



AEC3410 – Fostering Innovation through Leadership Spring 2023 – 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:

Mrs. Megan Cantrell

Lecturer, Agricultural Leadership Development

Department of Agricultural Education and Communication

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

Office Hours: Tuesday – 3:00-4:00PM via Zoom, or by appointment

Teaching Assistant:

Ms. Caitlin Lunzmann – Caitlin.lunzmann@ufl.edu

Office Hours:

Course Time and Location

Content provided virtually on Monday of each week

Discussion Lab Sections – Only attend the one lab section you are enrolled in

Thursday – 3:00 – 3:50PM – Turlington 2350

Thursday – 4:05 – 4:55PM – Turlington 2354

Required Course Materials

Access to a computer, internet, and headphones.

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

Leadership Philosophy:

Every successful leader carries deep within a statement of leadership and the beliefs held about leadership. A philosophy statement is the critical analysis of fundamental assumptions or beliefs – it is highly personal.

This assignment contains three components: 1) a Philosophy Statement of beliefs and 2) Justification and explanation of your beliefs, 3) Wordle reflection. First-person is appropriate.

First Component: Philosophy Statement of beliefs, 1 page, **single-spaced** statement.

The philosophy will only be effective if it is read, so keep it short. Most leaders are able to keep theirs to no more than two typewritten pages. A one-pager is even better. Some key ingredients should be:

- How do you define a leader?
 - Traits, Competencies/Skills, Behaviors, etc. you believe a leader should have.
- How do you define leadership?
 - What is the process like, what do you believe it should be?

Second Component: Justification and Explanation, 5-6 page **double spaced** paper (1 inch margins, 12pt. font)

What environmental, organizational, or cultural experiences contribute to your understanding of leadership?

How does innovation fit into leadership?

Although there is no wrong answer – please continually ask yourself “why?” – why you might hold the beliefs you do and the impact they have made on your leadership philosophy. Use personal stories or examples to defend how you came to your current leadership philosophy.

Discussion Posts & Reflections:

These are reflections based on the application of course content. You will be provided a prompt on Canvas that you will reflect on and write or record a response to the prompt.

Quizzes:

You will have quizzes during the course to gauge your progress in mastering the concepts covered. Each quiz is non-cumulative, only new or current material will be included. These will be completed in online via Canvas. Quizzes may cover lectures, readings, assessments, activities, and other material included in the online modules.

Tentative Course Calendar

Week	Topic	Assignments
1 January 9 - 15	Syllabus & Course Expectations Collegiate Writing	
2 January 16 - 22	Change Theory & Leadership 101	
3 January 23 - 29	Values	Reflection 1 – January 29
4 January 30 – February 5	Feedback & Conflict Management	Discussion Post – February 5
5 February 6 - 12	Clifton Strengths	
6 February 13 - 19	Mentoring	Quiz 1 – February 19
7 February 20 - 26	Diffusion of Innovation	Reflection 2 – February 26
8 February 27 – March 5	Dark Side of Innovation	
9 March 6 - 10	Leadership Ethics	Reflection 3 – March 10
SPRING BREAK		
10 March 20 - 26	Adaptive Leadership	Quiz 2 – March 26
11 March 27 – April 2	Generations	Philosophy Statement Draft – April 2
12 April 3 - 9	Funding Innovation	
13 April 10 - 16	Critical Thinking Decision Making – Teamwork	Philosophy Statement Draft Peer Reviews – April 16
14 April 17 - 23	Resilience	Final Philosophy Statement – April 23
15 April 24 - 26	Course Connections	Quiz 3 – April 26

Point Breakdown

Assignment	Due Date	Possible Points	Points Earned
Reflection 1	1/29	30	
Discussion Post 1	2/5	30	
Quiz 1	2/19	60	
Reflection 2	2/26	30	
Reflection 3	3/10	30	
Quiz 2	3/26	60	
Philosophy Statement Draft	4/2	0	
Philosophy Statement Peer Review	4/16	25	
Final Philosophy Statement	4/23	100	
Quiz 3	4/26	60	
Lab Participation	Throughout	75	
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>

500 - 465 = A	434 – 415 = B	384 – 365 = C	334 – 315 = D
464 - 450 = A-	414 – 400 = B-	364 – 350 = C-	314 - 300 = D-
449 – 435 = B+	399 – 385 = C+	349 – 335 = D+	299 or below = E

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 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. This late assignment waiver is not eligible on quizzes, group work, pop-up check-ins, or assignments due within seven days of the last day of the semester. 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.

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:

Please use professional email etiquette, as follows:

- 1) Please **ONLY** contact the instructor through her UF email at mstein17@ufl.edu. Canvas message will not be opened or responded to in a timely manner.

- 2) All students are expected to check email on regularly. Please ensure that you will have reliable access to this over the semester. Some information corresponded via email may be time-sensitive.
- 3) Please keep correspondence professional. Start the email with a salutation such as, "Dear Mrs. Cantrell" or "Hello Mrs. Cantrell." Emails without this may not be answered. "Hey," "Hey Megan," or "Cantrell," are not professional nor acceptable.
- 4) Please expect responses from the instructor team to emails and inquiries within 24 business hours (8AM – 5PM, Monday through Fridays, excluding holidays).
- 5) Include a closing such as "Thanks" or "Sincerely." Be sure to include your full name.

Academic Integrity: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage through any medium.

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.

Feedback: The instructor team will provide students with feedback within two weeks of the submission deadline. This excludes any UF holidays, natural disasters, or holiday breaks.

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.

Course Evaluations: 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/>.

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.

Campus Helpful Resources: Students experiencing crises or personal problems that interfere with general well-being are encouraged to utilize one of the following resources or inform their faculty member of how we can support your success.

- 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: <https://counseling.ufl.edu/>, 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, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- Academic Resources E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Students with Accommodations: 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/>

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.