



ANSC 2313
Principles of Agricultural Leadership
Fall 2016



Instructor

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Office Hours: M,W,F 8:00am-10:00am
Or by appointment

Time and Location

TR 11:00am – 12:15pm – 135 RAS

Course Description

This course is designed to teach the role of leadership in agriculture and help students develop leadership skills in the areas of public speaking, presenting, parliamentary procedures, and creating printed materials.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the role of leadership in agriculture, including characteristics of good leaders.
2. Identify behaviors associated with certain personality types.
3. Correctly demonstrate the use of different types of speeches.
4. Develop printed materials for use in agricultural applications.
5. Conduct meetings according to established principles of parliamentary procedure.
6. Describe the role of appreciation banquets in agricultural applications.

TEA AFNR Educator Standards

Standard II. The AFNR teacher promotes student development through effective use of career pathways, supervised agricultural experiences, leadership development, and student organizations.

Standard IX. The AFNR teacher knows how to organize and manage an effective AFNR program and how to work with school, community, and industry representatives to support the program.

(ANSC) Student Learning Outcomes:

Student will demonstrate that he/she is able to:

1. Analyze and interpret information gathered in a research setting,
2. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries, and
3. Communicate through written, spoken and graphical methods.

Required Texts

Jordan, J.P., Buchanan, G.A, Clarke, N.P., & Jordan, K.C. (2013). *Leadership in agriculture: Case studies for a new generation*. College Station, TX: Texas A&M University Press.

Recommended Texts (Instructor will provide copies as needed)

Elmore, T. (2015). *Habitudes: Images that form leadership habits and attitudes*. Atlanta, GA: Growing Leaders, Inc.

DESCRIPTION OF COURSE ASSIGNMENTS

Article Critiques – Due Sep. 8, Oct. 13, & Nov. 10

Select and read three leadership articles. Any academic/business article that addresses leadership and was published since 2005 is acceptable. Analyze the information presented in the article and synthesize the material into a two page synopsis. The critique will consist of three sections. First, give a short recap of what the article discusses. Second, discuss how this is relevant to leadership and what implications this has for those in leadership positions. Lastly, evaluate the information in the article and state whether you agree or disagree with the article. Give evidence stating why you agree/disagree.

Leadership Shadowing and Profile – Due November 15

The student will (1) spend a minimum of one day “shadowing” an individual who is a recognized leader in an organization and (2) based upon the “shadowing” experience, prepare a Leadership Profile of the individual. The identification of the potential individual leader to be shadowed is the responsibility of the student. The final selection of the individual leader is the joint decision of the student and course instructor. The student should contact the selected individual and arrange well 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. Describe the leader’s professional background and history.
2. Explain leadership positions and responsibilities the individual has within the organization.
3. What is the individual’s personal philosophy of leadership?
4. What leadership style(s) do(es) the leader exhibit?
5. How does the leader approach change?
6. Describe ways the leader takes risks?
7. Describe the leader’s sources of power?
8. Describe how the leader utilizes teamwork?
9. Describe the leader’s vision for the organization?
10. How does the leader define (and use) ethics in leadership?
11. How do you (personally) identify with this leader?
12. What aspects of this leader’s leadership relate to the course concepts discussed?

Each student will prepare a video profile of his/her “shadowing” experience. Your video will be uploaded into Vimeo (login to be provided by the instructor). The Leadership Profile should, at a minimum, cover the topics identified above plus any other insights/observations deemed important by the student. A successful profile will focus in greater depth upon the student’s discussions/applications of leadership topics covered in the course, NOT a biographical sketch of the individual or a daily itinerary of the visit. Your video profile may include clips of your interview with the leader, clips of you discussing the points, graphics, and other video media.

Leadership Case Study – Due November 1

Using the criteria provided in class, you will create and present a PowerPoint presentation over one of the leadership case studies from the text. You will be graded on your use of effective public communication, creation of visual aids, and the connection of leadership content from the class to the text. Provide an in depth discussion of the attributes of leadership present in the case study, paying specific attention to the “framework of character for leaders.”

Reflection on Student Organization Meeting – Due September 29

You will be required to attend a meeting of any student organization. This may be an organization of which you are already a member, but not an officer. Prepare a one-page reflection paper based on your observations from the meeting. Provide the name of the organization, the date you attended, the agenda, and any other handouts you receive such as minutes from the previous meeting. In your reflection, you should address the organizational structure of the meeting (i.e. officer structure), how the meeting was conducted, the level of participation from the attendees, the leadership styles of the officers.

Philosophy of Leadership – Due Nov. 29

You will need to prepare a personal statement of your leadership philosophy. This paper will be 3-4

double-spaced pages and describe your personal philosophy toward leadership. You will need to include 1) your definition of leadership; 2) what you believe it means to be a good leader; 3) 5 skills/attributes that you feel a leader should possess; 4) why you believe these are the 5 most important skills/attributes; and, 5) a description of your leadership style based upon criteria from class. Also, discuss any other issues you think are relevant pertaining to leadership and your present or future goals.

A philosophy statement is personal; therefore, there are no right or wrong answers. However, you will be expected to incorporate the information discussed in class. Grading will be based upon completeness, thoroughness, incorporation of principles from class, clarity, grammar, and spelling. So, be sure you articulate your points well in your paper.

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

Course Assignments	Due	Points
Article Critiques (3 @ 50 pts each)	Sept. 8, Oct. 13, Nov. 10	150
Leadership Shadowing and Profile	November 15	300
Reflection on Student Organization Meeting	September 29	150
Leadership Case Study	November 1	150
Philosophy of Leadership	November 29	200
Participation and Attendance	Throughout	50

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are required. To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. Late assignments will receive a 10% deduction for each day late, and no work will be accepted ten or more days after its original due date, unless other arrangements have been made with the instructor.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd.

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

ANSC 2313 Course Calendar (Subject to change!)

Dates	Topics / Learning Experiences	Readings/ Assignments Due
Week 1	Introductions/Syllabus; Defining leadership	Jordan pp. 1-12
Week 2	Effective Leadership	Jordan pp. 13-35
Week 3	Leadership categories and styles	Article critique 1
Week 4	Personality types	
Week 5	Developing leaders; Character – the bedrock of leadership	
Week 6	Professionalism in Leadership	Student Organization Meeting Reflection
Week 7	Self-concept and Attitudes	
Week 8	Leadership Case Studies (Jordan book)	Article critique 2
Week 9	Communication, speaking, dynamics of public speaking	
Week 10	Communication, speaking, dynamics of public speaking	
Week 11	Creating materials and visual aids; making brochures; presentations	Leadership Case Study Presentation
Week 12	Presentations	Article critique 3
Week 13	Parliamentary Procedure	Leadership Shadowing Profile
Week 14	Thanksgiving Week – Happy Thanksgiving!	
Week 15	Last Class - Reflection	Philosophy of Leadership