



TEXAS TECH UNIVERSITY

College of Agricultural Sciences & Natural Resources™

CASNR MILE Program AGSC 2302 - Individual Leadership in Agricultural Sciences and Natural Resources Spring 2020

INSTRUCTOR INFORMATION

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REQUIRED RESOURCES

Fernandez, C., & Fernandez, R. (2014). It-factor leadership: Become a better leader in 13 steps. Chapel Hill, NC: *FastTrack Leadership*, 371.

Students will be provided with this textbook to complete a book report. Students are not expected to purchase a book for this course and may keep the book following the semester. Students will sign up for a specific range of book chapters to read for their book report.

COURSE DESCRIPTION

This course serves to provide students with a better understanding of agricultural sciences and natural resources personal leadership through applied workshops, personality/leadership tests, leadership literature, professional development activities, networking opportunities, hands-on agriculture tours, and team building activities.

EXPECTED LEARNING OUTCOMES

Upon completion of this course, each student will:

- Discover the meaning of leadership and his/her personal capacity for leadership.
- Explain the basic fundamentals to be an advocate for agriculture.
- Compose a personal philosophy of effective and ethical leadership.
- Apply how to manage himself/herself in a professional and network settings.
- Discover the importance of sustaining leadership through encouraging others to develop their leadership abilities.
- Explain leadership development is a lifelong learning endeavor that requires reflection, renewal, and finding new ways to grow.
- Develop personal and interpersonal communication skills.

COMMUNICATION & PARTICIPATION

Class Participation Guidelines

As part of the CASNR MILE Program, students are expected to attend and participate in each of the program's meetings, workshops, agriculture tours, business trips, and team building activities.

Attendance

The attendance policy for all MILE Program courses follows Texas Tech University [Operating Policy 34.04: Academic Regulations Concerning Student Performance](#).

Excused Absences

According to official Texas Tech University policy there are two reasons ONLY for excused absences: (1) pre-arranged university-sponsored functions and (2) religious observances. However, an absence will be excused if it is the result of (3) medical reasons, and (4) death of a close family member (with restrictions).

1. Absence due to officially approved trips. The Texas Tech University Catalog states "department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the MILE program director (via email or official letter) of the departure and return schedules in advance of the trip". If you must miss class for an officially approved university trip, please have your director (faculty/administrator/staff member) contact the MILE program director via email (lindsay.kennedy@ttu.edu) or provide an official letter at least one week in advance of the trip. You will be responsible for all missed information (you must acquire notes from someone in the cohort), but you will not be penalized for missed assignments. Missed assignments may be made up within a reasonable amount of time.
2. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.
3. Medical absences will be considered on a case-by-case basis and MUST have a note from a doctor. Doctor's notes must be presented within one week of the absence, otherwise do not bother. We all get sick and emergencies happen. However, if you must miss class, consider it a professional courtesy to call or email the instructor if you will not attend class. I can and will verify the authenticity of a doctor's note.
4. Bereavement. I am extremely sympathetic to deaths in the family. Absences to attend a family member's funeral will be excused; however, you must provide an obituary/funeral bulletin and proof of relationship within one week of the absence.

Unexcused Absences

Student participants in the CASNR MILE Program are expected to attend all scheduled program events and meetings. All absences will be evaluated by the MILE Program Review Board, which is comprised of CASNR faculty and officials, on a case-by-case basis. Determination of a student's dismissal from the CASNR MILE Program will be left to the Review Board.

Punctuality

Being late is unacceptable professionally and it is unacceptable in this program. Each student is **expected to be at every meeting or event** prior to the time that it starts. Problems associated with a student's continual tardiness to CASNR MILE events and meetings will be addressed by the MILE Program Review Board.

Discussion Guidelines

Students are expected to participate and actively engage in discussions with their peers, faculty, speakers and other personnel involved with any CASNR MILE event.

Faculty and Student Expectations

This is a leadership program that requires students to meet and uphold certain expectations. Students who fulfill the eligibility requirements, complete an application and are selected to the program will be expected to carry themselves professionally and represent Texas Tech University and the College of Agriculture and Natural Resources with the highest level of respect. Students are expected to maintain a 3.0 grade point average throughout the duration of this course and the remainder of the MILE program.

ASSESSMENTS & EVALUATION

Assessments and Grading

Insights Leadership Assessment	100 points (10%)
Personal Goal Setting Exercise	100 points (10%)
<i>It-Factor Leadership</i> Book Report	200 points (20%)
Session Reflections (50 pts each)	150 points (15%)
Thank You Notes (50 points each)	150 points (15%)
Participation/Discussion	200 points (20%)
Personal Development Plan	100 points (10%)

Total Points Possible	1,000 points
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Assignment Submission

Assignments will be turned in by the due date online through Blackboard.

