

Agricultural & Extension Education 342

Fundamentals of Personal & Professional Leadership

The Ohio State University
Spring Quarter 2009

Course: AEE 342
Title: Fundamentals of Personal & Professional Leadership
Credits: 5
Time: 8:30 am – 10:18 am
Days: Monday and Wednesday
Room: Scott Laboratory 0050

Required

Books: Northouse, P. G. (2009). *Introduction to leadership: Concepts and practice*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1-4129-1655-4 Paperback Version)

Rath, T. & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press. (ISBN 978-1-59562-025-5 Hardcover Version)*

****Note: Be sure to purchase a new copy in order to have a functional code for the Gallup StrengthsFinder Assessment.***

Additional

Readings: As assigned and chosen.

Instructor: Jon Simonsen
Office Hours: By Appointment
Address: 250 Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210
Email: simonsen.2@osu.edu

Course Description

Fundamentals of Personal and Professional Leadership is a course designed to promote student interest, knowledge, and skills in personal and professional leadership. The course will help students develop their vision for the future. Individual and small group activities will help students develop their personal leadership philosophy, build on their individual strengths, and make plans for their continued personal and professional development.

Course Objectives:

1. Define and describe leadership.
2. Describe traits of leaders.
3. Explain various theories of leadership.
4. Identify individual strengths.
5. Identify individual personality styles.
6. Strengthen personal leadership skills.
7. Establish goals and implement effective strategies for goal attainment.
8. Demonstrate proficiency in communication skills as it relates to leadership.
9. Develop personal management techniques.
10. Discuss obstacles and benefits to diversity as it relates to leadership.
11. Evaluate ethical issues leaders face.
12. Evaluate how one's values and ethics influence decision-making in leadership.

Course Outline

Week	Session	Topic	Readings	Assignments
1	M, March 30	Course Overview and Introduction to Leadership		
	W, April 1	Defining Leadership	Chapter 1	
2	M, April 6	Leadership Traits	Chapter 2	
	W, April 8	Leadership Theory		Leader ID
3	M, April 13	Strengths Based Leadership	Intro/Part 1	
	W, April 15	StrengthsFinder Assessment		
4	M, April 20	Philosophy and Styles of Leadership	Chapter 3	
	W, April 22	Task and Relationship Leadership	Chapter 4	Book ID
5	M, April 27	Core Leadership Skills	Chapter 5	
	W, April 29	Leadership Vision	Chapter 6	#1 Due
6	M, May 4	Leadership Philosophy Presentations		#2 Due
	W, May 6	Setting the Tone and Communication	Chapter 7	
7	M, May 11	Personal Management Skills		
	W, May 13	Overcoming Obstacles	Chapter 9	
8	M, May 18	Seeking Diversity		
	W, May 20	Seeking Diversity		
9	M, May 25	No Class – Memorial Day		
	W, May 27	Personal Ethics in Leadership	Chapter 10	#3 Due
10	M, June 1	Personal Ethics in Leadership		
	W, June 3	Book Review Presentations		#4 Due
Final	M, June 8	7:30 am to 9:18 am		#5 Due

Off-Campus Field Experience

Agricultural and Extension Education 342 is an on-campus course. However, some assignments and course experiences involve activities that may extend beyond the boundaries of the university campus.

Commitment to Diversity

Agricultural and Extension Education 342 is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

Commitment to Technology

Agricultural and Extension Educators should demonstrate a sound understanding of technology operations and concepts as utilized in the course. The technology will be utilized to maximize student learning by being electronically connected to the course instructor and all other students in the course. In addition, the instructor will be available to assist in systematic one-on-one instruction.

Statement of Student Rights

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact Services for Students with Disabilities. Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

Academic Misconduct Statement

The instructor will do everything reasonably possible to create and maintain an atmosphere of academic honesty wherein each student can perform to their greatest potential without the concern of being disadvantaged by the activities of other students. Ultimately, academic honesty is a personal matter. Academic misconduct of any kind will not be tolerated. Individual effort is expected on all assignments and evaluations. Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations and assignments (see Code of Student Conduct: Rule 3335-31-02). If you have any questions about approaches and procedures and what constitutes academic misconduct, please see the instructor. Any case of suspected academic dishonesty will be fully investigated in accordance to the Code of Student Conduct. Faculty rule 3335-5-487 will be followed in cases of academic misconduct, “Whereby instructors shall report instances of alleged academic dishonesty to the Committee on Academic Misconduct.”

AEE 342 Course Policies

1. Assignment Presentation: All written assignments must be computer generated unless otherwise noted.
2. Electronic Devices: All electronic devices (i.e. cell phones, pagers, cd players, etc.) should be turned off upon entering the classroom.
3. Late Work: Students are expected to attend all classes and to submit assignments, papers, projects and presentations on or before the due dates. Late work will be reflected in the instructor's evaluation of the student's performance as follows:

**All assignments are due by the beginning of the class period on the specified date. Assignments are considered late after this time and will be adjusted by 10% for the first day late, 20% for the second, 30% for the third, etc...*

Any assignment will be *happily* accepted prior to its due date.

4. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Changes in dates and topics will be announced in class and may not be communicated in writing.

Grading Scale

The following grading scale will be utilized to award letter grades:

A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
E	< 63

Students are responsible for all readings and class activities. Attendance is expected at all scheduled class sessions. Leadership means showing up and being prepared. Students are responsible for collecting all information presented in class including changes in the assignments. All assignments are due on the date specified.

