

**Course Instructor:**

Carolynn (Nath) Komanski  
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Campus Map: <http://campusmap.ufl.edu/#/index/0753>



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Komanskiz



352.846.4698

**Office Hours:** Email for appointment.

**Course Time and Location:**

Online via Canvas <https://ufl.instructure.com/>

**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. AEC 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:**

Northouse, P.G. (2016). *Leadership: Theory and practice* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage.  
Supplemental readings and articles are posted in Canvas

**E-Learning/Canvas:**

All students are expected to check Canvas (<https://ufl.instructure.com/>) on a regular basis. Please ensure that you have access to this service. Lectures, readings and supplemental materials will be shared on Canvas, this includes 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.

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

Dr. Seuss



Participation is mandatory and recorded. It is up to you to participate, “attend” class, and make the most of it. 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, a student 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. The instructor must be notified at least 2 weeks in advance for Examinations requiring rescheduling.

Students requesting course 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.

As part of this course and a citizen of the UF Community, you will be requested to complete a course evaluation at the end of the semester. You will receive an email reminder to complete the evaluation. You will reserve time to complete this evaluation, as it is that important to the functioning of a good strong curriculum.

### **Expectations for Writing:**

In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, 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.
  - 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.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

If you are afforded the opportunity to resubmit an assignment you may do so only after visiting the UF Writing Studio. You must provide documentation of the visit with your resubmitted assignment.

*“Our appointment schedule is now online, and you can make your own appointments. Go to [tutortrac.clas.ufl.edu](https://tutortrac.clas.ufl.edu), and log on with your GatorLink username and UF ID. You can make a maximum of one appointment per day, and two per week. Remember to bring a PAPER COPY of your document when you come in for an appointment. If you need to speak to us, our office phone is (352) 846-1138...”*

### **Course Evaluations**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

## 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. The Counseling & Wellness Center provides 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.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)*
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

## Services for 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. 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

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Course Schedule:** On the home page of our course, in Canvas, you will see our topics by week (as listed below). Each week, within the topics, you will find required and supplemental readings, assignments, discussions posted, and to do list. All assignments have pre-loaded due dates within Canvas. When you log into Canvas you will have reminders as to when your assignments are due. If you select the 'syllabus' tab on the left of Canvas you will also see all of the deadlines for our course.

- Week 1 [Course Introduction & Definitions & Myths](#)
- Week 2 [Exploring Leadership, Trait Leadership, & Critical Thinking](#)
- Week 3 [Emotional Intelligence](#)
- Week 4 [Skills and Behavioral Approach](#)
- Week 5 [Situational Approach and Exam 1](#)
- Week 6 [Path-Goal Theory and Leader Member Exchange](#)
- Week 7 [Transformational and Authentic Leadership](#)
- Week 8 [Servant Leadership and Adaptive Leadership](#)
- Week 9 [Psychodynamic Approach and Exam 2](#)
- Week 10 [Leadership Ethics and Team Leadership](#)
- Week 11 [Women and Leadership](#)
- Week 12 [Culture and Leadership](#)
- Week 13 [Leadership and Change and Risk Leadership](#)
- Week 14 [Emerging Leadership Theory & Philosophy Statement](#)
- Week 15 [Followership](#)
- Week 16 Exam 3 and Philosophy Statement Due

**Grade Breakdown:** Please note your assignment grades are based on points, not percentages. Your course grade percentage is automatically be calculated within Canvas. You can see your live percentage grade by selecting on 'grades'. For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A: 100%-93%	B+: 89%-87%	B-: 82%-80%	C: 76%-73%	D+: 69%-67%	D-: 62%-60%
A-: 92%-91%	B: 86%-83%	C+: 79%-77%	C-: 72%-70%	D: 66%-63%	E: 59% and Below

**Grade Record:** All assignments have pre-loaded due dates within Canvas. When you log into Canvas you will have reminders as to when your assignments are due. If you select the 'syllabus' tab on the left of Canvas you will also see all of the deadlines for our course.