PERSONAL LEADERSHIP DEVELOPMENT

Insights Leadership Self-Assessment

The self-assessment is designed to help leaders determine which leadership skills they may need to develop. It focuses on eight components dealing with (1) providing direction, (2) leading courageously, (3) fostering teamwork, (4) championing change, (5) coaching people, (6) motivating others, (7) building relationships and (8) acting with integrity.

Each student will complete the provided leadership self-assessment by reading a set of five (5) statements that reflect various attributes and skills for each component. The student will then rate in terms of how well he/she possesses the attribute or performs the leadership skill by circling the statement that best reflects his/her view. It is not a test – there are no right or wrong answers.

The purpose of the assessment is to be realistic. In selecting responses, do not answer in terms of how you would like to see yourself, in terms of what you should be doing, or in terms of how you think others view you. The assessment will help you focus on growth objectives that will stretch you in meaningful ways.

Goal Setting

Students will participate in goal-setting exercises to reflect on their strengths and weaknesses while setting goals for their leadership and professional development throughout their three-semester MILE experience.

Personal Development Plan

Each student will create a personal development plan to document a process of self-analysis, personal reflection and honest appraisal of your strengths and weaknesses. This should enable students to evaluate the value of the leadership and management training they have received, and consider your future leadership development. A personal development plan enables you to reflect upon your recent experience and to focus on the next stage of your training and development. Creating a PDP has three stages:

1. **Stage 1 - Personal Analysis.** The first stage is designed to analyze your strengths and weaknesses. You will be able to draw heavily upon your career and the outcomes of courses that you may have attended. These should be supplemented by the perceived opportunities that will have been derived from your experience and any threats to your continued success.
2. **Stage 2 - Setting Goals.** This involves setting new and clearly definable goals for yourself which are measurable. The template of the PDP provides clear guidance on identifying these.
3. **Stage 3 - Personal Objectives.** This stage involves setting out your personal objectives. These can also be set in context within your civilian employment as shown in the example, which will be helpful in reinforcing its value.

Book Review

During the spring 2018 semester, each student will be provided with a leadership-focused book from the CASNR MILE library. Students will read through the book and write a book review summarizing the contents of the book and discussing their viewpoint and what they learned from the literature. Further details on the requirements for the review will be provided.

PROFESSIONAL DEVELOPMENT

Resume and Cover Letter Critique

A unique and well-structured resume and cover letter are two essential pieces in a quality professional portfolio. Generally speaking, a resume and cover letter are often the first communication and opportunity for an applicant to make the first impression on a potential employer. A resume summarizes your education, employment history, and experiences that are relevant to your qualifications for a particular position for which you are applying. A cover letter introduces you and your resume to an employer, explains why you are applying and why you are a good match, and outlines your qualifications, abilities and credibility. The purpose of a resume and cover letter is to get an interview. Each student will provide a completed resume and cover letter for evaluation and feedback

Etiquette Training

Etiquette plays a significant role in the application process as well as professional interaction and networking opportunities. Colleagues, potential employers, supervisors and other professionals who have an impact on the present standing or future opportunities of an individual take into consideration how a person carries himself/herself in a professional setting. Proper etiquette can elevate the level of trust and respect that an individual earns, and therefore has the potential to lead to increased responsibility and future professional opportunities. Students will participate in an etiquette workshop, followed up by an etiquette dinner to implement what they learned.

Ag 101: General Agricultural Knowledge

A well-rounded general knowledge of each area of agriculture is beneficial for working in any agricultural industry. Students will learn the basic fundamentals to be an advocate for agriculture (Advocate). Students will write a reflection on the Ag 101 workshop that summarizes the content of the workshop. In their reflections students will also discuss what they learned and how it applies in their role as a leader.

COMMUNICATION SKILLS

Nonverbal Communication

“Actions speak louder than words.” Nonverbal communication enhances, reiterates, and sometimes substitutes for verbal communication through eye contact, dress, posture, facial expressions, and gestures. Nonverbal communication can indicate a level of respect and focus. Students will learn how to make positive and lasting impressions through non-verbal communication to build off of and support their verbal communication with professionals. Students will write a reflection on the non-verbal communication workshop that summarizes the content of the workshop. In their reflections students will also discuss what they learned and how it applies in their role as a leader.

Social Media Etiquette

Students will learn the proper approach and utilization of social media platforms including Facebook, Twitter, Instagram, YouTube, LinkedIn and other channels. The social media etiquette workshop will lead to a better understanding of how social media can impact

professional standing and perception, and how it can influence future opportunities for professional development. Following the workshop, students will summarize and discuss what they learned and how it applies in their role as a leader.

Interpersonal Skills

Interpersonal skills describe a person's ability to communicate, interact and relate with other people. Students must develop and enhance their interpersonal skills in order to increase their ability to interact in any professional setting. A person who listens well, encourages and uplifts others, has a willingness to take someone else's opinions or point of view into consideration, and has an awareness of the verbal and nonverbal communication of other people will be able to more effectively communicate with a diverse population. This type of effective communication plays an important role in a person's ability to continue growing and learning both personally and professionally. Students will write a reflection on the interpersonal skills workshop that summarizes the content of the workshop. In their reflections students will also discuss what they learned and how it applies in their role as a leader.

