



AEC3410 – Fostering Innovation through Leadership Spring 2020 – 3 Credits

Course Overview

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.

Instructor Information:

Ms. Megan Stein

Lecturer, Agricultural Leadership Development

Department of Agricultural Education and Communication

 Bryant Space Center - 113A  mstein17@ufl.edu  (352)294-1999

Office Hours: By appointment

Course Time and Location

Monday – Period 8 (3:00 – 3:55PM) & Wednesday – Period 8 & 9 – (3:00 - 4:55PM)
Rofls Hall – Room 205

Required Course Materials

Turner, N. (2018). *Yes, you can innovate: Discover your innovation strengths and develop your creative potential*. Harlow, United Kingdom: Pearson.

Gallup. (2017). *CliftonStrengths for students: Your strengths journey begins here*. New York: Gallup Press.

All additional readings will be available on Canvas and posted each week.

Course Objectives

The objectives of the course are:

1. Identify the role of resilience in leading innovation,
2. Analyze the models of adaptive leadership for innovation,
3. Synthesize theories of change for leading innovation,
4. Assess personal strengths and goals,
5. Contextually apply leadership theory to innovation and change.

Course Expectations

This course is designed to assist you in unlocking new perspectives to your leadership style and abilities. As you work through the course, look for ways to draw connections to your life experiences, your future endeavors, and other courses you have taken. For each assignment, produce work that is an accurate representation of the quality of your education and work ethic. This course should be enjoyable and offer guidance on your leadership journey.

AEC-CLD Statement of Purpose

We are an engaged community of diverse students and faculty.

We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.

*We explore the varied perspectives, theories and science underlying these issues.
We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.*

Assignment Descriptions

Individual Reflection Papers: 125 points (25 points each)

These are short reflections of application following an in-class experience. You will have 4 of these during the course. You will be provided a prompt on Canvas that you will reflect on and write a response to the prompt. Length will vary based on reflection.

Innovative Leader Interview: 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 interview the individual 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. This interview can be completed face to face or via video chat.

Group Project – Innovation Challenge: 175 points

The Innovation Challenge Group Project will follow the Six 'I's Model as the course progresses. Parts 1-3 and the Presentation Assignments are to be completed and submitted as a GROUP. The Group Project Reflection is an individual assignment. Project components include the following assignments:

Part 1: Purpose, Identify, & Ignite (25 points)

For Part 1 of the Group Project – Innovation Challenge Assignment, you will submit a 1-2 page document that addresses the following elements:

- States the **purpose** of your group.
- Provides a list of potential innovative solutions '**ignited**' by the group

Part 2: Investigate & Invest (40 points)

For Part 2 of the Group Project – Innovation Challenge Assignment, you will submit a 1-2 page document that addresses the following elements:

- Describes research completed to **investigate 3** potential solutions for your group's identified challenge.
- Describes your group's rationale for the selected solution.
- Details additional research of your group to **invest** in the selected solution.

Part 3: Implementation (40 points)

For Part 3 of the Group Project – Innovation Challenge Assignment, you will submit a 1-2 page document that addresses the following elements:

- Describes a plan to implement the selected solution.
- Identifies potential barriers and opportunities of the selected solution.
- Outlines the group's plan for presenting the challenge and solution.

Part 4: Presentation (50 points)

For Part 4 of the Group Project – Innovation Challenge Assignment, you will present your identified challenge and innovative solution to the class. Please see the Presentation Rubric for additional details and expectations.

Part 5: Improve (Individual Reflection) (20 points)

For Part 5 of the Group Project – Innovation Challenge Assignment, you will submit a 1-2 page document that addresses the following elements:

- Reflects upon your experience with your group.
- Identifies aspects of the challenge and solution you would improve upon if given the opportunity to do it again.

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 on a scantron.

