

CHALLENGE ACCEPTED:

Illustrating Leadership Application in Infographics

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CRITICAL THINKING

“Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way.”

-Linda Elder, 2007





Foundations of
Leadership in
Agriculture and Life
Sciences

Leadership
Infographic
Assignment

Leadership Infographic

Objective:

Reflect on the leadership theories and concepts you've learned this semester. Develop an infographic that illustrates how one or more of the concepts can be applied in order to help solve big complex problems in agriculture.

Examples:

Childhood Obesity/Malnutrition
Energy crisis
Food Safety
Food Security
Climate change

Instructions:

Identify one or more theories or concepts that we learned during the course of this class and illustrate their use in real life using an infographic.

Topics discussed in this class:

Personality/Trait Theory	Transformational Leadership
Skills Approach	Charisma
Style Approach	Power and Influence
Motivation Theory	Conflict Management
Situational Leadership	Change
Leader Member Exchange	Gender and leadership
Servant Leadership	Ethics/Values
Culture and Leadership	

Requirements:

- Use Piktochart to create your infographic.
- **Clearly identify** the leadership concept or theory
- **Be creative.** Your infographic should illustrate the concept or theory and use the agricultural issue as the context in which to provide an example of application of the theory or concept.
- Use proper grammar and spelling
- You may work individually or with a partner. No more than **TWO** people

Grading:

You will be graded using the attached rubric. Please read through it to know what specific items you will be expected to fulfill. There are 100 points possible.

Due:

November 18, 2016. Upload your PDF to myCourses no later than 11:59pm.

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
<p>Leadership theory or concept clearly identified</p> <p style="text-align: center;">$4 \times \underline{\quad} = \underline{\quad}$ 16</p>				
<p>Leadership Concepts/Theory creatively and accurately illustrated</p> <p style="text-align: center;">$7 \times \underline{\quad} = \underline{\quad}$ 28</p>				
<p>Clear application in an agricultural example</p> <p style="text-align: center;">$7 \times \underline{\quad} = \underline{\quad}$ 28</p>				
<p>Aesthetic appeal of the infographic</p> <p style="text-align: center;">$4 \times \underline{\quad} = \underline{\quad}$ 16</p>				
<p>Proper spelling and grammar throughout</p> <p style="text-align: center;">$3 \times \underline{\quad} = \underline{\quad}$ 12</p>				
<p>Total = <u> </u>/100</p>				

- 28 students enrolled
- 23 assignments submitted for grading
- 5 “pair” submissions, the rest individual submissions
- 5 resubmitted for re-grade following feedback
- Average after re-grades = 80%

FOCUS GROUPS

- Above average (n = 6)
- Below average (n = 7)
- Maximum variation
- Conducted by graduate assistants not associated with course
- 9 question moderator's guide
- Transcribed and analyzed

DEMOGRAPHICS

Group A

- 3 male, 3 female
- Average score = 94.3%
- One worked with a partner

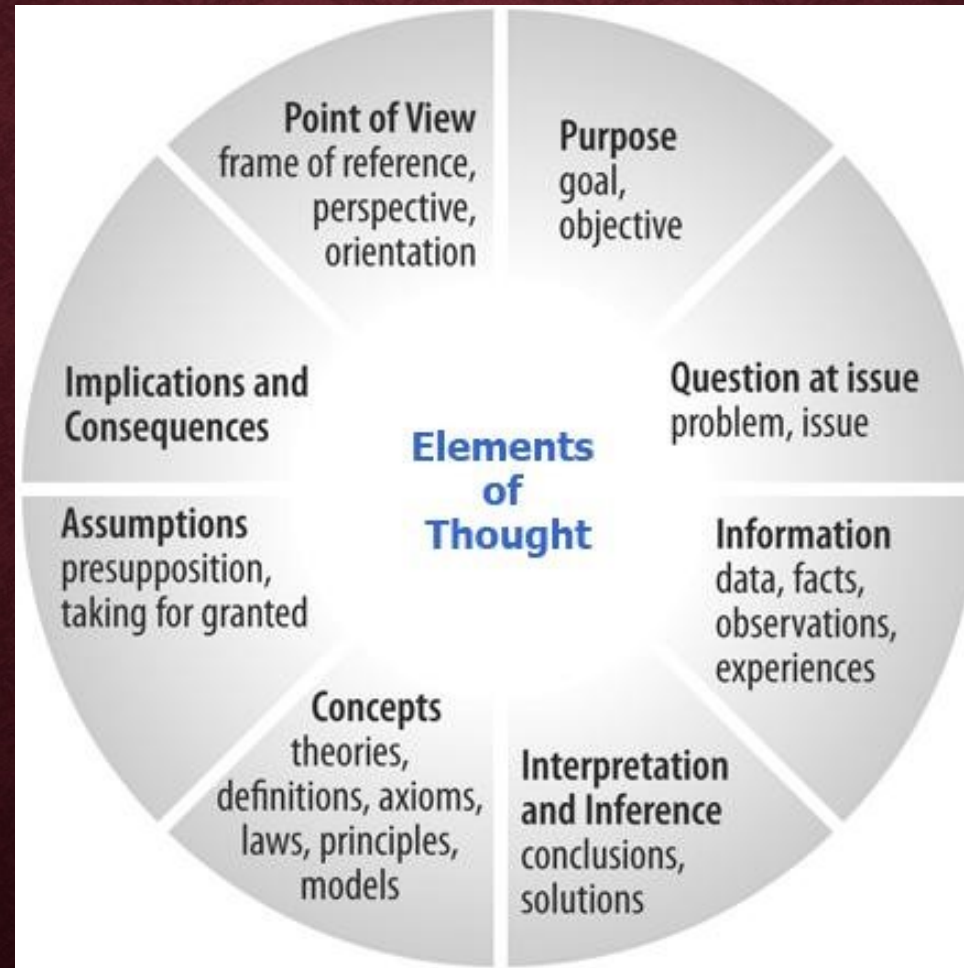
Group B

- 4 male, 3 female
- Average score = 66%
- Two worked with a partner
- Three resubmitted for a re-grade

THEMES

1. Need for clear instructions
2. Frustration with ambiguity
3. Willingness to attempt a creative assignment

CONCLUSIONS



“The key to the creative side of critical thinking is in restructuring thinking as a result of analyzing and effectively assessing it.”

-Paul & Elder, 2007

QUESTIONS?