ACTIVITIES

Team Building

Each member of the CASNR MILE program will actively participate in team building activities throughout the semester. These activities will allow students to get to know other members and how they can work together to accomplish goals as a team.

Experience Reflections

For each activity within the MILE program, students will write and submit a reflection that details what they experienced during the team building activity, what they learned from it, and how they will benefit both personally and as a member of the CASNR MILE program.

AGRICULTURE TOURS

The first semester of the CASNR MILE program agriculture tours will focus on South Texas agricultural production and key issues. Students will observe and learn first-hand about the region's history, issues, production practices, industry segments, and leaders. Each student will write a reflection following each agriculture tour that summarizes their experience, what they learned and how they can apply that knowledge in their leadership role.

COURSE POLICIES

Dress Code

Dress code is business casual for all workshops, professional meetings, ceremonies and business trips unless the instructor indicates otherwise. If you are not sure, ask a member of the CASNR MILE leadership team before the event

Grade Dispute Policy

At some point in this course, you may disagree with a grade you receive on an assignment. In cases such as this, you should schedule a meeting with the MILE program director to discuss your concerns. Here are some guidelines to follow in the case of a grade dispute:

Before scheduling a meeting to discuss your concerns, review the assignment guidelines so that you fully understand the requirements of the assignment. Bring your graded assignment to the meeting you schedule.

If you still have a concern about the grade you received, e-mail me at cindy.akers@ttu.edu to schedule a meeting. You must do this within seven (7) days of receiving the assignment back. After seven days, no assignment grades will be considered for change.

ACADEMIC INTEGRITY

Academic Misconduct

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Cheating

1. Copying from another student's academic work, test, quiz, or other assignment
2. Receiving assistance from and/or seeking aid from another student or individual to complete academic work, test, quiz, or other assignment without authority.
3. The use or possession of materials or devices during academic work, test, quiz or other assignment which are not authorized by the person administering the academic work, test, quiz, or other assignment.
4. Possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to, the contents of an unadministered test, test key, homework solution, or computer program/software. Possession, at any time, of current or previous course materials without the instructor's permission.
5. Obtaining by any means, or coercing another person to obtain items including, but not limited to, an unadministered test, test key, homework solution or computer

program/software, or information about an unadministered test, test key, homework solution or computer program.

6. Transmitting or receiving information about the contents of academic work, test, quiz, or other assignment with another individual who has completed or will complete the academic work, test, quiz, or other assignment without authority.
7. Substituting for another person, or permitting another person to substitute for oneself in order to take a course, take a test, quiz or other assignment or sign in/register attendance.
8. Taking, keeping, misplacing, damaging or altering the property of the University or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
9. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
10. Failing to comply with instructions given by the person administering the academic work, test, quiz or other assignment.

Plagiarism

1. The representation of words, ideas, illustrations, structure, computer code, other expression or media of another as one's own and/or failing to properly cite direct, paraphrased or summarized materials.
2. Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

Collusion

The unauthorized collaboration with another individual to complete academic work, test, quiz, or other assignment, providing unauthorized assistance to another student, allowing another student access to completed academic work, and/or conspiring with another person to commit a violation of academic dishonesty.

Falsifying academic records

1. Altering or assisting in the altering of any official record of the University and/or submitting false information.
2. Omitting requested information that is required for, or related to, any official record of the University.

Misrepresenting facts

1. Providing false grades, falsifying information on a resume, or falsifying other academic information.
2. Providing false or misleading information in an effort to injure another student academically or financially.

3. Providing false or misleading information or official documentation in an effort to receive a postponement or an extension on academic work, test, quiz, other assignment, or credit for attendance in order to obtain an academic or financial benefit for oneself or another individual.

NOTE: Examples include, but are not limited to, fabricated, altered, misleading, or falsified documentation for medical excuses family and personal emergencies, and signing into class and failing to remain the entire time.

Violation of Professional Standards

Any act or attempted act that violates specific Professional Standards or a published Code of Ethics. *NOTE: Students are held accountable under this policy based on their college or school of enrollment, declared major, degree program, and/or pre-professional program.*

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to ensure that all students have an opportunity to gain from time spent in the class, unless otherwise approved by the instructor, students are prohibited from using cellular phones, text messaging devices, pagers or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class.

Students with Disabilities

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405 or visit their web site at <http://www.depts.ttu.edu/sds/>.

Office of the Ombudsman

The Office of the Ombudsman is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in Room 232E of the Student Union Building or call 742-SAFE (<http://www.depts.ttu.edu/studentresolutioncenter/>).

Technical Support

IT Help Central: 806-742-HELP or email ithelpcentral@ttu.edu

Blackboard 24/7 Student Support: <https://studentservices.elearning.ttu.edu/>