

**AgEdS 315**  
**Personal and Professional Leadership in Agriculture**  
**Fall 2006**  
**3 credits**

Section 01 meets at 10 am MWF in Hoover 1322. Instructor: Beth Foreman, MS  
Section 02 meets at 8 am MWF Curtiss 09. Instructor: Nancy Grudens-Schuck. PhD

Our Motto

*If you can do it at 8 AM, you can do it anytime, anywhere!*

### **Instructor Contact Information**

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Office hours: Fridays from 9:30 to 12 Noon (**no appointment needed**). If this time is not good, e-mail for an appointment that fits your schedule. Consider also calling during this time if you are working or otherwise off campus.

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Office hours: Monday and Wednesday 2:00-4:00 (**no appointment needed**). If this time is not good, e-mail for an appointment that fits your schedule. Consider also calling during this time if you are working or otherwise off campus.

### **Two Required Books & One Course Packet**

Required texts available at University Bookstore. Should be lots of used texts.

(1) ***Everyone a Leader: A Grassroots Model for the New Workplace*** by Bergmann, Hurson, and Russ-Eft (1999).

(2) ***Facilitator's Guide to Participatory Decision-Making*** by Sam Kaner (1996).

This year there is ***no hardcopy course packet***. All additional readings, rubrics, and course materials will be provided via Park Library e-Reserve system. Log on early to master the downloading, saving, and printing techniques. Students are expected to bring hardcopies of some of these materials for use in class. Other materials can be left in electronic format. Details on materials will be discussed as the units come up. Course packets from past years from section 02 may provide similar materials. However, students will be held to information contained in the current electronic versions.

## Learning Outcomes

**The course should assist students to behave and think like leaders, specifically**

1. Successfully facilitate idea-generation and decision making by groups of 5 to 25.
2. Correctly interpret social experiences in line with research-based models for leadership.
3. Apply principles of leadership to a team project.
4. Understand the warrant for high quality communication in leadership settings, including providing high quality feedback.
5. Effectively communicate orally and visually to an audience of 25.
6. Set realistic, individualized goals for leadership development in line with research-based principles of emotional intelligence.

## Instructors' Approach

The approach to the course is based on a commitment to **active learning**. Active learning means a lab-like setting for the course. For many students, this approach is fun and informal. We lecture rarely, although occasional mini-lectures by us, guests, or other students will be important. We also direct students to form and facilitate groups, plan and implement a (modest) service project in the community, participate in class discussions, and interview or 'shadow' a non-class member as part of a diversity unit.

This is a **high communication** course compared to production agriculture and science courses. For some students, this emphasis will be new or uncomfortable. We are committed to helping students and will be available during office hours as questions or problems arise.

## Instructors' Teaching Goals

We ask students to set a personal goal for leadership about midway into the semester. We should practice what I preach, so we have also chosen a personal goal for providing leadership in this class.

**Dr. Grudens-Schuck's** goal for fall 2006 AGEDS 315 is to provide a better pace for peer facilitations so that students complete their requirements  $\frac{3}{4}$  of the way into the semester.

**Ms. Foreman's** goal for fall 2006 AGEDS 315 is to learn each student's name, and at least one thing about them, by September 30.

## Disability Commitment

We are committed to assisting students with disabilities. We are happy to! Usually, a student has a pre-identified disability and has gone through the (significant!) amount of trouble to set things up with ISU Student Services. In this case, the student should identify themselves to the instructors. We can process any additional paperwork together and set up accommodations for testing or assignments. However, a student may be in the process of having their disability identified or may have a new disability. In this case, the student may ask us for assistance in becoming "official" (which is

necessary), but once the process gets started, professors may be able to offer accommodations in the meantime. In short, students should ask. Visiting during office hours, by e-mail, or phone or by other appointment is also fine.

## Attendance and Participation

This course **rewards attendance**. Students who do not attend class as a consequence of illness, job commitments, family/farm responsibilities, late nights, or stock show travel do *much less well* in this course. Reasons:

- (1) Lab-like setting means you will miss practices and discussions that cover material you need to know. Reading the books doesn't tell it all.
- (2) Several in-class assignments cannot be duplicated easily outside the classroom.
- (3) Plentiful social time and group work in the class means you may feel "left out."
- (4) Points will be deducted (exceptions below).

**Participation points** are based on attendance & participation. I take attendance through a sign-in sheet. We may, at our discretion, discount a student's signature on the sign-in sheet if she or he arrives later than 8:15 AM. An **official ISU event**, such as club trip, job or internship interview, or severe medical release will allow us to waive absences but we **require a note or written excuse** from the doctor or person scheduling the event. It is the student's responsibility to contact us about absences as soon as they are able, and to ask what documentation is needed.

### Participation Credit Table

Absences	Award Maximum
<u>Zero to 3</u>	<u>100</u>
<u>4 to 7</u>	<u>80</u>
<u>8 to 11</u>	<u>60</u>
<u>12 to 15</u>	<u>40</u>
<u>16 to 19</u>	<u>20</u>
<u>20 or more</u>	<u>0</u>

First, figure out how many absences you have (keep track yourself for the most part; We tally the sheets only once late in the semester). We will assign *only up to* the amount listed in the next column. For example, if you have zero absences, you *automatically* get 100 points. However, if you have less than that, we may assign a variable amount of points from the number on the right depending on quality of participation in relation to the number of absences. For example, if you have 4, 5, 6, 7 absences, you will receive a maximum of 80. If you have respected the ground rules, full category points will be awarded. If not, we will assign fewer points in the category.