Assignment	Due Date	Points Available	Points Earned
VT Life "Animal Totem" & Course Goals	8/1	25	
Historical Leader	8/15	50	
Exam 1	8/18-8/22	50	
LA 1	8/25-8/29	10	
Voice Thread Leadership Menu Item	10/6	50	
Exam 2	10/16-10/20	50	
LA 2	10/23-10/27	10	
Leadership Fable	11/3	50	
LA 3	11/13-11/17	10	
Philosophy Statement Draft/Peer Review	12/4* CHANGED	25	
Exam 3	12/3-12/6	50	
Philosophy Statement Final Draft	12/4 *CHANGED	100	
Attendance (discussions)	Varies	-	

**Course Outline:**

Week	Date	Topic	Readings	Assignments
1	Aug 22-25	Course Introduction		Your Introduction Post
		Definitions and Myths	Chapter 1	
2	Aug/Sep 28-1	Exploring Leadership	Video	Trait Leadership Post
		Trait Leadership	Chapter 2	Life Totem & Course Goals
		Critical Thinking	Supplement	Stone's Post
3	Sept 4-8	Emotional Intelligence	Supplement	Leader Center Post
		LC Activity	In-Class Activity	
4	Sept 11-15	Skills Approach	Chapter 3	Leadership & Personality Post Historical Leader
		Behavioral Approach	Chapter 4	
		TED Talk		
5	Sept 18-22	Situational Approach	Chapter 5	Situational & Contingency Post <b>EXAM</b>
		Exam 1 Review	Handout	
		<b>Exam 1</b>	<b>Chapters 1 - 5</b>	
6	Sept 25-29	Path-Goal Theory	Chapter 6	LMX & Transformational Post Leadership Activity Post
		Leader Member Exchange	Chapter 7 & 8*	
7	Oct 2-6	Transformational Leadership	Chapter 8*	Authentic Leadership Post VT Leadership Menu Item <b>HOMECOMING WEEK</b>
		Authentic Leadership	Chapter 9	
8	Oct 9-13	Servant Leadership	Chapter 10	Servant and Adaptive Leadership Post
		Adaptive Leadership	Chapter 11	
9	Oct 16-20	Psychodynamic Approach	Chapter 12	Psychodynamic Approach Post <b>EXAM</b>
		Exam 2 Review	Handout	
		<b>Exam 2</b>	<b>Chapters 6-12</b>	
10	Oct 23-27	Leadership Ethics	Chapter 13	Ethics & Team Post Leadership Activity Post
		Team Leadership	Chapter 14	
11	Oct/Nov 30-3	Women and Leadership	Chapter 15	Women & Leadership Post Leadership Fable
		LC Application	In-Class Activity	
		LC Application	In-Class Activity	

Week	Date	Topic	Readings	Assignments
12	Nov 6-10	Out of Class Reflection Day		Culture & Leadership Post
		Culture and Leadership	Chapter 16	
13	Nov 13-17	Leadership and Change	Supplement	Leadership + Change & Risk Leadership Post Leadership Activity Post
		Risk Leadership	Supplement	
14	Nov 20-27	Followership	Supplement	Emerging Leadership Theory Post PS Peer Draft and Review <b>THANKSGIVING WEEK</b>
		<b>Exam 3 Review</b>	Handout	
		Philosophy Statement Peer Review		
15	Nov/Dec 27-1	Followership	Supplement	Followership Post Philosophy Statement
		<b>Exam 3 Review</b>	Handout	
		Philosophy Statement Peer Review	<b>Chs 13-16</b>	
16	Dec 3-7	<b>LC Exam 3</b>		<b>Exam</b>
<b>Philosophy Statement Due Monday, December 1st by 11:59PM</b>				

**\*Important Dates:**      **Drop/Add: August 21 - 25**  
                                         **Drop: November 20 11:59pm**

