

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

**AEC 3414 - Leadership Development
Agricultural Education and Communication**

~Dr. Seuss

Course Instructor:

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Course TA:

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Office Hours: Tuesdays 9:30-11:30AM

All course inquiries should be made by email to Sky or Carolynn.

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. 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* (7th ed.). Thousand Oaks, CA: Sage.

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 materials 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

A: 475 - 500 pts	B+: 435 - 449 pts	B-: 400 - 414 pts	C: 365 - 384 pts	D+: 335 - 349 pts	D-: 300 - 314 pts
A-: 450 - 474 pts	B: 415 - 434 pts	C+: 385 - 399 pts	C-: 350 - 364 pts	D: 315 - 334 pts	E: 299 and Below

Assignment Summary:

Assignment	Due Date	Points Available	Points Earned
Voice Thread Personal Introduction	5/13	20	_____
Quiz 1	5/13	15	_____
Contemporary Leader	5/20	50	_____
Quiz 2	5/20	15	_____
Leadership Menu/Voice Thread	5/27	50	_____
Quiz 3	5/27	15	_____
Philosophy Statement Draft	6/3	20	_____
Quiz 4	6/3	15	_____
Philosophy Statement Draft Peer Review	6/10	20	_____
Pop Culture Leadership	6/10	50	_____
Quiz 5	6/10	15	_____
Discussion Board Posts	Varies	50	_____
Discussion Board Responses	Varies	50	_____
Quiz 6	6/17	15	_____
Philosophy Statement	6/17	100	_____
TOTAL POINTS		500	

*Important Dates: Drop/Add: 5/9-5/10
 Drop Deadline: 6/10
 Drop Add by Petition: 6/17

Course Outline:

Week	Module	Topic	Readings	Assignments Due
1 May 9-14	Introduction to Leadership	Welcome and Course Introduction	The Syllabus	Quiz 1 LC Introduction
		Introduction	Chapter 1	
	Leader-Centered Theories	Trait Leadership	Chapter 2	
		Critical Thinking & Emotional Int.	Supplement	
2 May 15-21	Leader Continued	Skills Approach	Chapter 3	Quiz 2 Contemporary Leader
		Behavioral Approach	Chapter 4	
	Contingency Theories	Situational Leadership	Chapter 5	
		Path-Goal Theory	Chapter 6	
3 May 22-28	Cont. Continued and Transformational Theories	Leader Member Exchange	Chapter 7	Quiz 3 Leadership Menu
		Transactional Leadership & Transformational Leadership	Chapter 8	
	Transformational and Full Range Theories	Authentic Leadership	Chapter 9	
		Leadership Challenge	None	
4 May 29 - June 4	Contemporary Leadership Theories	Servant Leadership	Chapter 10	Quiz 4 Philosophy Statement Draft
		Adaptive Leadership	Chapter 11	
		Psychodynamic Approach	Chapter 12	
5 June 5-11	Conscientious-Based Leadership Theories	Leadership Ethics	Chapter 13	Quiz 5 Peer Review Pop Culture
		Team Leadership	Chapter 14	
		Gender and Leadership	Chapter 15	
6 June 12-17	Diversity-Oriented Leadership Theories	Culture and Leadership	Chapter 16	Quiz 6 Philosophy Statement
		Change Leadership	Supplement	
		Risk Leadership	Supplement	
		Followerhip	Supplement	

***Important Dates: Drop/Add: 5/9-10
Drop/Add by Petition: 6/17**

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 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 13th, 2016

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 20th, 2016

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 27th, 2016

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 10th, 2016

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 3rd, 2016

You will submit a draft copy of your one-page Philosophy Statement for review. See below for exact specifications.

Peer Review, DUE: June 10th, 2016

Using the Peer Review document, you will provide as much specific feedback to your partner. You must email through Canvas the review sheet with your grader cc'd to receive full credit for completing the review.

Philosophy Statement: 100 points total

DUE: June 17th, 2016



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, **2-page, double 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. 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 pages 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 Word 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: 90 points total

DUE: 5/13, 5/20, 5/27, 6/3, 6/10, 6/17

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. You will be required to complete the

quizzes online and during a specific time window, which will be announced the week of the quiz on Canvas. These are all worth 15 points each.

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 Canvas 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 Canvas.

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.

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>.

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. 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/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *U Matter We Care, www.umatter.ufl.edu/*
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

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.