



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

**Course Instructor:**

Dr. Matthew Sowcik

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**Office Hours:** Monday 10:30 – 12:00 and Friday 10:30 – 12:00 (Please make an appointment)

**Course TAs:**

Austin Council - [acouncil15@ufl.edu](mailto:acouncil15@ufl.edu)

- All student's A - G

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- All student's S - Z

**Course Time:**

Monday, Wednesday, and Friday Period 3 (9:35 AM - 10:25 AM)

**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.

### **E-Learning:**

All students are expected to check Canvas (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed 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.

Attendance is mandatory and recorded. It is up to you to 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 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. The instructor must be notified at least 2 weeks in advance for Examinations requiring rescheduling.

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.

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 be provided in-class 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.

Go to [tutortrac.clas.ufl.edu](http://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 UF Writing Studio, the phone is (352) 846-1138.

### **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

- *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/)

**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:** Grades are based on percentages and a running calculation will be calculated on canvas throughout the semester.

A: 94%	B+: 87%	B-: 80%	C: 73%	D+: 67%	D-: 60%
A-: 90%	B: 83%	C+: 77%	C-: 70%	D: 64%	E: Below 60%

**Grade Record:**

Assignment	Due Date	Points Available	Points Earned
Reflections	8/31-11/30	100	
Leadership Interview	11/19	75	
Exam 1	9/21	35	
Exam 2	10/31	35	
Exam 3	12/5	35	

Philosophy Statement Draft	10/29	25
Philosophy Statement Final Draft	11/26	100
Attendance	Varies	50

## Assignment Descriptions:

### *Attendance/Participation:*

The course is designed to encourage active learning, therefore being present in class is extremely important. Students will receive points for showing up to class prepared to discuss the core concepts and theories presented, and providing examples that illustrate original and critical thought.

### *The New York Times in Leadership Reflections. 100 points*

You will be asked to read over an article prior to class when there is a lab and be prepared for a 15-30 minute discussion about the article in the lab class.

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3. Click on NY Times and follow the simple directions, using your ufl.edu email address
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### *Leadership Interview (Video): 75 Points*

After thoroughly addressing a majority of the leadership styles and theories explored within this course, students will be asked to interview a leader of their choice (NOTE: No peer interviews, please.). In the video, which should be no more than 10 minutes, each student will cover the following items:

1. Explanation of why the individual was selected for the interview.
2. The student's perceptions of the leader during the interview.
3. Key leadership characteristics discussed by this person during the interview.
4. Your perception of the individual as a leader, after the interview.
5. Key statements made by this individual that aided in your understanding of leadership on a practical level.

PLEASE NOTE: The video is not of you interviewing the leader, it is an interview of you reflecting on the interview answering the 5 questions above.

At the end of this syllabus is a wonderful resource to help you conduct a professional interview from **Adam Bryant**, The New York Times [Corner Office](#) columnist. **See Appendix 1.**

“Adam Bryant conducts interviews with chief executives for [Corner Office](#), a feature about leadership and management in *The New York Times* and on [NYTimes.com](#) that he started in March 2009. It now appears twice weekly, on Friday and Sunday.

He is the author of the *New York Times* best-seller [“The Corner Office: Indispensable and Unexpected Lessons from CEOs on How to Lead and Succeed,”](#) which draws out broader lessons from his interviews. His second book, [“Quick and Nimble: Creating a Corporate Culture of Innovation,”](#) will be published in January.

Adam has had many roles at *The Times*, including business reporter, deputy business editor, deputy national editor and senior editor for features. He is also a former senior writer and business editor at *Newsweek* magazine. Adam was the lead editor of a series on the dangers of distracted driving that won a Pulitzer Prize for National Reporting.”

- *The New York Times*

Additionally, the [Interview Grading Rubric](#) can be found at the end of this document in Appendix 2.



### ***Philosophy Statement:***

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:**

#### **Personal Draft, 25 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. Using the Peer Review document, you will provide as much specific feedback to your partner.