#### Assignment Descriptions:

**FOR ALL ASSIGNMENTS PLEASE ENSURE THAT YOU HAVE REVIEWED THE INCLUDED A RUBRIC, IF ONE IS AVAILABLE!!!**

**All assignments must be turned in during the class period of the day they are due. Emailed assignments will not be accepted unless pre-arranged (this includes through Canvas). All papers are expected to be typed and follow the requirements in the rubric. All rubrics are available on E-Learning. All assignments will be graded and updated in Canvas approximately one week after the assigned due date. All assignments will be returned to students con Canvas.**

#### Leadership

##### **Discussion Posts (10 points each, or otherwise noted)**

Discussion posts are your attendance for each week. You will have prompt(s) for each week and will be required to follow the guidelines for each in order to receive credit. Please look at the discussion posts at the beginning of each week in order to meet the deadlines.

##### **Leadership Activity Post (10 points each)**

There will be three (3) Leadership Activity Posts. For the leadership activity post, you have the choice to identify an activity facilitated to a group (small or large) that applies the leadership theories, which we have covered for that week.

- LA #1 Path-Goal Theory or Leader Member Exchange
- LA# 2 Leadership Ethics or Team Leadership
- LA# 3: Leadership and Change or Risk Leadership

(1) Please include guides, rules, and an example of how this would be facilitated.

(2) Note who your intended audience would be. Why you are choosing this activity and what would be the reason you would be using it.

(3) Why you are choosing this activity and what would be the reason you would be using it.

(4) Additionally, you may use supplemental resources to articulate or demonstrate your leadership activity (youtube, voicethread, etc).

### **Voice Thread Life “Animal Spirit” Totem and Course Goals: Due Friday, September 1<sup>st</sup> – 25 points**

**Situation:** Ancient American Indian lore suggests that we all have Life Totems, which follow us throughout our lives. Its attributes are similar to our own and reflect the life lessons and opportunities that the soul will experience.

**Assignment:** This is a two-part assignment. The first part requires you to do a little research on the different animal totems and their meaning. Select a totem, which you feel reflects who you are – as a person, as a leader, etc. The second part should include a brief summary of the leadership concepts you are most interested in from the text and what you would like to learn this semester. Submit to Canvas a Voice Thread presentation discussing who you are, your background (a brief bio) and your reasoning for selecting the totem you have and your course goals. Include a picture of yourself and one of your totem.

### **Historical Leader: Due Friday, September 15<sup>th</sup> – 50 points**

**Situation:** Our history guides us in what we understand about the world, in which we live. This brings about the development of foresight. In an effort to understand our world, you will select a leader from days past (leaders should predate the 20<sup>th</sup> century (1900s)). 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 4-page double spaced paper (1 inch margins 12pt. font) analyzing the strengths and weaknesses of an historical leader. Do not just offer an overview of that person’s endeavors or examples of actions. Consider why this person was integral in history and is this for positive reasons or negative reasons. With what leadership theories do they seem to fit? Consider his/her leadership and determine what has changed since their time? What has not changed? How do you perceive this leader? Would you want to imitate this person’s leadership style? What impact do you believe he/she has had on leadership today? Document sources in-text and with a reference or works-cited page. **Please see rubric for full description.**

### **Voice Thread/Video Post Leadership Menu Item: Due Friday, October 6<sup>th</sup> – 50 points**

Your assignment is to follow through with the option and then create a VT presentation or video post of your work. You should include specific information about the event or person (who, what, when, where, etc.) and then apply leadership theory to the experience being as specific as possible with examples. Your final product will be a Voice Thread Presentation submitted through Canvas. Please use the tutorial through Canvas when preparing your VT presentation. Please see rubric for full description – **NO WRITTEN PAPER**. First person appropriate.

- 1) *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 nonprofit. Reflect on their role, actions and reactions of others.
- 2) *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?.
- 3) *Leadership in Art:* Select an exhibit within the Google Art Project ([www.googleartproject.com](http://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.
- 4) *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.
- 5) *Leadership in Pop Culture:* This is your opportunity to examine leadership through pop culture. Pop Culture is anything classified as 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.