Course Requirements

<u>Assignments</u>	<u>Points</u>
1. Leadership Shadowing and Report	200
2. Personal Leadership Philosophy	100
3. Personal Development Plan	250
4. Leadership Book Review	250
5. Leadership Reflective Journal	200
Total Points	1000

Course Assignments

1. Leadership Shadowing and Report (20%)

You will spend a minimum of five hours shadowing an individual who is a recognized leader in a business, organization, or team. Based upon the shadowing experience prepare a written report. The selection and contact of the leader to be shadowed is the responsibility of the student. The name of the leader that you wish to shadow must be given to the instructor no later than **Wednesday, April 8**. The instructor will provide approval of the leader within two days of your submission. Wait to contact the leader until after you have been given instructor approval of your selection. All students in the class will shadow a different leader.

You should contact the selected leader and arrange in advance for an appropriate opportunity to shadow the individual. During the shadowing experience, observations should be made and appropriate questions asked that address at a minimum the following topics:

1. Briefly describe the leader's professional background and history.
2. Briefly explain leadership positions and responsibilities the individual has within their current organization.
3. What is the individual's philosophy of leadership?
4. How does the leader approach change?
5. How does the leader handle risk?
6. What is the leader's vision for their current organization?
7. How does the leader define (and use) ethics in leadership?
8. What are three areas that the individual continually strives to improve upon and develop?
9. Can you (personally) identify with this leader? Why or why not?

You will prepare a **written report** based upon the shadowing experience. The report should, at a minimum, cover the topics identified above plus any other insights and observations deemed important. A successful report will focus in depth upon the discussions and applications of leadership topics covered in the course, NOT just a biographical sketch of the leader or an itinerary of the visit. The report should be a **minimum of four (maximum of six) double-spaced typed pages** using **12 point font** with **one-inch margins**.

Points = 200

Report Due Date = Wednesday, April 29

2. Personal Leadership Philosophy (10%)

Reflect upon your individual values, beliefs, and experiences to develop a Personal Leadership Philosophy. The philosophy should be given considerable critical thought and reflection. Possible questions to consider while developing the philosophy might include:

1. How do you define leadership?
2. What does it mean to you to be a leader?
3. How will you be a leader in your personal life?
4. How will you be a leader in your professional life?

You will **present** your Personal Leadership Philosophy to the class. The format the philosophy takes is left to the student but must be able to be presented within a six minute time frame. The philosophy will be valued at 50 points and the presentation will be valued at 50 points.

Points = 100

Philosophy and Presentation Due Date = Monday, May 4

3. Personal Development Plan (25%)

You will create a personal development plan. The plan will be a dynamic document that should be continually visited, re-evaluated, and used to guide individual personal growth. You will self evaluate to produce a list of the areas you think you need to develop more extensively. Think about what will aid you personally and professionally over the next year, three years, and 10 years. Prioritize the list and refine into **five goal areas** that are essential to your personal and professional success in the upcoming years. Goals will be presented by **stating the goal, describing why the goal is important, the process it will take to accomplish the goal, resources (including people) it will take to accomplish the goal, and a timeline for accomplishment.** The information should be put together in a format that is useful to you, could be placed in a portfolio, and could be presented to an interviewer when discussing personal growth, professional development, commitment, and life-long learning.

Points = 250

Plan Due Date = Wednesday, May 27

4. Leadership Book Review (25%)

You will select and read a book that discusses leadership. Upon completion of reading the book you will **write a report** and **present** a synopsis to the class about the book. The report should be a **minimum of four (maximum of six) double-spaced typed pages** using **12 point font** with **one-inch margins.** The report should include a summary of the book, how it relates to topics that have been discussed in class, and how information gained from the book will be used in the future. You will be given six minutes to present an overview of the book to the class. The written report will be valued at 200 points and the presentation valued at 50 points. Book title must be submitted and agreed upon by the instructor by **Wednesday, April 22.** All students in the class will read and present a different book.

Points = 250

Review and Presentation Due Date = Wednesday, June 3

5. Leadership Reflective Journal (20%)

This class will rely heavily on classroom discussion and interaction. It is important that you are **prepared** for class, **attend** class, and are **engaged** while in class. Points for attendance and participation will be awarded on the basis of daily reflections. A reflection will be done at the **beginning** of each class session. This portion of the journal will be valued at 5 points per class session and will be turned in to the instructor during the class session. If **you know that you are going to be absent**, these reflections may be done in advance by notifying the instructor prior to the preceding class session. You would then complete the reflection at the end of the preceding class session to your absence. (Example: You will be gone on April 29. You must tell the instructor before the April 27 class session that you will be absent. You would then complete the April 29 reflection at the end of the April 27 class session. Telling the instructor during class on April 27 will not work. Part of leadership is time management and discipline. This format gives you a chance to demonstrate these skills.) These reflections **may not** be made up if you are absent from class and do not follow the previously mentioned process.

A second reflection will be done outside of class time after each class session. This portion of the journal will be typed and will be an on-going conversation that takes the topics that are discussed in class and relates them to the happenings around you. Make each entry after class and before the next class session. Each entry should be **approximately half a page single-spaced** using **12 point font** with **one-inch margins** and **labeled** with the class session date that it relates to. If you are absent from a class session, you may still receive the points for this portion of the journal. Complete the reading for the session and use the topic listed in the syllabus as a guide to reflect and relate those items to the happenings around you. This portion of the journal will be handed in at the completion of the Final Exam session.

Points = 200

Journal Due Date = Monday, June 8

All assignments must be done by individual efforts. Furthermore, it is not recommended that you utilize past resources and examples or share your resources if it can be construed to be academic misconduct. Students are encouraged to review the Code of Student Conduct at: <http://trustees.osu.edu/Rules%2023/index.php>.

**"In the book of life, the answers aren't
in the back."**

-Charlie Brown