#### **Final Submission: 100 points**

**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-page 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.

**Please find the Rubric for both the Final Philosophy statement at the end of this document in Appendix 3.**

**Examinations: All worth 35 points**

There are three 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 bring a number 2 pencil on test days. 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.**

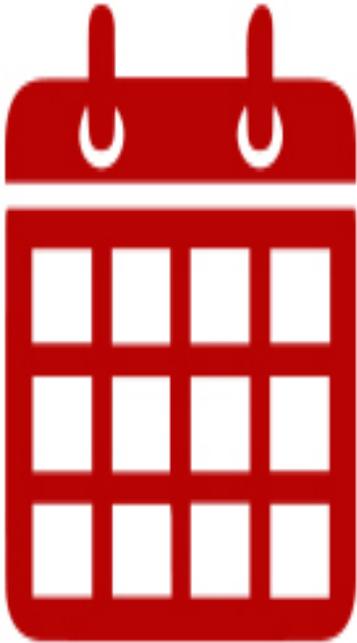
**\*\*FOR CLD STUDENTS\*\***

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  ; however 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.

**Course Outline:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings: Due</b>	<b>Assignments</b>
	W 8/22	Introduction and Syllabus Review		
	F 8/24	Exploring Leadership: Introduction	<b>Chapter 1</b>	
2	M 8/27	Trait Leadership	<b>Chapter 2</b>	
	W 8/29	Humility		
	F 8/31	Leadership Lab 1		<b>Reflection 1</b>
3	M 9/3	<i>Labor Day Holiday</i>		
	W 9/5	Skills Approach	<b>Chapter 3</b>	
	F 9/7	Leadership Lab 2		<b>Reflection 2</b>
4	M 9/10	Behavioral Approach	<b>Chapter 4</b>	
	W 9/12	Conflict		
	F 9/14	Leadership Lab 3		<b>Reflection 3</b>
5	M 9/17	Situational Approach	<b>Chapter 5</b>	
	W 9/19	Exam 1 and Philosophy Statement Review		
	F 9/21	<b>Exam 1</b>	<b>Chapters 1 - 5</b>	<b>EXAM 1</b>
6	M 9/24	Path-Goal Theory	<b>Chapter 6</b>	
	W 9/26	Creativity		
	F 10/28	Leadership Lab 4		<b>Reflection 4</b>
7	M 10/1	Leader Member Exchange	<b>Chapter 7</b>	

	W 10/3	Communication		
	F 10/5	Leadership Lab 5		<b>Reflection 5</b>
8	M 10/8	Transformational Leadership	<b>Chapter 8</b>	
	W 10/10	Leadership and Change		
	F 10/12	Leadership Lab 6		<b>Reflection 6</b>



## IMPORTANT DATES

September 3<sup>rd</sup> - ***Labor Day Holiday***

November 2<sup>nd</sup> - **Homecoming**

November 12<sup>th</sup> – **Veterans Day**

November 21<sup>st</sup> -24<sup>th</sup> – **Thanksgiving Break**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
9	M 10/15	Authentic Leadership	<b>Chapter 9</b>	
	W 10/17	Purpose and Personal Branding		
	F 10/19	Leadership Lab 7		<b>Reflection 7</b>
10	M 10/22	Adaptive Leadership	<b>Chapter 11</b>	
	W 10/24	Servant Leadership (ONLINE)	<b>Chapter 10</b>	
	F 10/26	<b>Catch Up and Interview Preparation</b>		
11	M 10/29	Exam 2 and Philosophy Statement Review		<b>Personal Draft</b>
	W 10/31	<b>Exam 2</b>		<b>Exam 2</b>
	F 11/2	<b>Homecoming – No Class</b>		
12	M 11/5	Psychodynamic Approach	<b>Chapter 12</b>	
	W 11/7	Leadership Ethics	<b>Chapter 13</b>	
	F 11/9	Leadership Lab 8		<b>Reflection 8</b>
13	M 11/12	<i><b>Veteran’s Day Holiday</b></i>		
	W 11/14	Critical Thinking		
	F 11/16	Leadership Lab 9		<b>Reflection 9</b>
14	M 11/19	Team Leadership	<b>Chapter 14</b>	<b>Leadership Interview</b>
	W 11/21	<i><b>Thanksgiving Holiday</b></i>		
	F 11/23	<i><b>Thanksgiving Holiday</b></i>		

