

## AEC 3410 – Fostering Innovation through Leadership

Summer 2019 (3 credits)

Department of Agricultural Education and Communication



### Instructor:

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### Course Time and Location:

Class Number 10043: MW 5<sup>th</sup> (2:00-3:15PM - TUR L005), F 4<sup>th</sup> (12:30-1:45PM - ROL 0115) **GTA: Muscato** (Green)

Class Number 10044: MW 5<sup>th</sup> (2:00-3:15PM - TUR L005), F 3<sup>rd</sup> (11:00AM-12:15PM - ROL 0115) **GTA: Martinez** (Orange)

Class Number 10045: MW 5<sup>th</sup> (2:00-3:15PM - TUR L005), F 2<sup>nd</sup> (9:30AM-10:45AM - ROL 0115) **GTA: Martinez** (Yellow)

Class Number 10163: MW 5<sup>th</sup> (2:00-3:15PM - TUR L005), F 5<sup>th</sup> (2:00PM-3:15PM - ROL 0115) **GTA: Muscato** (Blue)

### 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. 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.

### Required Textbooks:

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.

### Canvas:

All students are expected to use Canvas (<https://ufl.instructure.com>). Please ensure that you have access to this service. Handouts, readings and supplemental material will be housed on Canvas, including your grades.

### Course Expectations:

First and foremost, this class should be fun and enjoyable! This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people. You are required to attend all sessions unless you have a university excused absence. All class meetings are part of your final grade and account for 10% of your final. 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%/day. All exam 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.

**Course Schedule:**

Week	Day	Topic	Readings	Assignments
1 May 13-17	M	Syllabus & Course Expectations		
	W	Six I Model & CliftonStrengths Introduction		
	F	Group Dynamics & Leadership		
2 May 20-24	M	CliftonStrengths		CliftonStrengths Top 5
	W	Strengths & Innovation in Leadership		
	F	Collective CliftonStrengths		Reflection Paper 1
3 May 27-31	M	<i>Memorial Day Holiday – UF Closed – NO CLASS</i>		
	W	Purpose	p. 15-24 (6I)	
	F	Personal Values		Reflection Paper 2
4 June 3-7	M	Identify	p. 25-52 (6I)	
	W	Authentic Leadership	George	
	F	Group Collaboration		Individual Growth – Part 1
5 June 10-14	M	Ignite	p. 53-82 (6I)	
	W	Growth Mindset & Resiliency		
	F	Group Collaboration		Group Project - Part 1
6 June 17-21	M	Exam 1 Review		
	W	Exam 1		
	F	Group Collaboration		
<b>June 19 - 23 Summer C Break</b>				
7 July 1-5	M	Investigate	p. 83-110 (6I)	
	W	Critical Thinking & Decision Making		
	F	The Idea Box		Reflection Paper 3
8 July 8-12	M	Invest	p. 111-140 (6I)	
	W	Conflict Styles		
	F	Group Collaboration		Group Project - Part 2
9 July 15-19	M	Implement	p. 141-170 (6I)	
	W	Change Theory		
	F	Leading Change		Reflection Paper 4
10 July 22-26	M	Improve	p. 171-198 (6I)	
	W	Habits & Behaviors		
	F	Group Collaboration		Group Project – Part 3
11 July 29 – August 2	M	Exam 2 Review		
	W	Exam 2		
	F	Final Presentations		Group Project – Part 4
12 August 5-9	M	Top Presentations		
	W	Top Presentations		Group Project – Part 5
	F	In-Class Activity		Individual Growth – Part 2

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

**Individual Reflection Papers: 80 points (20 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. These are to be no more than 1 full-page (double-spaced) reflections. Submit electronically on Canvas.

**Personal Innovative Leadership Growth Project: 100 points**

*Part 1: the Plan (25 points)*

Identify and share what innovative growth endeavor you will embark upon this summer. You can select from the following options:

- **Read:** Select a book that relates to innovation in leadership (i.e. *Originals*) to read and critique.
- **Seek:** Select a leader you believe to be innovative to research or interview.
- **Stretch:** Select an innovative experience that you can justify as a leadership growth opportunity.

A full-page overview (double-spaced) should include your intended selection in detail and describe why you selected the project. Submit electronically on Canvas.

*Part 2: Practice Report (75 points)*

Provide a 3-4 page (double-spaced) report and reflection on your selected innovative growth project.

**READ on Innovative Leadership:**

This assignment is designed to let you explore the concept of innovative leadership further. You are to select an additional text that addresses innovative leadership to read. After reading the text, your report should provide insight to key content, critique of viewpoints based upon course materials, and personal applications of the content.

**SEEK an Innovative Leader:**

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.

**STRETCH through an Innovative Leadership Experience:**

This assignment is designed to let you engage in an innovative leadership experience. You are to identify an experience that you can justify as an innovative opportunity for leadership growth through course content. Your report of the experience should include content justification for the experience selection, reflection of your experience, and connections between the experience and course content for future application.

**Group Project – Innovation Challenge: 100 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 (20 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.
- **Identifies** the determined **context**: CAMPUS, COMMUNITY, or CHALLENGE
- Further **identifies** the **focus**: PRODUCT or PROCESS
- 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.

**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

Assignment	Due Date	Points Available	Points Earned
Reflection Papers (4)	Varies	80	
Group Project - Part 1	June 14	20	
Group Project - Part 2	July 12	40	
Group Project - Part 3	July 26	40	
Group Project – Part 4 (Presentation)	August 2	50	
Group Project – Part 5 (Ind. Reflection)	August 7	20	
Innovative Leadership Growth Plan	June 7	25	
Innovative Leadership Growth Report	August 9	75	
Exam 1	June 19	50	
Exam 2	July 31	50	
Attendance	Collective	50	
<b>TOTAL POINTS</b>		<b>500</b>	

**Attendance: 50 points**

There are 30 class days that require attendance, not including Drop/Add and Exam 1 or 2. Each day is worth 2 points, this allows for absences to be worked into the course schedule. To earn the maximum of 50 points, you need to be present for 25 of 30 (includes lecture and discussion) meetings.

**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/ugrad/current/regulations/info/attendance.aspx>

**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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**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](http://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/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.