**Leadership Fable: DUE Friday, November 3<sup>rd</sup> – 50 points**

**Situation:** Fables are a unique and fun way to tell a story. Fables usually incorporate animals or other characters to tell the story of a moral dilemma (think the Tortoise and the Hare, the Little Boy Who Cried Wolf).

**Assignment:** You will write a fable utilizing an animal or other character to tell a story about a leadership theory. Through your morally bound fable you will highlight the meaning and intent behind one of theories from the course. This should be a light-hearted story that would be appropriate for a child.



**Philosophy Statement:**

**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. First person appropriate.

**Philosophy Statement Draft and Peer Review: Due Friday, December 4<sup>th</sup> \*CHANGED**

Personal Draft, 12.5 points

You will need to bring two copies of your draft Philosophy Statement for this in-class workday. You will submit a draft copy of your one-page Philosophy Statement\* for review to your peer, which you will have returned to you in-class and a second to submit for credit. See below for exact specifications. This is completed as an in-class assignment.

Peer Review, 12.5 points

Using the Peer Review document, you will provide as much specific feedback to your partner.

**Final Submission: Due Monday, December 4<sup>th</sup> – 100 points \*CHANGED**

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)

\*What environmental, organizational, or cultural experiences contribute to your understanding of leadership?

\*A theory you may ascribe to.

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.

The final piece is to this assignment is to create a Word Cloud using the one page philosophy statement (exclude justification). Using Wordle.net you can create your own unique Word Cloud. After creation of your Word Cloud, you are to reflect on what you found – provide a one paragraph reflective statement of your Word Cloud included with the second component of the paper. This will be discussed further in class.



**Examinations: All worth 50 points**


There are three (3) exams during the semester. Each is designed to measure the mastery of content between the beginning of class and each examination point (non-cumulative). You will be required to login on canvas and complete the exam during the date/time given. Once you start the exam, you will have exactly one hour to complete the exam. Make-up exams are only permitted with a University-excused absence, documented medical illness, or as pre-arranged with the instructor. **Notification for scheduled absences is required 2 weeks in advance.**

**Dates: The week of the exam are noted above and the date/time is noted in canvas**

**Weekly Discussion Attendance: 10 points each**

Each week you will review lectures and be provided an notes sheet. This note sheet will cover key topics from the lecture and should be used to supplement your notes and the PPTs provided on Canvas. At the end of each class you will utilize your notes sheet to respond to the discussion attendance points. By completing these sheets you will have an extra study guide, as well as documented participation/attendance in the course.

**\*\*FOR CLD STUDENTS\*\***

During the semester you will have an opportunity to create items appropriate for inclusion in your professional portfolio. Specific items, like your Philosophy Statement are denoted with the  ; how ever there are a number of personal assessments that we complete that are also appropriate to include. These assessments include your UFCTI score, your Emotional Intelligence score, and your Leadership Practices Inventory (LPI) scores.

**Opportunities for Success:**

- Get to know you visit. To earn an additional 3 points extra credit toward your final grade, schedule a personal visit with Professor Komanski. This must be completed by the semester mid-point (11/3). Appointments are encouraged.
- During certain LC activities, you may earn 3 points extra credit by participating and completing a short reflection.
- Complete the Shackelton Worksheet and submit it online for 3 points extra credit.
- Below is a late assignment coupon. You may only redeem one coupon per semester. The coupon may not be reproduced, nor duplicated. If it is speculated that you are attempting to turn in a duplicated coupon your assignment will not be accepted. If you don't use – earn 3 points! To submit your coupon, screen shot or copy the coupon and attach it at the beginning of your assignment or as a separate attachment.

**LATE ASSIGNMENT COUPON**

I have no good excuse, other than I am late with this assignment.  
Please accept this LATE ASSIGNMENT COUPON, with my paper.  
**\*\*Coupon good for one week, past assigned due date\*\***  
**\*\*May NOT be used on Philosophy Statement or Exams\*\***

No points will be removed from an assignment submitted with this coupon.

*Not to be duplicated. Accepted only once. -- Fall 2017*

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Instructor Initials: \_\_\_\_\_