

Course Instructor:

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Office Hours: by Appointment

Course Time and Location:

Monday 8th – 10th pds (3:00-6:00), Rolfs 306

Course Description:

Application of concepts related to developing leaders for organizing and maintaining extension and community nonprofit organizations.

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 5454; however, is a graduate leadership education course where we study the scholarly discipline of leadership theory.

Course Objectives:

1. Analyze leadership theory and models,
2. synthesize leadership theory as a philosophy,
3. model leadership skills in your life, and
4. evaluate models in leadership theory.

Course Textbooks Required:

Northouse, P. (2013). *Leadership: Theory and practice* (6th ed). Los Angeles, CA: Sage.

Other Required Reading:

- Avolio, B.J. and Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly* 16(3), 315-338.
- Blake, R.R. and Mouton, J.S. (1966). Some effects of managerial grid seminar training on union and management attitudes toward supervision. *The Journal of Applied Behavioral Science* 2(4), p. 387-400.
- Blake, R.R. and Mouton, J.S. (1981). Management by grid principles or situationalism: Which? *Group and Organization Studies*, 6(4), 439-455.
- Bass, B.M. (1985). Leadership: Good, better, best. *Organizational Dynamics* 13(3), 26-40.
- Bass, B.M. and Avolio, B.J. (1990). The effects of transactional and transformational leadership for the individual, team and organization. In R. Woodman, W. Pasmore, A.B. Shani (Eds.), *Research in Organizational Change and Development, Volume 4* (pp.231-272). Greenwich, CT: JAI Press.
- Bowman, G., Worthy, N., & Greyser, S. (1965). Are women executives people? *Harvard Business Review* 43(4), 14-28; 164-178.

- Burns, J.M. (1977). Wellsprings of political leadership. *The American Political Science Review* 71(1), 266-275.
- Burns, J.M. (1979). Two excerpts from leadership. *Educational Leadership* 36(6), 380-383.
- Dansereau, F., Graen, G., and Haga, W.J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance* 13(1), 46-78.
- Fiedler, F.E. (1972). The effects of leadership training and experience: A contingency model interpretation. *Administrative Science Quarterly* 17(4), 453-470.
- Greenleaf, R.K. (1970). *The servant as leader*. Westfield, IN: The Robert K. Greenleaf Center, Inc.
- Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics* 9(1), 42-63.
- Hersey, P. and Blanchard, K.H. (1969). Life cycle theory of leadership. *Training and Development Journal* 23(5), 26-34.
- House, R.J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly* 16(3), 321-339.
- Katz, R.L. (1955). Skills of an effective administrator. *Harvard Business Review* 33(1), 33-42.
- Kelly, R.E. (1988). In praise of followers. *Harvard Business Review* 66(6), 142-148.
- Kolb, J.A. (1995). Leader behaviors affecting team performance: Similarities and differences between leader/member assessments. *Journal of Business Communication* 32(3), 233-248.
- Maccoby, M. (2000). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review* 78(1), 69-77.
- Michael, J. (2003). Using the Myers-Briggs type indicator as a tool for leadership development? Apply with caution. *Journal of Leadership and Organizational Studies* 10(1), 68-81.
- Stogdill, R.M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology* 25(1948), 35-71.
- Tuckman, B.W. and Jensen, M.A.C. (1977). Stages of small-group development revisited. *Group Organization Management* 2(4), 419-427.
- Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review* 55(3), 67-78.

Optional (Recommended) Texts:

- Bass, B.M. (1999). Bass & Stogdill's Handbook of Leadership: Theory, Research, & Managerial Applications. Free Press: New York, NY.

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.

Attendance is mandatory, unless excused by University of Florida standards. There will be no late assignments allowed that are unexcused. All assignments are due by 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.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication's the following **writing** standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments, unless you are actually tweeting.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

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: <http://gradschool.ufl.edu/catalog/current-catalog/catalog-coverpage.html>

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
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, 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/

Other Issues:

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

Grade Breakdown: Please note grades are based on points not percentages. This scale is designated based upon the standard values in Sakai. For more clarification on the calculations of grades, please use the following link: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

A:	465 - 500 points	B-:	400 - 414 points	D+:	335 - 349 points
A-:	450 - 464 points	C+:	385 - 399 points	D:	315 - 334 points
B+:	435 - 449 points	C:	365 - 384 points	D-:	300 - 314 points
B:	415 - 434 points	C-:	350 - 364 points	E:	299 and Below

Assignment Summary:

Assignment	Due Date	Points Available	Points Earned
Critical Theoretical Analysis Proposal	9/9	50	
Journal Article Reflective Critiques (5)	Varies	10x5 (50)	
Theoretical Contextual Application Case Study Narrative and Teaching Notes	10/29	75+75 (150)	
Leadership Tweets	Varies	75	
Small Group Emerging Theory Presentation	Varies	75	
Critical Theoretical Analysis Paper	12/3	100	
Total Anticipated		500	

Course Outline:

