

(UN)COMMON READS: DARE TO LEAD

Fall 2021
Tuesdays 6:15-7:05 p.m.

Guided by the work of Brené Brown's Dare to Lead, we will dive into discussions centered around leadership, courage, vulnerability, connection, and more.

Be prepared to get a bit uncomfortable - be prepared to be daring.



“One of the most important findings of my career is that daring leadership is a collection of four skill sets that are 100 percent teachable, observable, and measurable. It’s learning and unlearning that requires brave work, tough conversations, and showing up with your whole heart. Easy? No. Because choosing courage over comfort is not always our default. Worth it? Always. We want to be brave with our lives and our work. It’s why we’re here.”

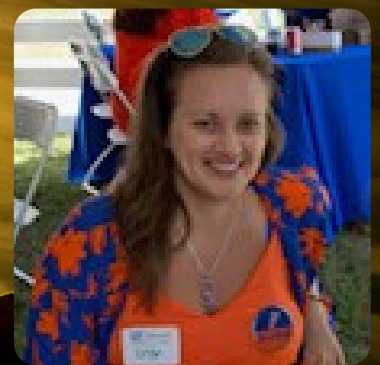
Your course organizers




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Ana Redington



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 KristaEdTech

And a key part of our course experience - you!



Prefer the old school syllabus (all text)?
Flip a few pages and you'll find the traditional version.

Caution:

Daring leadership involves vulnerability.

Your course experience will involve vulnerable and sometimes challenging conversations. We invite you to join us in being brave and sharing your authentic self - a little bit of discomfort can lead to much growth.



WHAT WILL YOU LEARN?

student learning outcomes

As a result of taking this course, students will:

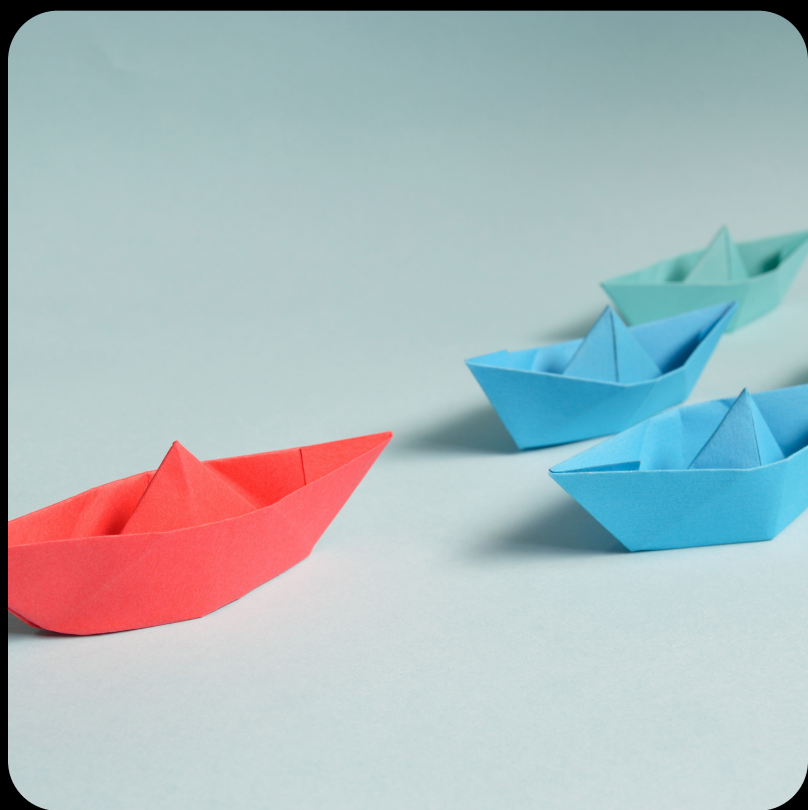


EXPLORE LEADERSHIP

Discuss and analyze what leadership means, and contrast it to what daring leadership means/is.

EXAMINE FOUR SKILLS

Discuss, analyze, and reflect on Brown's four skill sets of daring leadership: rumbling with vulnerability, living into our values, braving trust, and learning to rise.



INTEGRATE

Reflect upon daring leadership in your own academic, professional, and personal lives.

WHAT DO I NEED TO KNOW?

