AEC 3414 (0482) - Leadership Development
Agricultural Education and Communication

Course Instructor:
Dr. Nicole Stedman
217B Rolfs Hall
nstedman@ufl.edu
352-273-2585

All course inquiries should be made by email to Dr. Stedman. There will be no “official” office hours scheduled. Skype, Facetime or other meeting methods can be arranged.

Course Time and Location:
Online via Canvas, http://lss.at.ufl.edu/

Course Description:
An understanding of the dynamic interactions of personal characteristics, technical skills, interpersonal influence, commitment, goals and power necessary for effective organizational leader and follower behaviors.

Leadership Development is designed to help you understand the complexity of leadership. Many leadership scholars support the notion that leadership is a scholarly discipline that can be taught (Bennis, 1989; Bass, 1994). It is important that you understand the difference between the socialization of a leader and leadership theory education. Many successful leaders obtain their leadership skills from practice, in other words, they are socialized into leadership as they have learned from their experiences. AEE 3414; however, is a collegiate leadership education course where we study the scholarly discipline of leadership theory.

Course Objectives:
1. Recognize prominent historical and contemporary leadership theories,
2. identify components of historical and contemporary leadership theories,
3. analyze leadership theory and models,
4. synthesize leadership theory as a philosophy,
5. model leadership skills in your life, and
6. evaluate models in leadership theory.

Course Textbooks Required:

Canvas:
As this is a distance delivered course, all students are expected to use Canvas (http://lss.at.ufl.edu) on a daily basis. Please ensure that you have access to this service. Handouts, readings and supplemental material will be housed on Canvas, including your grades.
Course Expectations:
First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

There will be no late assignments allowed that are unexcused. All assignments are due by Midnight on the date listed in the syllabus and course outline. Following an excused absence students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 3 class days past the due date and will be penalized 10%/day.

Grade Breakdown: Please note grades are based on points not percentages. Additional information regarding the University of Florida’s grading scale policies see www.registrar.ufl.edu/catalog/policies/regulationgrades.html

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice Thread Personal Introduction</td>
<td>5/15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>5/15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Contemporary Leader</td>
<td>5/22</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5/22</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Leadership Menu/Voice Thread</td>
<td>5/29</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quiz 3</td>
<td>5/29</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Philosophy Statement Draft</td>
<td>6/5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Quiz 4</td>
<td>6/5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Philosophy Statement Draft Peer Review</td>
<td>6/12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Pop Culture Leadership</td>
<td>6/12</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quiz 5</td>
<td>6/12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>Varies</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Responses</td>
<td>Varies</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quiz 6</td>
<td>6/19</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Philosophy Statement</td>
<td>6/19</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>
Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Introduction to Leadership</td>
<td>Welcome and Course Introduction</td>
<td>The Syllabus</td>
<td>Quiz 1 LC Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploring Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Leader-Centered Theories</td>
<td>Trait Leadership</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Thinking &amp; Emotional Int.</td>
<td>Supplement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3. Skills &amp; Style Approaches</td>
<td>Skills Approach</td>
<td>Chapter 3</td>
<td>Quiz 2 Contemporary Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Style Approach</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Contingency Theories</td>
<td>Situational Leadership</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contingency Theory</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5. Path-Goal &amp; LMX</td>
<td>Path-Goal</td>
<td>Chapter 7</td>
<td>Quiz 3 Leadership Menu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leader Member Exchange</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Transformational &amp; Full Range Theories</td>
<td>Transactional Leadership &amp; Transformational Leadership</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Challenge</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7. Contemporary Leadership Theories</td>
<td>Servant Leadership</td>
<td>Chapter 10</td>
<td>Quiz 4 Philosophy Statement Draft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Authentic Leadership</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team and Group Leadership</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8. Diversity Oriented Leadership Theories</td>
<td>Psychodynamic Approach</td>
<td>Chapter 13</td>
<td>Quiz 5 Peer Review Pop Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women and Leadership</td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culture and Leadership</td>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9. Conscientious-Based Leadership Theories</td>
<td>Ethics and Leadership</td>
<td>Chapter 16</td>
<td>Quiz 6 Philosophy Stmt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change Leadership</td>
<td>Supplement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Risk Leadership</td>
<td>Supplement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Followership</td>
<td>Supplement</td>
<td></td>
</tr>
</tbody>
</table>

*Important Dates:  
Drop/Add: 5/11-5/12  
Drop/Add by Petition: 6/12
Assignment Descriptions: FOR ALL ASSIGNMENTS PLEASE DEFER TO THE RUBRIC!!

