

Servant Leadership in Agriculture and Natural Resources: ALEC 450
Spring 2020
T/TH 11:10 – 12:25
Dr. Carrie Ann Stephens

Contact:

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Textbook:

Required Textbook: Sipe, J. W. & Frick, D. M. (2015). Seven pillars of servant leadership: The practicing the wisdom of leading by serving. New York, New York: Paulist Press.

Optional Textbook: Greenleaf, R. K. (2002). Servant leadership: A journey into the nature of legitimate power & greatness. Mahwah, New Jersey: Paulist Press

Attendance Policy:

Attendance is required. The student will be allocated 20 points for attending class each class period. However, 20 points will be deducted for not attending class.

Course Summary: Theoretical underpinnings based on servant leadership and the development of a servant leader; servant leadership in business, education and foundations; servant leader responsibility; America and world leadership; and ethical considerations for leaders. A broad-based review of the primary disciplines in agriculture with an emphasis on servant leadership

Course Goal:

The overall goal of the course is to be engaged in servant leadership activities so one can clearly understand and practice servant leadership theoretical underpinnings.

Course Objectives:

At the conclusion of the course, students will be able to:

1. Define servant leadership;
2. Interview a servant leader to gain a better perspective of servant leadership activities.
3. Appreciate that application of agricultural knowledge can impact local, regional, national, and global communities through application of servant leadership activities;
4. Develop and demonstrate global perspectives related to food production and safety; Communicate the realization of the potential impact that food production and safety has on alleviating future challenges to food production and environmental preservation; and
5. Develop and demonstrate servant leadership, curriculum development, and effective communication skills.

University Civility Statement

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus” <http://civility.utk.edu/>.

Academic Integrity

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Your Role in Improving Teaching and Learning Through Course Assessment

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Disabilities That Constrain Learning

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

Information on accessibility at UTK is also at <http://accessibility.utk.edu>

Grading Scale:

A	90-100
B+	87-89
B+	83-86
B-	80-82
C+	77-79
C+	73-76
C-	70-72
D+	67-69
D+	63-66
D-	60-66
F	Below 60

Assignments

Group Determination: Each student will be assigned a team to work with throughout the semester.

Topic Determination: Food Security/Food Safety or World Hunger will be the two topics discussed throughout the class. Each group will be assigned a topic.

Location Selection: Each group will select a location where they will conduct their leadership project. Examples of location selections are (but are not limited to):

- A. Second Harvest
- B. Knoxville Rescue Ministries
- C. Salvation Army
- D. Family Justice Center
- E. Red Cross
- F. Humane Society of the Tennessee Valley
- G. YMCA or YWCA
- H. STAR
- I. Beardsley Farms
- J. Love Kitchen

If you have another location in mind, you can present that to the class.

Interview: Your team is to conduct an interview with the individuals who are in a leadership position at the location in which you are doing your project. The interview will be used in your project proposal and should consist of questions but are not limited to:

- A. How long have you been with the company?
- B. What is your role with the organization?
- C. What is the mission and vision of your organization?
- D. Describe what a typical week for your organization?
- E. What audience do you serve?
- F. What projects are you currently engaged in?
- G. How can we (your group) assist you in fulfilling the organizational mission?

Project Proposal: Each group will develop a proposal and present the proposal to the class. The proposal must consist of:

- A. An analysis of the interview that took place at your group location of choice should be presented in the presentation to the class.
- B. Project goals and objectives.
- C. Project activities and services which will be conducted by group members.
- D. A schedule of tentative dates the group plans to work at the site for the mandatory 20 hours for the group location site. The schedule must include a breakdown of activities that will be completed and by which members.
- E. Pictures of the location and areas where group members will be working.

