

# **Agricultural & Extension Education 342**

## **Fundamentals of Personal & Professional Leadership**

The Ohio State University  
Autumn Quarter 2009

Course: AEE 342  
Title: Fundamentals of Personal & Professional Leadership  
Credits: 5  
Time: 1:00 pm – 2:48 pm  
Days: Monday and Wednesday  
Room: Room 40 Jennings Hall

### Required

Texts: 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

Instructor: Robert J. Birkenholz  
Office Hours: by appointment  
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## **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 a leadership vision for their future. Individual and small group activities will enable students to develop their personal leadership philosophy, assess and build on their individual strengths, and develop plans for continued personal and professional development.

This course fills the **GEC Social Sciences** category for the subcategory (1) Individuals and Groups.

**Goals and Rationale:** Courses in the social sciences develop student understanding of the systematic study of human behavior and cognition and the processes by which individuals, groups, and societies interact and communicate.

**GEC Learning Objectives** include:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

**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

Session	Topic	Readings	Assignment Due Date
W, Sept 23	Course Overview and Introduction to Leadership		
M, Sept 28	Defining Leadership	Chapter 1	
W, Sept 30	Leadership Traits	Chapter 2	
M, Oct 5	Leadership Theory		Leader ID
W, Oct 7	Strengths Based Leadership	Intro/Part 1	
M, Oct 12	StrengthsFinder Assessment		
W, Oct 14	Philosophy and Styles of Leadership	Chapter 3	
M, Oct 19	Task and Relationship Leadership	Chapter 4	Book ID
W, Oct 21	Core Leadership Skills	Chapter 5	
M, Oct 26	Leadership Vision	Chapter 6	#1 Due
W, Oct 28	Leadership Philosophy Presentations		#2 Due
M, Nov 2	Setting the Tone and Communication	Chapter 7	
W, Nov 4	Personal Management Skills		
M, Nov 9	Overcoming Obstacles	Chapter 9	
W, Nov 11	No Class – Veterans Day		
M, Nov 16	Seeking Diversity		
W, Nov 18	Seeking Diversity		
M, Nov 23	Personal Ethics in Leadership	Chapter 10	#3 Due
W, Nov 25	Personal Ethics in Leadership		
M, Nov 30	Book Review Presentations		#4 Due
W, Dec 2	Book Review Presentations		
Final Exam	Monday, Dec 7, 11:30 a.m. – 1:18 p.m.		#5 Due

## **Off-Campus Field Experience**

AAE 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**

AEE 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**

Students of leadership should demonstrate a sound understanding of technology operations and concepts as utilized in the course. Educational technology will be utilized to maximize student learning through electronic connections between the course instructor and other students in the course. In addition, the instructor will be available to discuss and facilitate individualized 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 the 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 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 class sessions and 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 at 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 ***gladly*** accepted prior to the 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 obtaining all information presented in class including handout materials and changes in assignments. All assignments are due on the date specified on the course syllabus.

## 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	<u>200</u>
Total Points	1000

## Course Assignments

### *1. Leadership Shadowing and Report (20%)*

You will spend a minimum of one day (i.e. 6-8 hours) shadowing an individual who is a recognized leader in a business, organization, or team. Based upon the shadowing experience prepare a written report. Selection and initial contact of the leader to be shadowed is the responsibility of the student. The name of the leader to be shadowed must be presented to the instructor for approval no later than **Monday, October 12th**. Please do not commit to shadowing the leaders until after you have instructor approval of your selection. Each student in the course will shadow a different leader.

You should contact the selected leader and arrange in advance for an appropriate and meaningful opportunity to shadow the individual. During the shadowing experience, observations should be recorded 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 are to prepare a **written report** based upon your shadowing experience. The report should, at a minimum, cover the topics identified above plus any other insights and observations that you deem 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**

**Leadership Shadowing and Report due date = October 26th**

## ***2. Personal Leadership Philosophy (10%)***

Reflect upon your individual values, beliefs, ideals, and experiences to develop a one-page statement of your Personal Leadership Philosophy. The philosophy should be based upon critical thought and reflection. Please do not wait until the night before the assignment is due to prepare your first draft! 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 orally to the class. The format and structure of your philosophy statement is left to your discretion, but you must be able to be present an overview of your personal leadership philosophy within a six minute time frame. The philosophy will be valued at 50 points and the oral presentation will be valued at 50 points.

***Points = 100 Personal Leadership Philosophy and Presentation due date = October 28th***

## ***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 your personal and professional leadership development. You will self-evaluate your personal strengths and areas that you need improvement. Think about what will aid you personally and professionally over the next year, three years, and ten years. Prioritize and refine your list into **five goal areas** that are essential to your personal and professional success. Goals should be presented by **stating the goal, describing why the goal is important, explain what it will take to accomplish the goal, resources needed (including people) to accomplish the goal, and a timeline for accomplishing each goal.** The information should be assembled in a format that is useful to you, organized in a portfolio that can be presented during an interview when discussing your leadership, personal growth, and professional aspirations.

***Points = 250 Personal Development Plan due date = November 23th***

## ***4. Leadership Book Review (25%)***

You are to select and read a book that addresses topics related to leadership. After reading the book you are to **write a brief report** and **present** a one-page synopsis to the class. Your report should be a **minimum of three (maximum of five) 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 the leadership topics discussed in class, and how you envision utilizing information from the book in your future personal and/or professional life. You will be given six minutes to present an overview of the book during a class session. The written report is valued at 200 points and the presentation is valued at 50 points. Present your selected book title to the course instructor for

approval by *October 19th*. Each student in the course will read and present their report on a different book.

*Points = 250 Leadership Book Review and Presentation due date = Nov 30th & Dec 2nd*

### **5. Leadership Reflective Journal (20%)**

This course emphasizes classroom discussion and student interaction. It is important that you are **prepared** for class, **attend** each class session, and are **engaged** in the content during class. Attendance and participation points will be awarded on the basis of written daily reflections. Reflections will be completed at the **beginning** of each class session. The Reflections portion of the Leadership Reflective Journal will be valued at 5 points per class session and will be submitted to the instructor during the class session. In-class reflection assignments **cannot** be made up if you need to be absent from class.

A second reflection will be completed after each week of the course. This portion of the journal will be typed and be compiled as an on-going conversation in which the topics discussed in class are related and applied to your past and current life experiences. Plan to complete a weekly entry before the Monday class session each week during the quarter. Each weekly reflection entry should be **approximately one-half page in length, single-spaced, using 12 point font, with one-inch margins, and labeled** with the preceding class session topics and dates. If you need to be absent from a class session, you may still receive points for the weekly reflection portion of your Personal Leadership Journal. Complete the reading for the session and use the topic listed in the syllabus as a guide to reflect and relate to the context of what is happening around you. The Leadership Reflective Journal will be submitted to the course instructor during the Final Exam session.

*Points = 200*

*Leadership Reflective Journal due date = December 7th*

All assignments must be complete solely through your individual effort. It is recommended that you avoid using the work of other students if it could be construed to be academic misconduct. Students with questions regarding the academic code of conduct at OSU should consult with the instructor and 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**