Week	Date	Topic	Readings	Assignment Due
1	8/26	Course Introduction and Syllabus	Chapter 1	
		Exploring Theories & Philosophies of Leadership		
2	9/2	HOLIDAY – LABOR DAY		
3	9/9	Understanding the History of Leadership	Chapter 2 Stogdill, 1948	Critical Theoretical Analysis Proposal
		<i>Leader Centered Approaches</i> - Trait Approach		
4	9/16	<i>Leader Centered Approaches</i>	Chapters 3 & 4 Katz, 1955* S Blake & Mouton, 1964*	Style Approach Critique
		Skills Approach and Style Approach		
5	9/23	<i>Leader Centered Approaches</i>	Chapter 5 Blake & Mouton, 1981 Hersey & Blanchard, 1969*	
		Situational Approach		
6	9/30	<i>Contingency Approaches</i>	Chapter 6 Fiedler, 1972	Contingency Critique
		Contingency Theory		
7	10/7	<i>Contingency Approaches</i>	Chapter 7 House, 1971	
		Path-Goal Theory		
8	10/14	<i>Contingency Approaches</i>	Chapter 8 Dansereau, 1975	
		Leader Member Exchange		
9	10/21	<i>Contemporary Approaches</i>	Chapters 9 Burns, 1977 Bass, 1985* Bass & Avolio, 1990 Chapter 10 Greenleaf, 1970*	Transformational Critique
		Transformational Leadership Servant Leadership		

Week	Date	Topic	Reading	Assignment Due
10	10/28	<i>Contemporary Approaches</i>	Chapter 11 Avolio & Gardner, 2005* Chapter 12 Kolb, 1995*	Case Study Narrative and Teaching Guide
		Authentic Leadership Team Leadership		
11	11/4	<i>Contemporary Approaches</i>	Chapter 13 Maccoby, 2000* Michael, 2003	
		Psychodynamic Approach		
12	11/11	HOLIDAY – VETERAN’S DAY		
13	11/18	<i>Diversity-Oriented Approaches</i>	Chapter 14 Bowman, 1965* Chapter 15 Hofstede, 1980*	Cultural Critique
		Women and Leadership Cultural Leadership		
14	11/25	<i>Follower-Oriented Approaches</i>	Chapter 16 Kelley, 1988*	Ethics Critique
		Ethics and Leadership Followership		
15	12/2	Class Culmination Experience		

***Important Dates:** **Drop/Add: 8/27**
 Degree Applications: 9/13
 Drop/Add by Petition: 11/25

Assignment Descriptions:

Critical Theoretical Analysis

The goal of this assignment is to provide you an opportunity to reflect critically on a theory discussed this semester. Ideally, the selected theory will contribute to your graduate work. You are to select one of the theories from the syllabus and conduct a critical analysis of the theory. A critical analysis includes the following elements: an Analysis of the theory as described in the Seminal work, a Review of the theory as interpreted by Northouse, an application within Contemporary literature and a Critique of theory providing a comparison and contrast. This assignment is broken down into two components: 1) Proposal and 2) Paper.

1) The proposal is the first step and is a summary of the selected theory and should include: the name of the theory, a brief explanation of why it was selected, the seminal work (citation and annotated bibliography), a contemporary article (citation and annotated bibliography). 1 page single spaced.

2) The Paper is the final component and is thorough literature review of theory including summaries from the Seminal Work, Northouse, and a contemporary journal article (2008-2013) using the theory. You will be expected to provide full detailed descriptions of the Original work, Northouse interpretation, and the Contemporary application. You will need to include a comparison and contrast of the three pieces and a practical application of the theory to your chosen field. 7-10 double-spaced pages.

Journal Article Critiques

For five of theories discussed this semester you are to provide a critique of the piece. The Critique should include a comparison and contrast of piece as discussed in Northouse and the Seminal Work and a Reflective statement (what did you learn, how did you feel about it/what did you think of the piece, and how can you use it). Assigned theories are: Style, Contingency, Transformational, Cultural, and Followership. 1 page single-spaced or 2 double-spaced pages.

Theoretical Contextual Application Case Study Narrative and Teaching Notes

This is a Team Assignment. Depending on your current specialization in the graduate program, you are to select a theory and apply it to a leadership situation. Examples may include, Extension – District Director Leadership; Teacher Education – FFA Chapter Advisement; Communications – Editor managing journalist, or Leadership – specific industry context appropriate (Cattle, Citrus, Production, etc...). Include references and a discussion of the theory as it applies. This will be written in a Case Study style; whereby you provide as much detail related to the case or story, please defer to the rubric. 5 double-spaced pages for the Narrative and 3 ds pgs for the Teaching Notes.

Leadership Tweets

Part of scholarship is sharing insight and reflection. For this assignment you will establish a unique Twitter account for this class where you will post tweets on a weekly basis. Your tweets should incorporate your personal thoughts about leadership concepts from class and something from your personal experiences or media. You will be required to maintain a public account, so that your tweets are searchable and individuals may opt to follow you. All your tweets should be to #G8RLDR. Dr. Stedman may be followed at gatornic.

Small Group Emerging Theory Presentation

To expand what we are learning in this class from the text and seminal works, you will be placed on a small team to research other emerging leadership theories. You will be expected to identify a theory that is not covered in the Northouse text that has been published in the literature within the past five years. The team will be expected to give a full presentation detailing the theory including: a) developmental history of the theory, b) the theory itself, c) models associated with the theory, d) broad application of the theory, e) specific contextual application of the theory, and f) its perceived value to the literature.