Project Portfolio:

1. **Reflection Journal (12 @ 50 points each):** Each group member is to write a reflection each week. The reflection should be one-page (single spaced) and include: your overall experiences for the week; what servant leadership activities were practiced during that week; how is your servant leadership practices expanding your knowledge of being a servant leader; and how can you improve your leadership practices for future on-site visits? These reflections will need to be brought to class each THURSDAY for discussion starting January 23, 2020.
2. **Project Proposal Outline (100 points):** Develop a leadership contract that clearly lays out what you will accomplish this semester; where you will accomplish these tasks; and how will you go about accomplishing those tasks (group project proposal).
3. **Interview paper (100 points):** Interview a person whom you feel is exhibiting servant leadership at your work site or in a professional setting. Write a two-page paper over that individual highlighting his or her servant leadership activities; servant leadership characteristics; and your overall analysis of them as a servant leader.
4. **Servant leadership questionnaire (100 points):** You will give two individuals at your project worksite the Servant Leadership Questionnaire (Liden, Wayne, Zhao, and Henderson, 2008); collect those; turn them into Dr. Carrie Stephens in a sealed envelope and those questionnaires will be scored. These will be completed at the end of your servant leadership project.
5. **Artifacts for Group Projects (15 @ 50 points each):** Artifacts will be collected throughout the semester to assist you in understanding your group project location and the agricultural issue at hand. You must collect 15 different artifacts for your portfolio.
6. **10 Photographs (10 @ 10 points each)** from the servant leadership group project.
7. **Logged hour Sheet** for your completed 40 hours signed by the location supervisor. 20 hours must be completed at your group location selection. The other 20 can be completed at a location of your choice that has been approved by the instructor.
8. **Final Presentation (100 points).** Your group will give a professional presentation to the class on your servant leadership experience.

Case Study (150 points): A case study will be assigned during the semester. This case study is worth 150 points and you **MUST BE PRESENT** in class everyday the film case study is shown in order to receive credit for the assignment. If you have a university excused absence, then you will be allowed to make-up the case study questions.

Quizzes (50/points): Quizzes may be given throughout the semester and will cover course assigned readings. These quizzes will not be announced.

Non-Profit Analysis and Presentation (200 points): You will be required to choose a Non-profit of your choice and use the material of the course, group discussions, and research articles to determine how the organization can, and is, benefitting from Servant Leadership. The Non-Profit Organization must be approved by the instructor. The student **MUST** choose the Organization by January 30, 2020.

Attendance: Each class will be worth 20 points. If you choose not to attend class, you will not obtain the 20 points and if a quiz is given, you will not be allowed to make-up that quiz. Only school related absences (with a written letter from the faculty member or the individual leading the event) will be considered excused.

DATE	TOPIC
January 9	Introductions and Syllabus/The Servant as Leader/Application on Internship/Project for the course
January 14	Servant as Leader briefly; Group placement and workday.
January 16	Servant Leadership and Group Work
January 21	Guest Speaker
January 23 Reflection Due	Chapter 1: Servant as Leader and Discussion
January 28	Servant Leadership Group Work
January 30 Reflection Due	Group Presentations: Project Proposal
February 4	Read Pillar I and Pillar II (pp. 15-44)
February 6 Reflection Due	Discuss Pillar I and Pillar II
February 11	Chapter 2: Institute as Servant Read Pillar III and Pillar IV
February 13 Reflection Due	Discuss Pillar III and Pillar IV (pp. 45-103)
February 18	Chapter 4: Servant Leadership in Business
February 20 Reflection Due	Chapter 5: Servant Leadership in Education
February 25	Chapter 6: Servant Leadership in Foundations Read Pillar V and Pillar VI (pp. 104-156)
February 27 Reflection Due	Discuss Pillar V and Pillar VI
March 3	Chapter 3: Servant Leadership in Trustees and the University
March 5 Reflection Due	Chapter 7: Servant Leadership in Churches Read Pillar VII and Read Implementing Seven Pillars (pp. 181 – 199)

March 10	Discuss Pillar VII and Implementing Seven Pillars
March 12 Reflection Due	Putting the Seven Pillars in Action (pp. 200 – 219)
March 17 and 19 (Spring Break)	Spring Break – No Class – No Reflection
March 24	Chapter 9: Servant Responsibility in a Bureaucratic Society *Collect Program Proposal and Interview Paper
March 26 Reflection Due	Chapter 11: Inward Journey
March 31	Case Study: McFarland USA
April 2 Reflection Due	Case Study McFarland USA
April 7	Presentations
April 9 Reflection Due	**NO CLASS** Reflections are still due
April 14	Presentations
April 16 Reflection Due	Non- Profit Presentations
April 21	Working Servant Leadership Sites
April 23	Working Servant Leadership Sites
April 30	Portfolios Due