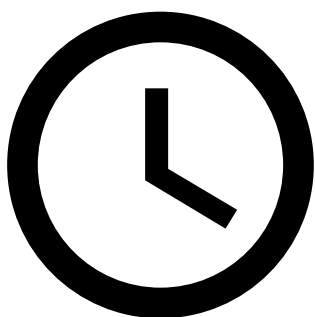
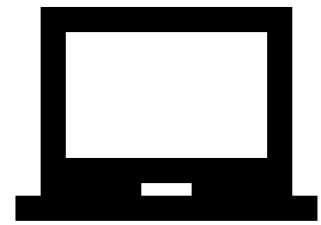


BOOKS/MATERIALS

- Brené Brown, Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. (Publisher: Random House) (any format you prefer)

COURSE WEBSITE

- Canvas - log in at ufl.instructure.com (use your Gatorlink username and password)
- Submit all assignments on Canvas



ATTENDANCE

- Be on time! **Be present and engaged.**
- Because our course revolves around connection and discussion, attendance/engagement is part of your grade.
- See UF policy for excused absences. Contact us before class if you cannot participate.

PARTICIPATION + RESPECT

We expect you to:

- Show mutual respect for your classmates + instructors
- Value diversity of ideas and insights
- Participate via video and audio as often as possible; actively listen

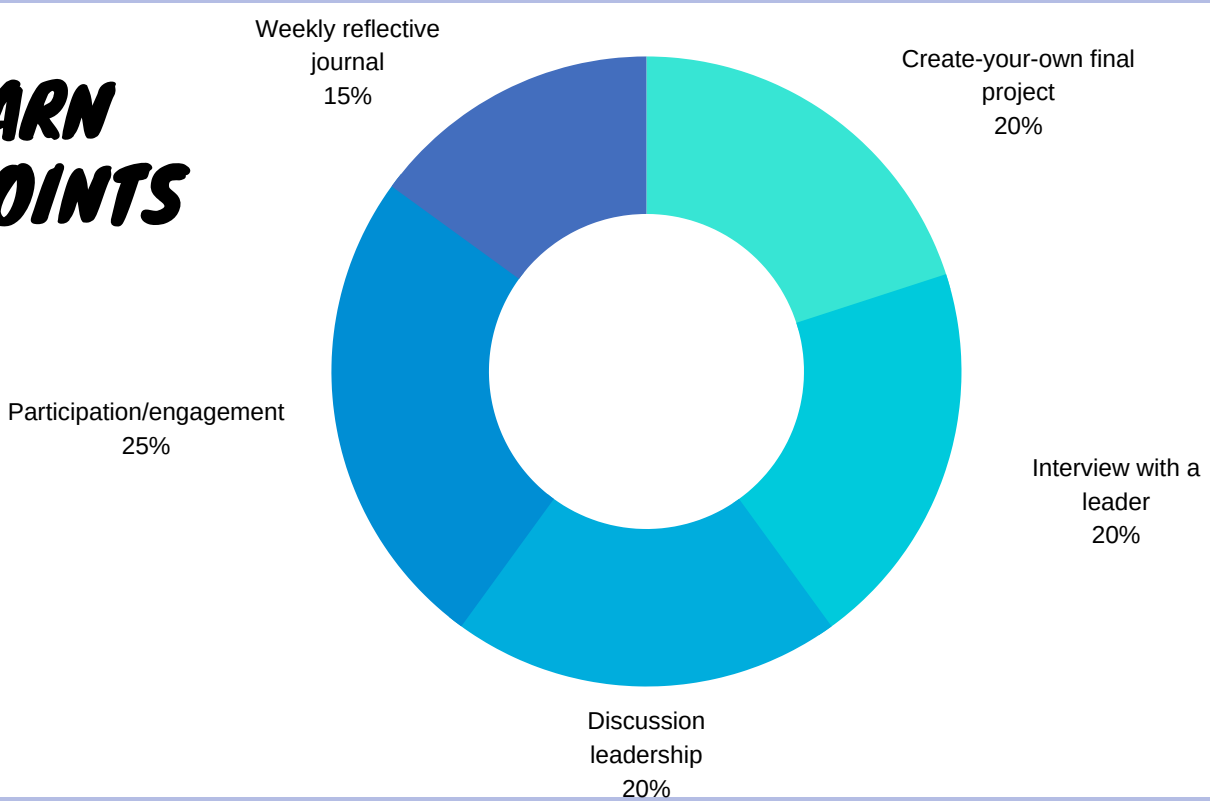


"I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship." - Brene Brown

GRADING

This class follows the UF grading policy: check the undergraduate catalog or old school syllabus for details.

