Offered: F,W,S]

Department Consent Required

GENE 415 Winter 2021 Course Description

Title: Practical Analysis of Student Leadership Experiences

This course provides student leaders with a practical framework to analyze and understand their role in their service organization, either in Waterloo Engineering or outside. The course is structured to both develop and encourage students to reflect on their leadership experiences to become better leaders in the future using the SLICC (Student-Led, Individually-Created Course) model. Classroom time is used for workshops, guest presenters, and peer-to-peer learning experiences from discussions of the week’s topic to formal presentations. Topics include positionality and power, conflict and inter-personal relationships, emotional intelligence, leadership and management, communication, teamwork, sponsorship, and succession planning.

Course Format: In-Person Seminars/Workshops, and Individual Project Mentoring

Tuesdays and Thursdays, 10:00-11:20 AM (EST)

In-person: DWE 1502

Remote: MS Teams (links to be posted on Learn as needed)

Intended Learning Outcomes

Through this course, I will:

1. Describe and discuss how personal understanding of course concepts (e.g., power/privilege) influence(d) and impact(ed) my student leadership experiences.
2. Draw upon personal experience to analyze the strengths, weaknesses, opportunities, and threats to student leadership roles when viewed through the lens of organizational and societal factors (e.g., succession planning, media influence).
3. Identify areas for personal growth in (student) leadership skills and develop an action plan to address them.
4. Apply an adapted SLICC framework to develop my SLICC proposal.
5. Investigate, collaborate, and share learning as a student leadership community.
6. Reflect on the development and evolution of my leadership mindset.
7. Evaluate and critically reflect upon my approach, my learning, and my development throughout my SLICC.

(See Table at end of document for relationship between ILOs and Engineering Graduate Attributes)

Course Assessments

Proposed Grading Scheme (resulting in a NUM course grade).

Grading scheme and weights to be finalized with class participants at the end of Week 1.

Course deliverables	Grade
Reflections: <ul style="list-style-type: none"> A minimum of a weekly reflection on the prompts from workshops or in-class discussions, and/or part of SLICC project process. Graded 0 (not done), 1 (something submitted), 2 (quality reflection) 	24% (12 x 2%)
Individual SLICC project based on student's leadership experiences: <ul style="list-style-type: none"> Project Proposal Peer review of 2 other participants' proposals <ul style="list-style-type: none"> Graded 0 (not done), 1 (something submitted), 2 (quality feedback) Micro-presentation about your SLICC proposal First draft of final deliverable <ul style="list-style-type: none"> Graded 0 (not done), 1 (something submitted), 2 (quality progress) Peer review of 2 other participants' draft SLICC deliverable <ul style="list-style-type: none"> Graded 0 (not done), 1 (something submitted), 2 (quality feedback) Final SLICC project deliverable <ul style="list-style-type: none"> Includes reflection report Final SLICC presentation 	76% 10% 3% 10% 5% 8% 30% 10%

GENE 415 Course "Submit in Good Faith" Policy to avoid "0" for late deliverables

Rather than risking a 0 for a late submission, all students are encouraged to upload whatever they have completed on a deliverable by the specified deadline. This allows the instructor opportunity to take extenuating circumstances into consideration and/or grade "as is" (for part marks rather than 0).

Academic Integrity Individual vs Collaborative Assessments

All students are expected to work individually and submit their own original work, with the exception of those assessments clearly indicated as collaborative by the instructors. Under Policy 71, the instructor may have follow-up conversations with individual students to ensure that the work submitted was completed on their own. Any follow up will be conducted remotely (e.g., MS Teams, Skype, phone), as the University of Waterloo has suspended all in-person meetings until further notice.

Materials and Resources

Course readings to introduce or support topics will be posted on LEARN.

Course Schedule

Course topics to be finalized with class participants at the end of Week 1. Scheduling of topics will be flexible to allow for the availability of guest speakers.

Date	Time	Topic/Activity	Assessments
Thurs Jan 6	10-11:20	Welcome to GenE415	
Tues Jan 11	10-11:20	Intro to SLICCs & reflection with Katherine	reflection

