



Principles of Leadership in Animal Shelters

VME 6819

3 credits

University of Florida Distance Education Graduate Program in Shelter Medicine

Instructor:

Louiza Chan BVSc (Hons), MBA, Grad Cert (Shelter Med)

Email: louizachan@ufl.edu

Teaching Assistant: Becky Morrow, DVM, MS, CAWA

Email: morrowb@ufl.edu

Course Coordinator:

Terry Spencer, DVM, MEd E-mail: tspencer@ufl.edu

Course Description

A survey course to introduce students to core skills relevant to leadership in an animal shelter setting based on theories from sociology, psychology and organizational science.

Course Content

Dramatic advances have occurred in the world of animal sheltering and shelter medicine in recent years, and effective leadership is crucial to navigate this change in order to build healthy organizational culture and fulfill its mission. By the end of the course, students will be aware of their strengths as leaders and of areas that they will need additional development.

Course Prerequisites

This course should be taken prior to VME 68XX Principles of Management in Animal Shelters.

Course Co-Requisites

Access to a local animal shelter where you can observe and/or review organizational programs, structure and function related to animals, volunteers, and staff.

Course Website

<https://onlinesheltermedicine.vetmed.ufl.edu/>

Course Objectives:

By the end of this course, students will be able to:

1. Compare and contrast animal shelter leadership with shelter operations management.
2. Discuss various leadership styles and frameworks practiced within animal shelters.
3. Evaluate one's strengths as an animal shelter leader, and identify areas where additional development is needed.
4. Recognize various stressors and associated stress reactions displayed within the animal shelter industry, then identify necessary social supports and coping strategies needed to reduce stress.
5. Model time management, delegation, and work-life balance strategies appropriate for those leading in animal shelters.
6. Explain the conflict model and the 5 conflict modes using case studies from animal shelters
7. Determine one's personal conflict style and apply appropriate conflict management strategies in a shelter setting.
8. Correlate motivation with performance using various frameworks in animal shelters.
9. Develop appropriate decision-making strategies to utilize as an animal shelter leader.
10. Create a personal development plan (S.M.A.R.T. goals) specific to leading within an animal shelter.

Materials and Supplies, Fees

None

Required Textbooks and Software

REQUIRED TEXTBOOK: (You may use the e-version of this book that will be available in Course Reserves. However, you will then still have to purchase access to the 5 Clifton Strengths Test if you do. Note that the cost of test access is \$19.99, while the cost of the bound copy of the book, which also includes access to the test, is just \$18.99.

Option 1:

Purchase a new, bound copy of this book that includes digital access to the test you will need to complete for an assignment in this course for \$18.99. Available from your preferred bookseller and the UF Bookstore.

[Rath and Conchie. Strengths Based Leadership: Great Leaders, Teams and Why People Follow. Gallup Press, 2008.](#)

Option 2:

Use the e-version of the required textbook provided within Course Reserves. Purchase access to [The Top 5 Clifton Strengths test](#) for \$19.99.

Other required and recommended readings will be posted in e-learning and Course Reserves to download and review without charge.

1. Newbury, S et al. ‘Guidelines for Standards of Care in Animal Shelters’ The Association of Shelter Veterinarians 2010
2. Miller, L. and Zawistowski, S. ‘Shelter Medicine for Veterinarians and Staff’ 2nd Edition. Wiley-Blackwell 2013

REQUIRED ONLINE ASSESSMENTS:

1. Big Five Personality Inventory
<http://www.personalitytest.net/ipip/ipipneo120.html>[Module 2]
2. Top 5 Clifton Strengths Test (formerly called Gallup’s StrengthsFinder 2.0 Assessment) (included if you purchase a hard copy of required text, otherwise must be purchased separately from this website for \$19.99
<https://www.gallup.com/cliftonstrengths/en/253868/popular-cliftonstrengths-assessment-products.aspx>) [Module 2]
3. I-opt Advance Leader Report <http://iopt.com/advanced-leadership-report.php>[Module 6]

REQUIRED TECHNOLOGY:

4. Computer with reliable, high speed internet access; your preferred web browser; video player with ability to play MP4 videos; speakers and/or headphones and working sound; PDF reader. For more information on hardware and software necessary to run Canvas, visit <https://community.canvaslms.com/docs/DOC-2059> (Links to an external site.). Canvas offers mobile applications for both [Apple](#) (Links to an external site.)and [Android](#) (Links to an external site.)products. These apps may be downloaded in the respective app stores. Depending on the device and your equipment, not all Canvas features may be available on the app at this time. For more information on Canvas apps, visit <https://community.canvaslms.com/docs/DOC-1542> (Links to an external site.).