15	M 11/26	Women and Leadership		<b>Philosophy Statement</b>
	W 11/28	Culture and Leadership	<b>Chapter 16</b>	
	F 11/30	Leadership Lab 10		<b>Reflection 10</b>
16	M 12/3	Exam 3 Preparation & Class Wrap Up		
	W12/5	<b>Exam 3</b>		

## Appendix 1: Interviewing Resource: (*From Adam Bryant*)

### 10-Tip Summary Box

1. Thank the person you're interviewing for taking the time to meet with you.
2. Quickly share your backstory before the interview – the point of the interview, why you chose this person, etc.
3. Ask the interview subject if they have any questions for you before you begin.
4. Be your “best self” during the interview by showing energy, enthusiasm and interest.
5. Develop a list of open-ended questions for the interview, but do not be a slave to it.
6. Maintain eye contact to show that you're really listening.
7. Follow your instincts. If you're intrigued by an answer and want to know more, ask follow-up questions. A simple question like “Why?” can unearth great insights.
8. Give the person you're interviewing a break on occasion, by summarizing something they said before you pivot to the next question, or by sharing an experience you've had that is similar to something they just shared.
9. Use these as your final questions: “Is there anything else I should have asked you? Any other stories or insights that would help bring to life some of the themes you've discussed?”
10. Thank the person again, and follow up with a handwritten thank you note.

### How To Do a “Corner Office” Interview

Over the years, I've been asked on occasion to share some tips and insights on how I interview leaders for my [Corner Office](#) feature. So I've put together a kind of playbook below for students who've been assigned to do similar interviews.

Before I jump into the details, a couple of framing points. There are many different types of interviews. An investigative reporter who has unearthed some documents that show illegal or unethical behavior by a company will, of course, conduct a very different kind of interview with a senior executive than I do in my Corner Office interviews. My conversations are also very different from quick “man on the street” interviews, where you're rushing to get a quote for an unfolding news story.

My interviews are set up well in advance. I have the luxury of time, too, since my interviews typically last 75 to 90 minutes. I also have a very specific goal for Corner Office. In contrast to most interviews by the business press with CEOs – where the discussion tends to be focused on strategy, products, marketing, etc. – I steer away from those topics entirely, and ask about the leader's personal stories and insights about leading and managing.

This is a key distinction that is worth emphasizing. The interviews I do are *not* about how CEOs “lead” in their industries by delivering world-class products and services to their customers better than their competitors. I want to ask about how they lead their employees, and how they have learned to lead (since there are a lot of interesting lessons in that learning curve). If you do interview an executive, it will serve you well, and save you a lot of time, if you make this distinction crystal clear ahead of time. Otherwise, the conversation will naturally gravitate to more familiar territory for the executive – talking about products, strategy and customers.

So let's assume you've reached out to an executive, who has agreed to do the interview. You need to establish up front how much time the executive will give you. There's a good chance that the interview will run longer if the person is enjoying the discussion, but you should also know your time constraints.

That will affect the pacing and rhythm of the interview. If you have just 30 minutes, you will need to set a faster tempo than if you have an hour or more.

Another key decision to make ahead of time: Will you be recording the interview, or taking notes? I recommend the former, because you'll have an accurate record of the conversation, and recording it will also free you up to focus on the person you're interviewing, rather than on your notebook.

How much preparation should you do? Some is good. It's helpful to know the executive's career highlights, which you can typically find on LinkedIn or in a bio on the company's website. And doing some research will help you show the executive that you've done your homework. For example, you might ask, "Were you in leadership roles at XYZ University?" But don't get down into the weeds about the leader's background before the interview, because your job is to ask open-ended questions ("What are some of the most important leadership lessons you've learned?"), and then respond with follow-up questions. Remember, be sure to keep the interview focused on *key lessons learned* at important junctures, rather than simply walking through the career timeline.