Thurs Jan 13	10-11:20	Positionality/privilege/prejudice	reflection
Tues Jan 18	10-11:20	Conflicts & interpersonal relationships	reflection
Thurs Jan 20	10-11:20	Leadership & management	
Tues Jan 25	10-11:20	Communication	reflection
Thurs Jan 27	10-11:20	Goal setting & succession planning	
Tues Feb 1	10-11:20	SLICC work & consultations	reflection
Thurs Feb 3	10-11:20	SLICC work & consultations	SLICC proposal due
Tues Feb 8	10-11:20	SLICC work & consultations	reflection
Thurs Feb 10	10-11:20	proposal micro-presentations	micro-presentations
Tues Feb 15	10-11:20	SLICC work & consultations	reflection
Thurs Feb 17	10-11:20	SLICC work & consultations	
Reading Week (Fri Feb 19 - Sun Feb 27)			
Tues Mar 1	10-11:20	SLICC work & consultations	reflection
Thurs Mar 3	10-11:20	SLICC work & consultations	
Tues Mar 8	10-11:20	SLICC work & consultations	reflection
Thurs Mar 10	10-11:20	SLICC work & consultations	midterm report due
Tues Mar 15	10-11:20	SLICC work & consultations	reflection
Thurs Mar 17	10-11:20	SLICC work & consultations	
Tues Mar 22	10-11:20	SLICC work & consultations	reflection
Thurs Mar 24	10-11:20	SLICC work & consultations	
Tues Mar 29	10-11:20	SLICC work & consultations	reflection
Thurs Mar 31	10-11:20	presentations	submit presentations
Tues April 5	10-11:20	presentations	reflection
date TBD			final SLICC "report" due

Fair Contingencies for Emergency Remote Teaching

We are facing unusual and challenging times. The course outline presents the instructors' intentions for course assessments, their weights, and due dates in Winter 2022. **As best as possible, we will keep to the specified assessments, weights, and dates.** To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with **due and fair notice to students.** In the event of such challenges, **the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.**

Course Policies

Guiding Principles for our Learning Environment:

- 1) Be compassionate.
- 2) Be accountable.
- 3) Be patient.
- 4) Be safe and healthy.

Engineering Graduate Attributes, Learning Objectives and Assessments

Table 1. Relationships between Engineering Graduate Attributes & Intended Learning Outcomes & Assessments

Engineering Graduate Attribute	Intended Learning Outcomes	Assessment
Knowledge Base for Engineering	1	Weekly Reflections
Problem Analysis	2	Weekly Reflections
Investigation	4,5	SLICC Project
Design		
Use of Engineering Tools		
Individual and Teamwork		
Communication	4,5	SLICC Project
Professionalism (Engineering)		
Impact of Engineering on Society and the Environment		
Ethics & Equity	1,2	Weekly Reflections
Economics & Project Management		
Life-Long Learning	3,6,7	Weekly Reflections, SLICC Project

Adaptation of SLICCs ILOs

How can you define the context of your chosen Learning Experience at the start of your SLICC?

Provide details on how you found the opportunity.

Outline your current perceptions about your role within the context of your SLICC. Who you will be interacting with or, if you are examining a past leadership experience, who were you interacting with?

Link your leadership experience to a wider scope. What could the potential future outcomes be for the leadership context you are analyzing?

For each Learning Outcome, anticipate what evidence you might use to demonstrate this Learning Outcome.

Learning Outcome 1: I am able to demonstrate how I have actively developed my understanding of the topic I have chosen for my SLICC.

What?

- What topic (e.g. power/privilege/positionality; conflict and inter-personal relationships, emotional intelligence, leadership and management, communication, teamwork, succession planning) have you chosen to investigate with respect to your leadership experience and why?
- How much do you already know about the topic?

So what?

- What are some of the first questions you need to address?
- What do you think will be the main challenges?

Now what?

- What steps will you take to start answering the questions you have identified?
- How can you overcome some of the challenges you identified?

Learning Outcome 3: I am able to demonstrate how I have used experiences during my SLICC to actively develop my leadership skills in the focused area of (Choose one)

- power/privilege/positionality
- conflict and inter-personal relationships
- emotional intelligence
- leadership and management
- communication
- teamwork
- succession planning

What?

- What particular skill have you chosen to focus on during your experience? Why have you chosen this skill?
- What are your current strengths and weaknesses in this skill?

So what?

- What challenges do you expect in using this skill during your SLICC?
- How will you be able to periodically take a step back and reassess your effectiveness in using this skill during your SLICC?

Now what?

- How can you overcome some of the challenges you identified?
- How will you use your experiences throughout your SLICC to develop this skill?

Learning Outcome 4: I am able to demonstrate how I have used experiences during my SLICC to actively explore my leadership mindset.

- What challenges do you expect you might encounter in exploring your leadership mindset during this SLICC?
- How will you be able to periodically take a step back and reassess your mindset in this area during your SLICC?

Now what?

- How can you overcome some of the challenges you identified?
- How will you use your experiences throughout your SLICC to explore your mindset in this area?

Learning Outcome 5: I am able to evaluate and critically reflect upon my approach, my learning and my development throughout my SLICC.

Showing how you will actively reflect on your learning throughout the experience is essential. Summarise below:

What?

- How would you describe your current approaches to learning, to your own development, and to managing new experiences?

So what?

- In what ways do you think these approaches will help you during your SLICC?
- In what ways would they need to adapt?

Now what?

- How do you plan to reflect on and evaluate your progress, learning and approaches throughout your SLICC? Include your planned schedule for reflecting, any stages that will be particularly important for reflection, plus any tools or strategies your plan to use.
- What challenges do you expect in following this plan? How can you overcome some of them?