"Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we reperceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life."
- Peter Senge

Course Overview
The quote above signifies that as leaders, we have the tremendous potential to have a positive impact on the world around us. However, that potential is only possible if we develop a deep understanding for self with respect to the world around us. Human Dynamics comprises the actions and interactions of personal, interpersonal, and social/contextual factors and their effects on behavioral outcomes. Human dynamics are influenced by factors such as economics, religion, politics, and culture. Thus, through the development of self and understanding of human dynamics, we can begin to develop strategic action that will yield beneficial opportunities for the people, organizations, and communities we serve. This course provides the foundation for that practice.

Given their participation in this course, students should have a greater ability for understanding themselves with respect to the complex adaptive systems that they are a part of, the role of influence on the political structures that govern their practice, and how to develop characteristics consistent with learning organizations in the groups they work with. This course will have application for contexts within the fields of Agriculture, Natural Resources, and beyond.

Instructor Information
Tony Andenoro, PhD
Assistant Professor of Leadership Education
Department of Agricultural Education & Communication
Rolfs Hall 219

IM/Office Hours – By Appointment Only

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E-mail – andenoro@ufl.edu
IM – Skype, G-Chat, & Yahoo Messenger – tandenoro

Course Competencies
Given participation in this course, the student will have the opportunity to engage in the mastery of the following competencies:
• Develop an understanding of self with respect to the complex adaptive systems that they are a part of in their organizations
• Develop an understanding the intricacies of motivation and influence with respect to the socio-political, cultural, and economic constraints of given contexts
• Develop an understanding for how to assess, analyze, and apply information to given contexts with respect to the organizational structures, politics, symbols, and human capacities
• Develop an understanding for organizational development with respect to locus of control and attribution theory
Course Requirements

Meet the Professor – Students will each schedule a 30-minute face-to-face or Skype meeting during the first 3 weeks of the course to meet with the course instructor. This will allow for conversation surrounding the course, questions about it, and potential areas for the student’s development over the semester.

Reflection Tweets & Summaries: On designated dates students will provide the instructor with a 1 page summary reflection that details their application of the noted topic. Students will also post a 140-character tweet referencing this reflection on the blog. See the following instructions.

1.) Open the following link in your browser: http://aec6905fall2015.wordpress.com/
2.) Read prompt or think about what you would like to write/post
3.) Click “Leave a Comment” located to the left of the Weekly Tweet Prompt
4.) Link a related YouTube video that you feel is relevant to the provided prompt
5.) Provide 140 characters as a comment explaining why you linked what you linked and its relevance to the prompt, unless otherwise specified
6.) Click “Post Comment”
7.) Provide quality responses to at least 5 tweets during each module
8.) Tweets will be required once for each of the first two weeks of each module

Influence & Assessment Plan: Students are asked to complete a 6 page double-spaced paper assessing their understanding of how to exert influence. This should be presented in a logical fashion articulating a process that is grounded in the literature and synthesized with the contextual relevance of the social systems the student is a part of. This paper should provide explicit opportunities to exert influence and empower change with respect to the necessary capacities and dispositions of the learner. More details have been provided in the assignments section.

Organizational Case Study Analysis: Students are asked to complete a 6 page double spaced paper articulating a functional understanding of a local organization with respect to Bolman & Deal’s organizational frames. This should provide depth of understanding directly related to the structural, political, symbolic, and human resources areas of the organization. More details have been provided in the assignments section.

Human Dynamics in Action: Students are asked to complete a comprehensive strategic plan of a given organization demonstrating a plan for growth and development with respect to the organization and its stakeholders. This project will be completed in groups and provide the opportunity to enact practices consistent with learning organizations that supplement the students’ understanding of them. More details have been provided in the assignments section.

You are permitted the autonomy and creative freedom to convey your philosophy by any means necessary. Show your genius and produce a quality product worthy of your education.

The Praxis – Students will complete an essay-based application of their gained capacities, dispositions, competencies, and their application to their lives via a 4-5 page. More details have been provided in the assignments section.

Course Materials

The following books are suggested:


Course Structure
This course will be an adventure. Each 4-week module has been divided into three sections. You may complete these all at once or during each of the weeks allotted for each module. Students will be asked to “reflect on” the provided materials, “engage with” their classmates on the wordpress blog about the subject matter through the tweets, and “create” the given assignment for the end of each module. Please note that some modules have more than one assignment.

This course will challenge many of your perspectives and affirm others. Engage in class with a readiness and an eagerness to defend and debate your perspectives.

Course Policies
E-Learning: All students are expected to check E-Learning (http://lss.at.ufl.edu) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on E-Learning, this includes your grades.

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

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This includes plagiarism, shared work, and documentation of references used on all assignment submitted. As your instructor, I expect you to uphold this. If you have questions as to what dictates plagiarism or would like tools to assist you, please see your Teaching Assistant. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

(Source: 2015-2016 Undergraduate Catalog)

This policy will be vigorously upheld at all times in this course.

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.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

• University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
• Career Resource Center, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
• Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/
  Alcohol and Substance Abuse Program (ASAP)
  Center for Sexual Assault / Abuse Recovery & Education (CARE)
  Eating Disorders Program
  Employee Assistance Program
  Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Late Assignments: Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

Challenge Policy: This is your education and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

Course Grading
Grades will be earned based on the degree to which the student fulfills the assigned requirements for the designated project, integrates course discussions and perspectives, provides support from the literature for his or her findings, and synthesizes his or her own independent thought into the assignment.