All assignments must be turned in by midnight of the day they are due. Assignments should be typed and are generally double-spaced, 12 point font with 1 inch margins. All assignments are submitted through the Canvas Assignment Tool. All papers are expected to be typed and follow the requirements in the rubric. All rubrics are available on Canvas. All assignments will be graded and updated Canvas approximately one week after the assigned due date.

Learning Community Introduction: 20 points total
DUE: Friday, May 15th, 2015

For this assignment you are to create a Voice Thread PPT introduction of yourself. Please include the following information/items: a recent photo, your hometown, hobbies or collegiate organizations, major/minor, and one thing you are looking forward to during the summer. Please use the tutorial through Canvas when preparing your VT presentation. Mine is posted as a model.

This will be posted and available for your Learning Community members to view.

Contemporary Leader: 50 points total
DUE: Friday, May 22nd, 2015

Situation: Everyday, leaders from all walks of life are highlighted in popular media. Developing a critical lens with which to view and understand these leaders is essential to the leadership development process. As a student of leadership, one must be able to delineate good leadership from bad leadership. In *The Prince*, Niccolo Machiavelli wrote, “But to exercise the intellect the prince should read histories, and study the actions of illustrious men, to see how they have borne themselves in war, to examine the causes of their victories and defeat, so as to avoid the latter and imitate the former; and above all do as an illustrious man did, who took as an exemplar one who had been praised and famous before him, and whose achievements and deeds he always kept in his mind.”

Assignment: For this assignment, submit a 2 page double spaced paper (1 inch margins 12pt. font) analyzing the strengths and weaknesses of a contemporary (not deceased) leader prominent in the popular media, especially news magazines, newspapers, and journals. Do not just offer an overview of that person’s endeavors. Consider why this person is currently in the limelight and is this for positive reasons or negative reasons. With what leadership theories do they seem to fit? What could they be doing to improve their image, if needed? Do you feel the image portrayed is accurate? How do you perceive this leader? Would you want to imitate this person’s leadership style? Document sources in-text and with a reference or works-cited page. Please see rubric for full description.

Leadership Menu/VoiceThread: (5 Options, Select One): 50 points total
DUE: Friday, May 29th, 2015

Your assignment is to follow through with the option and then write a reflection about your experience. You should include specific information about the event or person (who, what, when, where, etc.) and then apply leadership theory to the experience. Your final product will be a VoiceThread Presentation. Please use the tutorial through Canvas when preparing your VT presentation. Please see rubric for full description.
Leader Shadow: You may opt to observe or shadow a leader. The criterion you may use to select a leader is broad and defined as you would like. It is preferred for the individual to have a higher level position either in industry, government or non profit. Reflect on their role, actions and reactions of others.

Leader Speaker: Throughout the semester the campus hosts different speakers. Select a speaker, attend the seminar/workshop/presentation, etc. and complete a brief review of the material presented. What was your impression of the person?, How were they received by the audience?, Did they provide you any useful words of wisdom?.

Leader Interview: Leaders are everywhere – select one person you exemplify as a leader. Conduct a short interview with that person on his/her thoughts on leadership. Provide a synopsis of his/her leadership style; determine what kind of style or theory drives his/her style. Include a copy of your questions used to guide the interview.

Leadership in Art: Select an exhibit within the Google Art Project (www.googleartproject.com), this can be any type of creative work on display. Discuss elements of leadership you interpreted from the experience. Provide examples and illustrate with relationships from the text.

Creative Leadership: You may select to do an art project. This is intended to be a self-expression and may include any of the following options: a photograph, poem, song, story, video, painting, or sculpture.

Pop Culture Leadership: 50 points total
DUE: June 12th, 2015

Popular culture (commonly known as pop culture) is the totality of artistic products, ideas, perspectives, attitudes, memes, images and other phenomena that the average person of any nation or group is likely to have encountered or been influenced by. (Wikipedia.com)

Situation: Leadership is everywhere! Your assignment is to find it in pop culture. You may select any form of popular culture including: a film/movie, television show/series, a novel or novelette. If you have another recommendation, please make a request to Dr. Stedman. Options may NOT be a business, leadership, management self-help type book, video, etc. Please see rubric for full description.

