"We cannot solve our problems with the same thinking we used when we created them.”
- Albert Einstein

Course Overview
The quote above signifies that as leaders, we have the opportunity to leap beyond mediocrity with others and embark upon journeys that will result in the creation of cultures of excellence for our organizations. However, this is not possible without critical and creative thinking that creates a foundation for timely and appropriate responses to organizational issues. This course provides a foundation for the development of our cognitive capacities that increase our individual and organizational potential.

This course creates a foundation for effective leadership practice through the analysis and development of critical and creative thinking skills and dispositions as applied to dynamic organizational and community contexts. Contexts include agriculture, life sciences, natural resources, and related settings.

The most important skills and capacities that students in this class will develop are linked to our social construction and deconstruction of adaptive issues that we face through our organizations. Through the processes of critical and creative thinking enhanced understanding can emerge and sustainable solutions are possible.

Given their participation in this course, students should have a greater ability to think critically and creatively, engage in a more holistic understanding of organizational issues, and develop a propensity for adaptive leadership practice within dynamic contexts. 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 217

IM/Office Hours – Tuesdays 8AM-12:30PM – 3PM-5PM, please schedule an appointment via Corina at mcbridecorina@ufl.edu.

352.294.1999 (Office) 979.571.6487 (Cell) 352.392.9585 (Fax)
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 perspective for and the ability to practice critical thinking.
• Develop perspective for and the ability to practice creative thinking.
• Understand and learn to apply creativity in a variety of contexts.
• Engage with and create adaptive solutions to dynamic problems.
• Identify ways to influence and empower the critical and creative thinking of others.
Course Requirements

*Creative Educational Experience (CEE):* Students are asked to develop a 60 minute presentation in groups that creates a context for learning and innovation based on one of the chapters in the text. Groups and chapters will be assigned during the first week of class. Each group will go twice during the semester and is strongly encouraged to provide their learners with outside materials to supplement their educational experience.

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

*Barriers to Personal Innovation:* The class will provide tremendous opportunities for reflection. Students are asked to utilize these opportunities to develop an understanding for the barriers in their life that promote stagnation and inhibit innovation. Students are asked to detail these perspectives in a 6-8 page paper.

*Creative Narrative:* Dewey noted that the final stage of learning is sharing. To this end, you are asked to create a children’s book providing theoretically grounded leadership perspectives for elementary school children. More direction will be provided in class.

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

*Innovative Discovery:* Based on your application of the course materials and outside sources, students are asked to develop an innovation that will transform their organizations. This should be something both novel and appropriate and should have maximum potential for adoption and diffusion within the organization. Students should provide their assessment and suggested plan via a 10-15 page paper.

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

Course Materials

*The following books are required:*


*The following books are recommended:*


* Please only buy one of these if you choose to purchase one.

Course Structure

This course will be an adventure. Each class period will be devoted to dissection of the designated topic. This dissection will include a discussion of prescribed theory or ideology as outlined by the course materials. This discussion will be followed by a candid debate of said theory’s applicability. Finally, we will test our perspective using case studies to further enhance our understanding of the concept.
Students will also have an opportunity to facilitate activities to enhance their development and the development of their classmates later in the semester.

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

Course Policies

Absences: It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16 week period. Because of this and the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency. Each unexcused absence will reduce your grade by 10%

Should you be unable to attend class, please contact me prior to the class session you will be absent from. More information regarding attendance can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

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.

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. (See UF Rule 6C1-4.017)

Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the Student Guide.

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

(Source: 2017-2018 Graduate Catalog)

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/](http://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 to 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 F scale.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>A 100 - 93</th>
<th>B 85 - 83</th>
<th>C 75 - 73</th>
<th>D 65 - 63</th>
<th>E below 59</th>
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<tbody>
<tr>
<td>92 - 90 A-</td>
<td>82 - 80 B-</td>
<td>72 - 70 C-</td>
<td>62 - 60 D-</td>
<td>59 or below E</td>
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<tr>
<td>89 - 86 B+</td>
<td>79 - 76 C+</td>
<td>69 - 66 D+</td>
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The following point totals will be assigned to the projects:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Creative Educational Experience 1</td>
<td>200,000 x 2</td>
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<tr>
<td>Barriers to Personal Innovation</td>
<td>150,000</td>
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<tr>
<td>Creative Narrative</td>
<td>225,000</td>
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<tr>
<td>Innovative Discovery</td>
<td>225,000</td>
</tr>
<tr>
<td>Total</td>
<td>1,000,000</td>
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More information regarding the University of Florida Grade & Grade Points Policy can be found at [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.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://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (Before Class)</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus, Expectations, &amp; Why are We Here?</td>
<td>None</td>
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<tr>
<td>Week 2</td>
<td>Critical Thinking</td>
<td>Part 1 - Ruggiero, Part 1 - Sternberg</td>
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<td>Week 3</td>
<td>Barriers to Personal Innovation</td>
<td>Part 2 - Ruggiero, Chapters 3/4 - Sternberg</td>
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<td>Week 4</td>
<td>Being Critical &amp; Communicating Your Ideas</td>
<td>Part 3 &amp; 4 - Ruggiero, Chapters 5/6 - Sternberg</td>
<td>Barriers to Personal Innovation Due 11:59PM on 2.8.16</td>
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<tr>
<td>Week 5</td>
<td>Creative Context 1</td>
<td>Chapters 7/8 - Sternberg</td>
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<td>Week 6</td>
<td>Creative Context 2</td>
<td>Chapters 9/10 - Sternberg</td>
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<tr>
<td>Week 7</td>
<td>Creative Context 3</td>
<td>Chapters 11/12 - Sternberg</td>
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<td>Week 8</td>
<td>Creative Context 4</td>
<td>Chapters 13/14 - Sternberg, Chapters 15/16 - Sternberg</td>
<td>Creative Narrative Due 11:59PM on 3.13.18</td>
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<td>Week 9</td>
<td>No Class due to Spring Break</td>
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<td>Week 10</td>
<td>Narrative Time &amp; Feedback</td>
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<td>Week 11</td>
<td>Creative Context 5</td>
<td>Chapters 17/18 - Sternberg, Chapters 19/20 - Sternberg</td>
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<td>Week 12</td>
<td>Creative Context 6</td>
<td>Chapters 21/22 - Sternberg</td>
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<td>Week 13</td>
<td>Creative Context 7</td>
<td>Adaptive Leadership &amp; Complexity Leadership Theory</td>
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<td>Week 14</td>
<td>Creative Context 8</td>
<td>Complex Problems Articles</td>
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<tr>
<td>Week 15</td>
<td>Addressing Complex Problems via Critical &amp; Creative Thinking</td>
<td>Group Prep</td>
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<tr>
<td>Week 16</td>
<td>Class Commencement Reflections &amp; Future Application</td>
<td>None</td>
<td>Innovative Discovery Due 11:59PM on 4.25.16</td>
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