Course grades will fall in accordance with the following standards and be awarded based on an A through E scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100 – 93</td>
</tr>
<tr>
<td>B</td>
<td>92 – 89</td>
</tr>
<tr>
<td>C</td>
<td>89 – 86</td>
</tr>
<tr>
<td>D</td>
<td>85 – 83</td>
</tr>
</tbody>
</table>

The following point totals will be assigned to the projects:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Professor</td>
<td>50,000</td>
</tr>
<tr>
<td>Reflection Tweets (12 x 25,000 pts. each)</td>
<td>300,000</td>
</tr>
<tr>
<td>Influence &amp; Assessment Plan</td>
<td>100,000</td>
</tr>
<tr>
<td>Organizational Case Study Analysis</td>
<td>175,000</td>
</tr>
<tr>
<td>Human Dynamics in Action</td>
<td>225,000</td>
</tr>
<tr>
<td>Praxis</td>
<td>150,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000,000</strong></td>
</tr>
</tbody>
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Course Timeline

Module 1 – 8.24.15 – 9.11.15 – Introduction to Human Dynamics & Exploration of Self

Objectives
• Develop an understanding of self with respect to organizational practice
• Develop a cursory understanding for the idea of human dynamics
• Develop a foundation for analysis

Reflect Upon...
1. The Syllabus, Creating Expectations, & Beginning the Journey (Presentation 1*)
2. What is Human Dynamics (Presentation 2)
3. The Self & The Other (Presentation 3)
4. A New Paradigm for Organizational Growth (Presentation 4)

Engage with...
1. Self-Awareness Articles (Mod1.Article1 & Mod1.Article)**
2. Narrative & Self Article (Mod1.Article3)
3. Human Dynamics Articles (Mod1.Article4)

Create...
1. Post your weekly Tweet & Video based on the prompts on the Wordpress site (please log on at least once per week to keep up with these)
2. Reply to at least 5 separate Tweets from your classmates with quality perspectives
3. Meet Your Professor – Due 9.7.15
4. Influence & Assessment Plan – Due 9.11.15 at 11:59PM via Canvas***

Module 2 – 9.13.15 – 10.15.15 – Understanding Organizational Contexts

Objectives
• Develop the ability to apply the frames of analysis within organizational context
• Develop perspective for the value of a multi-frame view of organizational practice

Reflect Upon...
1. A Means of Analysis: Bolman & Deal (Presentation 5)
2. The Structural Frame (Presentation 6)
3. The Human Resource Frame (Presentation 7)
4. The Political Frame (Presentation 8)
5. The Symbolic Frame (Presentation 9)
6. A Multi-Frame Opportunity (Presentation 10)

Engage with...
1. Bolman & Deal Frames Article (Mod2.Article1)
2. Application & Analysis Articles (Mod2.Article2 & Mod2.Article3)

Create...
1. Post your weekly Tweet & Video based on the prompts on the Wordpress site (please log on at least once per week to keep up with these)
2. Reply to at least 5 separate Tweets from your classmates with quality perspectives
3. Organizational Case Study Analysis – Due 10.9.15 at 11:59PM via Canvas***

Module 3 – 10.12.15 – 11.6.15 – Human Dynamics in Action I – Understanding to Action

Objectives
• Develop an understanding for influence and its moral application in organizational settings
• Develop an understanding for the role communication plays in influence
• Develop an understanding for effective and morally grounded communication in organizational settings
• Develop an understanding for motivation in organizational settings
• Develop an understanding for the application of locus of control and attribution theory to organizational settings

Reflect Upon...
1. The Role of Influence (Presentations 11)
2. Moral Foundations of Influence (Presentation 12)
3. Effective Communication (Presentation 13)
4. Motivation (Presentation 14)
5. Locus of Control & Attribution Theory (Presentation 15)

Engage with...
1. Communication Articles (Mod3.Article1, Mod3.Article2, & Mod3.Article3)
2. Motivation Articles (Mod3.Article4, Mod3.Article5, & Mod3.Article6)
3. Locus of Control Articles (Mod3.Article7, Mod3.Article8, & Mod3.Article9)
4. Attribution Theory Articles (Mod3.Article10 & Mod3.Article11)

Create...
1. Post your weekly Tweet & Video based on the prompts on the Wordpress site (please log on at least once per week to keep up with these)
2. Reply to at least 5 separate Tweets from your classmates with quality perspectives
3. Human Dynamics in Action – Due 11.6.15 at 11:59PM via Canvas***

Module 4 – 11.9.15 – 12.4.15 – Human Dynamics in Action II – Empowering Change in Systems

Objectives
• Develop an understanding for learning organizations and the development of their characteristics within organizational contexts
• Develop an understanding for and application of complexity leadership theory and adaptive leadership with respect to creating opportunities for organizational growth and change

Reflect Upon...
1. Learning Organizations I (Presentation 16)
2. Learning Organizations II (Presentation 17)
3. Complex Adaptive Leadership (Presentation 18)

Engage with...
1. Learning Organizations Articles (Mod4.Article1 & Mod4.Article2)
2. Complex Adaptive Leadership Articles (Mod4.Article3, Mod4.Article4, & Mod4.Article5)

Create...
1. Post your weekly Tweet & Video based on the prompts on the Wordpress site (please log on at least once per week to keep up with these)
2. Reply to at least 5 separate Tweets from your classmates with quality perspectives
3. Praxis – Due 12.4.15 at 11:59PM via Canvas***

*All presentations can be found in the LESSONS section of Canvas
**Articles can be found in the RESOURCES section of Canvas
***Note that no late papers will be accepted for credit without prior consideration from the lead instructor

Please Understand that this Syllabus is Tentative & Dates are Subject to Change – If you have questions, please contact your instructor immediately.