Tentative Course Calendar

Week	Day	Topic	Readings	Assignments
1 January 6 - 10	M	Syllabus & Course Expectations		
	W	Six I Model & Writing Refresher		
2 January 13 - 19	M	CliftonStrengths		
	W	Strengths & Innovation in Leadership		Reflection Paper 1 – 1/19
3 January 20 - 24	M	<i>MLK Jr. Day – No Class</i>		
	W	Problem & Client Introduction Day		
4 January 27 - 31	M	Self-Awareness		
	W	Purpose & Values	p. 15-24 (6l)	Reflection Paper 2 – 2/2
5 February 3 - 7	M	Identify	p. 25-52 (6l)	
	W	Authentic Leadership	George	Reflection Paper 3 - 2/9
6 February 10 - 14	M	Ignite	p. 53-82 (6l)	
	W	Growth Mindset & Resilience		Group Project – Part 1 – 2/16
7 February 17- 21	M	Funding Innovation		
	W	Habits & Behaviors		Innovative Leader Interview – 2/23
8 February 24 - 28	M	Inspire a Shared Vision		
	W	Exam 1		
<i>SPRING BREAK – March 2 - 6</i>				
9 March 9 - 13	M	Investigate	p. 83-110 (6l)	
	W	Critical Thinking & Decision Making		Reflection Paper 4 – 3/15
10 March 16 - 20	M	Invest	p. 111-140 (6l)	
	W	Conflict Styles		Group Project – Part 2 – 3/22

Week	Day	Topic	Readings	Assignments
11 March 23 - 27	M	Motivation		
	W	Dark Side of Innovation		
12 March 30 – April 3	M	Implement	p. 141-170 (6l)	
	W	Change Theory		Reflection Paper 5 - 4/5
13 April 6 - 10	M	Improve	p. 171-198 (6l)	
	W	Feedback		Group Project – Part 3 – 4/12
14 April 13 - 17	M	Freshness Spaces		
	W	Exam 2		
15 April 20 - 22	M	Group Presentations		Group Project – Part 4 - 4/20
	W	Group Presentations		Group Project – Part 5 – 4/22

Point Breakdown

Assignment	Due Date	Possible Points	Points Earned
Reflection Papers (5)	Varies	125	
Innovative Leader Interview	2/23	50	
Group Project - Part 1	2/16	25	
Group Project - Part 2	3/22	40	
Group Project - Part 3	4/12	40	
Group Project – Part 4 (Presentation)	4/20-4/22	50	
Group Project – Part 5 (Ind. Reflection)	4/22	20	
Exam 1	2/26	50	
Exam 2	4/15	50	
Engagement	Collective	50	
TOTAL POINTS		500	

Total = _____/500

*Extra credit may be given out through the semester at the instructor's discretion.

This syllabus is subject to change at the discretion of the instructor.

Grades and Grade Points

Please note grades are based on points not percentages. For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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

Course Policies

Assignment Submission: The majority of your assignments should be submitted via the e-Learning assignments tool in Word (.doc or .docx) or .pdf format and are due on the dates listed in the syllabus. Pages and notepad files will not be accepted. Assignments will only be accepted via email with prior approval by the instructor. You may submit **ONE** late assignment within seven days of its due date without penalty. Exams, presentations, and pieces of the group project are NOT eligible for the late assignment waiver. Otherwise, **late assignments will receive a zero** unless *prior* accommodations have been approved by the instructor or you have a valid, University-approved excuse. Students are expected to complete all assignments within the course during the time frame specified. **It is your responsibility to make sure your assignments have been received by the instructor**; if you suspect you are having computer issues, you will need to submit a copy of a UF Help Desk ticket as proof of your technical issues. Otherwise, your assignment will be considered late.

Attendance: Students are expected to attend each class period and engage actively with the material. Attendance will be recorded. Each student must come prepared and be engaged to get the most out of the course experience. Engagement points will be allocated throughout the semester unannounced and randomly. Students who are absent from class the day engagement points are allocated will be unable to make up those points.

Assignment Specifications: All assignments are expected to be typed in Times New Roman, 12 point font, double spaced unless otherwise noted on the assignment.

E-Learning: All students are expected to check e-Learning regularly. Please ensure that you will have reliable access to this over the semester. This is where you will find additional course materials, assignments, grades, and supplemental materials.

Email: All students are expected to check email on a regular basis. Please ensure that you will have reliable access to this over the semester. Some information corresponded via email may be time-sensitive. Correspondence is expected to be professional and follow AEC Expectations for Writing.

Collaboration: No student may work or collaborate with another person on any academic activity in this course. Should group work be assigned or this class policy change, I will provide that in writing on the individual assignment instructions.

AEC Expectations for Writing: In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required.
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

Attendance and Make-Up Work: Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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: <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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.

Services for 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. 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 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides 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.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
- Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>