**Missed Work.** If you miss class, you will need to take responsibility for determining what you have missed. Check on changes in scheduling or criteria for assignments.

## Grades

**We use a point system for grades.** Students have the opportunity to earn **1000 total points**. Then we assign and report a final letter grade using the chart below.

A	95%	940
A-	92%	920
B+	88%	880
B	85%	850
B-	82%	820
C+	78%	780
C	75%	750
C-	72%	720
D+	68%	680
D	65%	650
D-	62%	620
F	60%	600

## Assignment Tips

### 1. Proofread and edit written work

For written assignments, *even informal ones like lists and charts and e-mails*, make sure you use the right words. Break up sentences that are too long. Minimize casual language (e.g., slang) and don't use swear words or put downs in either written **or oral** work. Use a good openings and closings. Type and print papers on a good quality printer, paginate, date, put your full name and the assignment, and staple.

### 2. Watch out! Collaborative *versus* independent work

We encourage collaboration and sharing of ideas in this course. However, we want to see **individual work on assignments** so that we can give the right feedback to you as an individual. Even assignments we have discussed in class must be completed independently once outside the classroom. As a rule, **no two papers or presentations should be alike** because we encourage individual (and personalized) expression of ideas, so students who do not figure out the balance between group and independent work necessary for this class will call attention to themselves. We also change tests, assign random seating during exams, and limit access to certain materials to discourage habits of cheating that may have developed in large lecture hall courses. ***We also catch and report academic dishonesty to the Dean of Students office.***

### 3. Avoid plagiarism

When you use an author's phrases or terms, credit by (a) citing the work, and (2) enclosing the author's part in double quotation marks ("like this"). *This includes Powerpoint presentations and the instructor's phrases from the cases and from course packet.*

#### 4. Use work from past years only for studying.

We encourage studying from old exams. There also may be examples of past essays from the course at fraternity and sorority houses or from the files of roommates, friends, or brothers and sisters who took the course. These are fine to **study from**. However, **do not copy** them and submit as your own work. Avoid using any of the same wording or examples from students' work from other years.

### Assignments

The total grade is out of **1000**. Rubrics that explain grading criteria are in the course packet or will be distributed by instructor.

Assignments	Due Date	Points
Peer Facilitations (2)	as scheduled	200 (100 ea.)
Service Project Plan Written Report	as scheduled	50 <sup>1</sup>
Service Project Oral Report	see instructor	50 <sup>2</sup>
Kaner essay	see instructor	50
CLIMB exam	see instructor	100
Role Shuffle Check Form	see instructor	n/a
Role Shuffle essay & goal	see instructor	50
Stranger Assignment Oral Report	as scheduled	50
Stranger Assignment Content	as scheduled	100
Service Project Content	as scheduled	200
Participation	<i>see above</i>	100
Written Final	<i>See final exam schedule</i>	50
<b>TOTAL</b>		<b>1000 points</b>

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<sup>1</sup> All members of the team will contribute to this report. All members, except the person who gives the oral report, will receive a group grade for this assignment.

<sup>2</sup> One person from each group will be required to provide a Powerpoint-supported oral report on the service project plan to the class. They will be scored using the oral presentation rubric. This grade is individual.

## Due Date Policy

We may tolerate a few days past due date, with or without point penalty, if you contact us and explain what's up (illness, travel), but *we cannot guarantee when we will reschedule, grade or return late assignments.*

## Peer Facilitations

A major outcome of the course is to **build communications competence in engaging groups and teams through facilitation techniques**. You will be introduced to several techniques and have an opportunity to practice and refine a couple of them. **Two will be graded** using the **Peer Facilitation Rubric**. The techniques are: (a) small group facilitator, (b) consensus process recorder, and (c) brainstorm facilitator. You will have some choice regarding the techniques completed for a grade—especially if you are willing to go early when most of the slots are available. The Peer Facilitations will be completed during class time. In fact, Peer Facilitation is an integral part of the class. In other words, students will run about one-third of the course through facilitations. We will talk about the requirements in more detail.

## Oral Presentations

A second major outcome of the course is **building oral communications skills in the area of presentations**. There will be many opportunities to refine current skills and add new techniques for presenting information verbally both formally and non formally. Two oral presentations will be graded. Every student will present results of the Stranger Interview and Observation Assignment, and **Powerpoint is required for both, and for the project plan**. Every student will also present on the Agricultural Service Project. However, one student from each group will report on the *plan* for the project. The rest will report on *results* of the project. **Powerpoint™ software is required for the visual portion for all oral presentations**. The computer lab in 206 Curtiss has excellent equipment that can be used to develop and burn a Powerpoint™ presentation to a CD or upload to flash or thumb drive. Additionally, the ***final service project Powerpoint will be shown in the Rotunda of Curtiss Hall during Dead Week*** and must conform to professional standards for public viewing.