



**AEC 3410 – Fostering Innovation through Leadership
Agricultural Education and Communication**

Course Credits: 3

Instructors:

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Office Hours: By appointment only

Course Sections, Times and Locations:

Monday and Wednesday Lectures 5th, 2 - 3:15pm (TUR L005)

7238: F Lab 2nd, 9:30 - 10: 45am (MCCA 3194)

7231: F Lab 4th, 12:30 - 1:45pm (MCCA 3194)

7235: F Lab 3rd, 11 - 12:15pm (MCCA 3194)

7239: F Lab 5th. 2 - 3:15pm (MCCA 3194)

Course Description:

Through leadership theory and application students will develop a model for fostering innovation through leadership. By studying key leadership theories and models, students will develop the basic skills and knowledge necessary to move an innovation from creation to implementation. Using specifically designed course experiences students will be able to think critically about leadership's direct application to innovation and change.

Course Objectives:

1. Differentiate what it means to “lead innovation” versus being an “innovative leader”
2. Highlight the importance of virtues as they pertain to teamwork
3. Investigate the role of emotional intelligence, decision making, critical thinking, and other leadership skills in innovation and leadership
4. Contextually apply leadership theories to innovation and change

5. Assess personal strengths, values and goals and how they relate to leadership and innovation
6. Identify the role of resilience in leading innovation
7. Synthesize theories of change for leading innovation

Selected Assigned Reading:

All readings for the MW lecture days will be available on Canvas. These will be posted weekly. All readings on the Friday lab sections will either come from the book Originals by Adam Grant or will be independently posted by Sky or Austin.

Canvas:

All students are expected to use Canvas (<http://lss.at.ufl.edu>) on a daily basis. Please ensure that you have access to this service. Handouts, readings and supplemental material will be housed on Canvas, including your grades.

Recurrence:

You will be required to participate in an online Leadership Case Study known as "Recurrence". As part of this case study, you will be a member of a 5-person team. The cost is \$39.95.

Required Text:

Originals: How Non-Conformists Move the World by Adam Grant. The book is available online for as low as \$4.25 plus shipping.

Course Expectations:

First and foremost, this class should be fun and enjoyable! This course is pragmatic in its approach and is one that you will find useful in your future interpersonal relationships. You are required to attend all sessions unless you have a university excused absence. All class meetings are part of your final grade. Following an excused absence students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10% per day. All exams or quizzes that you will not be in attendance for must be pre-arranged, with documentation, 2 weeks in advance of the scheduled date and must be made up within 1 week of the missed exam or quiz.

Attendance and Technology:

You are required to attend both lectures and labs. You must be on-time to receive credit for attendance. We value the time we get to spend together, thus we will have a strict in-class technology policy.

Course Schedule:

Week	Day	Topic	Readings	Assignments
1 May 14-18	M	Syllabus & Course Expectations		
	W	Innovation and Leadership		
	F	Team Building and Intro to Recurrence		Recurrence Sign-up
2 May 21-25	M	Intro to Leadership		
	W	Servant and Authentic Leadership	Spears, 2004	
		Personal Values	Chapter 6	Reflection 1
3 May 28- June 1	M	Memorial Day		
	W	Emotional Intelligence	Goleman/ Chapter 8	
	F	Company Work Day		Servant Leadership Spoken Letter
4 June 4- 8	M	How Personality Influences the Creative Mind	TBD	
	W	KAI	Chapter 1	
	F	Applying KAI		Reflection 2

5 June 11-15	M	Resilience (Dr. Osborne guest lecture)	Chapter 3	
	W	Humility	Morris et. al, 2005	
	F	Personal Resiliency		Crisis 1 & 2
6 June 18-22	M	Situational Leadership	Chapter 4	
	W	Midterm		
	F	Company Workday		
June 25 - 29 Summer C Break				
7 July 2-6	M	Fostering Innovation and Leading Change	Chapter 2	
	W	July 4th Holiday--No Class		
	F	Innovation Hub Field Trip		Reflection 3
8 July 9-13	M	Diversity	TBD	
	W	Theories, Perspectives, and Models of Change	Chapter 5	
	F	Identity and Change		Reflection 4 and Innovative Leader
9 July	M	Conflict Management as a Tool for Creativity		

16-20	W	Ideal Team Player		
	F	Creativity Workshop		Crisis 3 & 4
10 July 23-27	M	Adaptive Leadership		
	W	Decision Making and Critical Thinking (Dr. Stedman guest lecture)	Chapter 7	
	F	Brainstorming		Book Assignment
11 July 30- 3 (August)	M	Intercultural Communication		
	W	Organizational Leadership (Dr. Sowcik guest lecture)		
	F	Final Presentations		Reflection 5
12 August 6 - 10	M	Top Presentations		
	W	Final Exam		
	F	Class Culmination and Reflection Activity		PLD Due

Assignment Descriptions: *For all Assignments, please refer to the rubrics provided.*

Reflections: 100 points (20 points each)

These are quick moments of reflection immediately following a guest speaker, or other in-class experience. You will have 5 of these during the course. You will be provided a prompt on Canvas that you will reflect on and prepare a response to the prompt. These are to be YouTube videos that are between 5 to 10 minutes in length. Please submit all YouTube reflection videos electronically on Canvas with a link.

Personal Values, Goals and Potential: 50 points

This assignment contains three key components: Values, Vision, and Plan

Values

From this part you will be expected to write a values statement. A values statement is simply an expression of ideas and concepts that you hold dear. Each value should include a brief description of its meaning to you, as well as a statement of how you uphold that value. You should include no more than five or six.