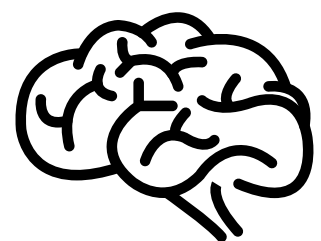
EARN POINTS



ACADEMIC INTEGRITY

As a UF student, you are expected to abide by the UF Honor Code. See the traditional version of the syllabus for more details. Basically:

- **Do not lie, cheat, or steal academic information.**
- **Do not plagiarize or use unauthorized material.**



Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On my honor, I have neither given nor received unauthorized aid in doing this assignment.



Your well-being is important. If you or a friend is in distress, please reach out to umatter@ufl.edu or 352-392-1575 (nights and weekends)! See the appendix for details.

HOW ARE WE DOING?



- We'll ask for your feedback throughout the course - we want to make sure this experience is meaningful for you, and we'll integrate your feedback throughout.
- UF will ask for feedback at the end of the semester via course evaluations.

ACCESSIBILITY

The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565; dso.ufl.edu/drc). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

OUR DARING JOURNEY



CLASS SESSIONS

- Interactive discussions and activities related to Dare to Lead reading (we won't be lecturing!)
- Conversations with UF and community leaders around their leadership experiences
- Community building within our Dare to Lead class community
- Reflective activities to further explore and integrate daring leadership skills and knowledge



ASSIGNMENTS

We've designed the assignments to be meaningful to your learning experience:

- Attending and participating in class
- Crafting and submitting questions to ask our in-class leaders, and sharing reflections on the conversations
- Co-leading a class discussion
- Interviewing a leader outside of class, and sharing your takeaways
- Designing your own final project, which may include a book review podcast, annotated bibliography, short research paper, or whatever other format is meaningful and useful to your experience. (We're happy to discuss!)

Assignments are designed to be flexible and to give you autonomy over direction of the assignment. You should receive full credit if you complete the assignments in good faith, and participate and engage in class discussions.

We know challenges might come up throughout the semester, especially due to the pandemic. Please reach out to us as soon as possible before any deadline if you have concerns. Your wellbeing comes first! Please feel free to submit assignments early too.

THIS CLASS IS FOR YOU IF...

- You are interested in exploring the concept of leadership and the question of what makes a good leader.
- You are interested in exploring your own values, feelings, and strengths, and how you can leverage those in your journey.
- You are comfortable with, or want to challenge yourself to get comfortable with, deep, honest, meaningful discussions.
- You are interested in learning a bit more about the concepts of shame and empathy, including how they may show up in the workplace.
- You are interested in delving into core emotions, and the concept of emotional literacy.
- You want to dig deeper into your values and beliefs, and think more deeply about how your values may shape your behavior.
- You want to learn how to be a daring leader, and how to embrace vulnerability as a strength.



When we have the courage to walk into our story and own it, we get to write the ending.

AND WHEN WE DON'T OWN OUR STORIES OF FAILURE, SETBACKS, AND HURT—THEY OWN US.

SELF-AWARENESS AND SELF-LOVE MATTER.

Who we are is how we lead.



Old school syllabus version/appendix

(un)common reads: Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. Brené Brown

IDH 2931
Class #26268
Hume 0119
Tuesdays, 6:15-7:05 p.m.

Heather M. Flynn, flynnh@law.ufl.edu
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Krista Vaught, krisv182@ufl.edu

What does daring leadership look like? And what is armored leadership compared to daring leadership?

Guided by the work of Brené Brown's Dare to Lead, students will dive into discussions centered around leadership, courage, vulnerability, connection, and more. Be prepared to get a bit uncomfortable - be prepared to be daring. As Brown said, "One of the most important findings of my career is that daring leadership is a collection of four skill sets that are 100 percent teachable, observable, and measurable. It's learning and unlearning that requires brave work, tough conversations, and showing up with your whole heart. Easy? No. Because choosing courage over comfort is not always our default. Worth it? Always. We want to be brave with our lives and our work. It's why we're here."