So let's walk through the interview, with some tips on how to make sure it goes well:

You walk into the executive's office and shake hands. At some point in the first couple of minutes, maybe after some small talk, thank the person for giving you the time, and say how much you appreciate it.

As you're settling into your chairs, ask something along the lines of, "Would it help if I told you a bit about the assignment?" The answer will inevitably be, "Yes, that would be great." Take a couple of minutes to just walk them through the backstory. "I'm taking XX class with YY professor at ZZ college/university. It's a great class. We're learning a lot about AA and BB. One of the assignments is to interview a leader. I thought of you because of XX, and I really wanted to talk with you and hear some of the key leadership lessons you've learned over the course of your career, your approach to leadership today, the corporate culture you're trying to foster, what you look for when you hire, and any career advice you generally give to college students."

As you're telling your story, be animated, be energetic, be your "best self." I'm not suggesting you be somebody you're not, or to be over-the-top in any way. The point is that you have to show interest, enthusiasm and energy, because the person you are interviewing will respond to that energy, and it will make for a better interview.

Another reason you're giving this quick explanation of the assignment is that it gives the person a chance to size you up. Don't be thrown by the fact that the response might just be to stare at you stone-faced with arms crossed while you're talking. The CEO is getting a feel for you while you're talking, and making conscious and subconscious decisions about how much you can be trusted, and whether you're likely to understand some of the ideas discussed.

You also need to state the point of the interview, as I explained above, making super-clear what you hope to get out of the interview, and that you'd rather talk about how the CEO leads, rather than the company's products, strategy, competitors, customers. Other important information to convey at this point: Who will read the interview? Just the professor or teacher, and perhaps your classmates? Will it be for publication? If so, where?

After you've worked through that (and again, you'll have to do that faster if you only have 30 minutes), say something like the following: "I'm going to have a ton of questions for you, but before we start, is there anything you want to ask me – *anything at all?*"

Chances are the answer will be, “No, I’m good.” The real point of asking that question is symbolic – to completely level the playing field (because the person asking questions has more power than the person answering questions). You are also modeling the behavior you want. Show that you are completely open, because that’s how you want the CEO to be with you.

It’s good to have a list of questions, but don’t be a slave to it, and don’t stare at it, because that sends a subtle signal that you are waiting for the person to finish an answer – and not really listening – so you can simply ask the next question.

Make eye contact. Not that you want to stare, which will make the person uncomfortable, but people communicate a tremendous amount through eye contact. As they’re talking to you, they’ll be looking for signals that you’re listening to them, and that you understand what they are saying. Your body language will help, but eye contact will provide the real answer.

The open-ended questions I ask at the outset of each section of the interview are simply conversation-starters. For example: Were you in leadership roles early on in your life? What about your parents’ influence on you? Tell me about the first time you were somebody’s boss – what mistakes did you make (because everybody makes mistakes the first time they manage someone)? Who were some important mentors for you, and what did you learn from them? How has your leadership style evolved over time – what do you know about leadership today that you didn’t know 10 or 20 years ago? How do you hire – what qualities are you looking for, and what questions do you ask job candidates? What is your best career advice for college seniors who are about to graduate? The career advice question might elicit predictable responses, like “follow your passion.” But I have heard some great metaphors and advice from people like [Mark Templeton](#) of Citrix, [Barbara Krumsiek](#) of Calvert Investments, and [Ron Shaich](#) of Panera Bread (click on the names to see the original Corner Office interview).

While those questions can elicit interesting answers, the real magic of the interview is often in the follow-up questions. Listen carefully to the answers as the person is talking, and the follow-up questions will suggest themselves (just follow your instincts). Why did you do that? Did that surprise you? What did you learn from that experience? How has your thinking on that changed over time? You’ve mentioned that phrase a couple of times – can you elaborate on what that means? Etc., etc.