Recommended Materials

Course Schedule

Module/Weeks	Topic/Concepts	Activities/Assignments
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1: Getting Started (1 week)	<p>Introductions</p> <p>Introduction to technology</p> <p>Introduction to Professional Development</p> <p>Planning (PDP)</p>	<p>Readings</p> <p>Recorded Lectures</p> <p>Discussion Prompts</p> <p>E-Portfolio</p>
2: You as an Animal Shelter Leader (2 weeks)	<p>Shelter leaders vs. operation managers</p> <p>Emotional intelligence in shelter leadership</p> <p>Identifying leadership styles</p> <p>The needs of followers</p> <p>Managing your own sheltering career</p>	<p>Readings</p> <p>Recordings</p> <p>Discussion Prompts</p> <p>Reflections</p> <p>Case Study</p> <p>Online Assessment</p>
3. Stress and Time Management in Sheltering (2 weeks)	<p>Stress and resiliency</p> <p>Introduction to coping strategies in shelters</p> <p>Introduction to time management</p> <p>Navigating work-life balance as a shelter professional</p>	<p>Readings</p> <p>Recordings</p> <p>Discussion Prompts</p> <p>Personal Assessment</p> <p>Reflections</p>
4. Conflict (2 weeks)	<p>Understanding the conflict model</p> <p>Conflict management skills and preferences as a shelter leader</p> <p>Identifying sources of conflict in shelters</p> <p>Situation analysis using sheltering examples</p> <p>Conflict management approaches and tools in sheltering</p>	<p>Readings</p> <p>Recordings</p> <p>Discussion Prompts</p> <p>Self-assessment</p> <p>Case studies</p> <p>Reflections</p>
5. Motivation and Performance in Animal Shelters (2 weeks)	<p>Defining motivation</p> <p>The effort-performance-outcome (EPO) model</p> <p>Using EPO in your animal shelter</p> <p>Introduction to SMART goals</p> <p>Goal setting and feedback</p>	<p>Readings</p> <p>Recordings</p> <p>Discussion Prompts</p> <p>Reflections</p>
6. Decision Making as an Animal Shelter Leader (2 weeks)	<p>How do we make decisions?</p> <p>The rational model of decision making</p> <p>Intuitive vs reflective thinking</p> <p>Heuristics in judgement and decision making</p> <p>Identifying decision making style</p> <p>Introduction to group decision making in</p>	<p>Readings</p> <p>Recordings</p> <p>Discussion Prompts</p> <p>Reflections</p> <p>Online assessment</p>

	animal shelters	
7. Conclusion (2 weeks)	Personal development planning as a shelter leader using S.M.A.R.T. goals – Self-assessment, goals, action plan	Submit PDP Reflections Evaluation/Feedback Post-Course Survey

Evaluation of Grades

GRADING FRAMEWORK

Assignment	Weight	Grading Criteria
Reflections (#5)	10%	Clarity, concision, depth and breadth, and writing mechanics. (see grading rubric in Canvas)
Discussions and Assignments	60%	Contribution to discussion See grading rubrics in Canvas.
Professional development plan (PDP)	30%	Digital e-portfolio contains Self-Assessment, SMART Goals, Action Plan, and Reflections (see grading rubric in Canvas)

GRADING SCALE

Percent	Grade
93 -100	A
90 – 92	A-
87 - 89	B+
83 – 86	B

80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
0 - 59	E

EXPECTATIONS AND POLICIES

Students are responsible for meeting all academic objectives as defined by the instructor. Plagiarism ([as defined by the UF Student Honor Code](#)) will not be tolerated. Be sure to cite your sources and references and attribute any verbatim quotations included in your submissions and posts.

[UF Maples Center for Forensic Medicine Code of Conduct and Professionalism \(our Department\)](#)

Instructional Policy:

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas e-learning. (<http://elearning.ufl.edu>)

Attendance: Students must participate in the online discussions, and are required to visit the course e-learning daily for important updates and announcements.

Additional information regarding attendance/absences can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Participation: Students are expected to constructively join in online discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments

that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

Due Dates and Late Submissions: Pay close attention to the due dates posted in e-learning on your personal Dashboard and the Canvas Calendar for each assignment. Late submissions are eligible for up to 50% of the available points for each assignment.

This course is designed for working professionals like yourself. So we understand that sometimes life gets in the way of our best plans for juggling work, home, and school. If you anticipate you will likely miss a due date, request an extension in advance of the due date by sending an email through the Canvas Inbox to your instructors that explains the reason you need more time and when you expect to submit the work. Please title these posts clearly with "REQUEST EXTENSION FOR ASSIGNMENT 6A" (or whatever you need). Please avoid overuse of this option as it interferes with your classmate's ability to complete their own assignments.

NOTE: We honor most, but not all, requests for extensions.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

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-conduct-honor-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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>