It is critical that you reference the material you have learned from the textbook, lecture, or small group as you document the leadership actions.

Each option will have a 5 page double spaced paper including: a brief summary or description of the movie, show or book, an analysis of characters’ behaviors or actions based on leadership theory discussed in class or in the book.

Philosophy Statement Draft: 20 Points Personal Submission 20 Points Peer Review

Personal Draft, DUE: June 5th, 2015
You will submit a draft copy of your one-page Philosophy Statement for review. See below for exact specifications.
Peer Review, DUE: June 12th, 2015
Using the Peer Review document, you will provide as much specific feedback to your partner. You must email through Canvas the review sheet with the TA cc’d to receive full credit for completing the review.

Philosophy Statement: 100 points total
DUE: June 19th, 2015

Situation: Every successful leader carries deep within a statement of leadership and the beliefs held about leadership. A philosophy statement is the critical analysis of fundamental assumptions or beliefs – it is highly personal. The philosophy statement serves as your final exam of this course. It is expected to be introspective, as well as cumulative of the course experience.

Assignment: This assignment contains two components: 1) a Philosophy Statement of beliefs and 2) Justification and explanation of your beliefs. Please see rubric for full description. If you are a current CLD student this assignment qualifies for your portfolio.

First Component: Philosophy Statement of beliefs, 1 page, single-spaced statement.
The philosophy will only be effective if it is read, so keep it short. Most leaders are able to keep theirs to no more than two typewritten pages. A one-pager is even better. Some key ingredients should be:
*How do you define a leader?
~Traits, Competencies/Skills, Behaviors, etc. you believe a leader should have.
*How do you define leadership?
~What is the process like, what do you believe it should be

Second Component: Justification and Explanation, 5-6 page double spaced paper (1 inch margins 12pt. font). For each “belief” statement, be prepared to provide examples from personal experiences and support those statements with theories from the text. Although there is no wrong answer – please continually ask yourself “why?” – why you might hold the beliefs you do and the impact they have made on your leadership philosophy. Use any personal stories or examples.
*What environmental, organizational, or cultural experiences contribute to your understanding of leadership?
*A theory you may ascribe to.
*Word Cloud Reflection (1 paragraph)

Third Component: You will be required to include a World Cloud of the first component. Once it is completed using an online program (wordle.net), you are required to complete a 1 paragraph reflective statement about what you believe the Word Cloud says about your belief (any surprises?) (see third requirement/second component).

Quizzes: 100 points total
DUE: 5/15, 5/22, 5/29, 6/5, 6/12, 6/19

You will have six quizzes during the course to gauge your progress in mastering the concepts covered. Each quiz is non-cumulative, only new or current material will be included.
Discussion Board: 100 points total
DUE: Variable

Discussion Board Posts:
Each student is required to make 2 unique posts during the semester. Each post should reference material from the assigned week. Students will be expected to provide in-depth and critical thought to their post. A rubric of expectations and a grading scale is posted on E-Learning in the Rubrics folder.
Due as submitted – 50 (2*25) points.

Discussion Board Response:
Each student is expected to respond to at least 5 posts during the course. You may individually select which posts to respond to, but you are required to respond to at least one per week. Responses will be graded in according to the rubric, as well, posted on E-Learning.
Due as submitted – 50 (5*10) points.

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

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."

The university requires all members of its community 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.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: 2010-2011 Undergraduate Catalog)
It is assumed all work will be completed independently unless the assignment is defined as a **group project**, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

**Software Use:**
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources:**
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- **University Counseling Center**, 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
- **Career Resource Center**, CR-100 JWRU, 392-1601 ext: 0, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- **Student Mental Health Services**, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://www.shcc.ufl.edu/smhs/)

  Alcohol and Substance Abuse Program (ASAP)
  Attention Deficit Hyperactivity Disorder (ADHD)
  Center for Sexual Assault / Abuse Recovery & Education (CARE)
  Eating Disorders Program
  Employee Assistance Program
  Suicide Prevention Program

**Students with Disabilities:**
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Other Issues:**
Please see the University of Florida Student Guide (http://www.dso.ufl.edu/studentguide) for specific questions concerning your college experience.