Vision

A vision statement is a sentence or paragraph, which summarizes where you want to be in the future. Examples will be provided and discussed in class. This should be short, no more than a few sentences.

Personal Leadership Development Plan

Your Personal Leadership Development Plan (PLD) will be the most comprehensive assignment you complete this semester. You will be required to synthesize your vision statement and values along with three class topics into a 3-5 page paper detailing how you plan to move forward and practice leadership using the content from this course.

Book Assignment: 25 points

You will be required to pick one chapter from the book Originals by Adam Grant that has resonated with you the most this semester and connect it with a topic we have learned in class (ex. lecture on resilience). Please synthesize this information and submit it in the form of VoiceThread. This is a narrated PowerPoint presentation, and should be no longer than 10 minutes. A tutorial will be provided in class and on canvas outlining how to use this software. All VoiceThread recordings should be submitted on canvas.

Servant Leadership Spoken Letter: 25 points

The characteristics of servant leadership tie closely with some of the more intrinsic topics we have discussed this semester with respect to leadership and innovation. Reflecting on this, think of someone who you view as a “servant leader”. How has this person impacted your leadership journey? Write a 1-2 page letter to this person expressing gratitude for their role in your growth as a leader. Please read this letter out loud to this person (in-person or through Video Call). Please write a 1-2 page paper reflecting on this whole experience. Two things will be submitted on canvas: the letter you wrote and the reflection.

Innovative Leader: 50 points

This assignment is designed to let you explore the leadership of an innovator. You are to identify an individual who exemplifies the characteristics of an innovator, based upon our class discussions. You are to research the individual using resources available (print material, online material – biography/autobiography, news articles, etc.) to analyze key behaviors and characteristics of his/her leadership style. You will be required to provide examples and your own insight into what it means to be a leader. Paper should be 4 pages double-spaced.

Team Project – Signature Case: 100 points

The *Signature Case* method is a modern approach to the case study. This online, interactive multi-player experience brings you together with fellow students to lead a company through business challenges based on real-world data and actual events. This “gamulation” is a fun and exciting way to help you work together to solve business problems, think strategically, understand key business principles and concepts, and discover your own leadership style.

In this game, you will be a member of the C-suite of Liberty Air, which is a fictitious U.S.-based airline that goes through a series of major challenges: a labor strike, a plane crash, a fuel crisis, and a hostile takeover attempt. The company must undergo serious reforms, such as changing its budget and business culture, or face dire consequences. The game is based on real-world data and reflects the sort of decisions that actual global executives face. Furthermore, the game relies upon extensive research that analyzes leadership styles and how organizations address tactical and strategic challenges.

You will select an avatar and enact one of five C-suite roles: Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Operating Officer (COO), Chief Marketing Officer (CMO), or Chief Human Resources Officer (CHRO). Each crisis has three major decisions and, though there is only one key decision-maker for each crisis, you are expected to collaborate and provide explanations for the decisions that are made. Additionally, each of you will face leadership

challenges throughout the game that will assess a leadership style based on the choices you make.

Grading of this assignments take place in several individual elements:

- Completion of Crisis 1 & 2 and 3 & 4: 60 points
 - Completed on Time: 10 points
 - Satisfaction Scores: up to 20 points
 - Over 40%: 20 points
 - 30-39%: 15 points
 - 20-29%: 10 points
- Team Presentation: 40 points
- Team Presentation including
 - E-Suite Assignments
 - Strategies
 - What worked, what did not
 - Leadership Lessons Learned
 - First place: 5 points, Second place: 3 points, and Third place: 2 points

Exams: 100 points (50 points each)

You will have two exams during the course to gauge your progress in mastering the concepts covered. Each exam is non-cumulative, only new or current material will be included. These will be completed in class.

Attendance: 50 points

You are required to attend lectures and Friday discussions. You are allowed two “freebies” throughout the semester.

Grade Breakdown: Please note grades are based on points not percentages. Additional information regarding the University of Florida’s grading scale policies see www.registrar.ufl.edu/catalog/policies/regulationgrades.html

A:	475-500 points	A-:	450-474 points	B+:	430-449 points
B:	415-429 points	B-:	400-414 points	C+:	380-399 points
C:	365-379 points	C-:	350-364 points	D+:	330-349 points
D:	315-329 points	D-:	300-314 points	E:	299 and below

Assignment	Due Date	Points Available	Points Earned
Reflections	Various	100	
Servant Leadership Spoken Letter	Week 3	25	_____
Crisis 1 & 2	Week 5	30	_____
Exam 1	Week 6	50	_____
Innovative Leader	Week 8	50	_____
Crisis 3 & 4	Week 9	30	_____
Book Assignment	Week 10	25	_____
Exam 2	Week 12	50	_____
Team Presentation	Various	40	_____
Personal Leadership Development Plan	Week 12	50	_____
Attendance	Various	50	_____
TOTAL POINTS		500	

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: 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."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. *(Source: 2012-2013 Undergraduate Catalog)*

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

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, 392-1601 ext: 0, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/
- *U Matter, We Care*, umatter.ufl.edu

Alcohol and Substance Abuse Program (ASAP)

Attention Deficit Hyperactivity Disorder (ADHD)

Center for Sexual Assault / Abuse Recovery & Education (CARE)

Eating Disorders Program

Employee Assistance Program

Suicide Prevention Program

Students with Disabilities:

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/

Other Issues:

Please see the University of Florida Student Guide (<http://www.dso.ufl.edu/studentguide>) for specific questions concerning your college experience.