While this book focuses on leading from a place of vulnerability and courage, the research and learnings are applicable to all. Whether you realize it or not, each of us can have a profound impact on someone else's life - the idea of everyday leadership. The world needs us.

Student learning outcomes:

Students will discuss and analyze what leadership means, and contrast it to what daring leadership means.

Students will discuss, analyze, and reflect on Brown's four skill sets of daring leadership: rumbling with vulnerability, living into our values, braving trust, and learning to rise.

Students will reflect upon daring leadership in their own academic, professional, and personal lives.

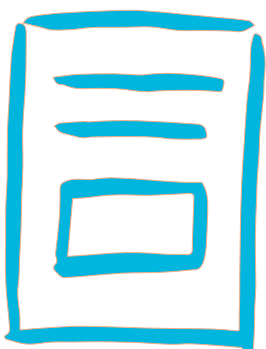
Required textbooks:

Brené Brown, Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. (Publisher: Random House)

You may find and use the book in whatever format works best for you (Kindle, hardcover, audiobook, etc.). Please note that we may refer to specific page numbers in class. We encourage you to purchase or borrow a version that you will have access to for the entire semester so that you can fully participate in discussions and activities.

Assignments and expectations:

- Attendance and participation: Students are expected to attend and participate in class discussions and exercises. To fully participate in class discussions and exercises, students are expected to read (and perhaps re-read) specific pages within the book.
- Weekly reflective journal: The weekly reflective journal is an opportunity for students to reflect and integrate our readings and discussions every week. Students can submit it weekly or at the end of the semester, in whatever format works for them. A Wiki page on Canvas is an option, or a Word document with entries for each week. Journal entries can be text, image, video, or any format that the student finds useful.
- Discussion leadership: In the second class session, students will volunteer to assist in leading specific class sessions. Leading a class session will involve crafting questions for the class to discuss, or, if appropriate, planning a skill-building activity. The instructors will help to facilitate discussions and difficult topics, but discussions are student-driven. Students can partner with another student or an instructor to lead the session and will still earn full credit.
- Meeting/interview with a leader: Students will select, reach out to, and have a discussion with a leader. The leader can be particular to their field, local to the Gainesville community, etc. - the criteria is that the student sees the person as a leader. Students are encouraged to reach out to leaders that they do not already know personally. Topics of discussion could revolve around topics and ideas we've discussed in class. The discussion does not need to be recorded, but students will write a reflection and share their three key takeaways with the class. Due September 24.
- Final project: The final project serves as a reflection on the book and our discussions. Students determine their own format (with instructor approval), which might include: a scholarly book review via podcast, a short literature review or annotated bibliography related to a theme in the book, a short research paper reflecting conversations with multiple leaders, etc. Students will share their final projects with the class, either online or in class, based on the format. Due November 19.



Old school syllabus version/appendix

Grading:

Attendance and participation: 25 points
Weekly reflective journal: 15 points
Discussion leadership: 20 points
Meeting with a leader: 20 points
Final project: 20 points

Assignments are designed to be flexible and to give students autonomy over direction of the assignment. Students should receive full credit if they read the assigned chapter(s), participate and engage in class discussions, and complete the assignments in good faith. We will set more detailed expectations for class participation together in the first class session.

Grading scale:

Grade points align with the undergraduate catalog, available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>.

Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

University Honesty Policy:

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 honor 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 (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-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.

Counseling and Wellness Center:

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Schedule:

Date	Read before class
8/24	see Canvas for materials
8/31	Introduction, pp. 1-15
9/7	Part 1: Rumbling with Vulnerability, pp. 17-52
9/14	continuation from previous
9/21	Part 1: Rumbling with Vulnerability, pp. 52-69
9/28	Part 1: Rumbling with Vulnerability, pp. 70-117
10/5	Part 1: Rumbling with Vulnerability, pp. 118-152
10/12	continuation from previous
10/19	Part 1: Rumbling with Vulnerability, pp. 152-163
10/26	Part 1: Rumbling with Vulnerability, pp. 164-181
11/2	Part 2: Living into Our Values, pp. 183-217
11/9	Part 3, Braving Trust, pp. 219-238
11/16	Part 4, Learning to Rise, pp. 239-272
11/23	No new reading; where do we go from here?
11/30	Wrapping up semester
12/8	Wrapping up semester