Give the CEO a break once in a while. It takes a lot of energy to be interviewed, and it can be helpful for the person to catch a breath. There are a couple of ways to do this. One is to summarize something just said, and then use that as a natural springboard into the next question. The added benefit of doing this is that summarizing shows that you are listening carefully. You can also offer a breather by telling a short story about how an answer reminds you of something you’ve encountered in your own life. Doing that helps create more of a two-way conversation than a one-way interview.

Ask this, if time allows, as your final question: “Is there anything else I should have asked you? Any other stories or insights that would be useful for bringing to life some of the themes we’ve discussed?” The person likely will say “no,” but once in a while I get a great story that I wouldn’t have heard unless I asked this question.

At the end of the interview, thank the person again, and say how much you enjoyed the conversation, and how much you appreciate the opportunity. Send a thank-you note afterward, too -- preferably handwritten!

Best of luck with the interview!

Appendix 2:

<b>Presentation Paper Grading Rubric</b>		<b>Name:</b>		
<b>Performance Indicators</b>				
	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Poor</b>
<b>Question #1:</b> Explanation of why the individual was selected for the interview	(15-12 points) Outstanding, clear answer to questions. Provided information on who the individual was, how they knew the individual, and how they got the interview	(11-7 points) I Very good, clear answers to question. Provided most information on who the individual was, how they knew the individual, and how they got the interview	(6-4 points) Adequate answers to the questions. Analysis is incomplete or not well-developed. Provided little framing information on who the individual was, how they knew the individual, and how they got the interview	(3-0 points) Basic or incomplete answer.
<b>Question #2:</b> The student's perceptions of the leader during the interview.	(15-12 points) Outstanding, clear answers to question. Each answer included evidence (facts, statistics, examples, real-life experiences) that support the answer to the question.	(7-8 points) I Very good, clear answers to question. Most answers included evidence (facts, statistics, examples, real-life experiences) that support the answer to the question.	(5-6 points) Adequate answers to the question. Analysis is incomplete or not well-developed. Includes some evidence (facts, examples, real-life experiences) that help answer the question.	(0-5 points) Basic or incomplete answer.
<b>Question(s) #3:</b> Key leadership characteristics discussed by this person during the interview.	(15-12 points) Outstanding, clear answers to question. Each answer included evidence (facts, statistics, examples, real-life	(7-8 points) I Very good, clear answers to question. Most answers included evidence (facts, statistics, examples, real-life experiences) that support the answer to the	(5-6 points) Adequate answers to the question. Analysis is incomplete or not well-developed. Includes some evidence (facts, examples, real-life experiences) that help answer the question.	(0-5 points) Basic or incomplete answer.

	experiences) that support the answer to the question.	question.		
<b>Question #4:</b> Your perception of the individual as a leader, after the interview	(15-12 points) Outstanding, clear answers to question. Each answer included evidence (facts, statistics, examples, real-life experiences) that support the answer to the question.	(7-8 points) I Very good, clear answers to question. Most answers included evidence (facts, statistics, examples, real-life experiences) that support the answer to the question.	(5-6 points) Adequate answers to the question. Analysis is incomplete or not well-developed. Includes some evidence (facts, examples, real-life experiences) that help answer the question.	(0-5 points) Basic or incomplete answer.
<b>Question #5:</b> Key statements made by this individual that aided in your understanding of leadership on a practical level.	(15-12 points) Outstanding, clear answers to question. Each answer included evidence (facts, statistics, examples, real-life experiences) that support the answer to the question.	(7-8 points) I Very good, clear answers to question. Most answers included evidence (facts, statistics, examples, real-life experiences) that support the answer to the question.	(5-6 points) Adequate answers to the question. Analysis is incomplete or not well-developed. Includes some evidence (facts, examples, real-life experiences) that help answer the question.	(0-5 points) Basic or incomplete answer.
<b>Total:</b>		<b>out of 75</b>		

Appendix 3:

**First Component: Philosophy Statement\* of beliefs, 1 page, single-spaced statement.**

<b>The individual provided their definition of a leader and/or leadership</b>	A thorough definition is provided. (10-8pts)	The individual discusses some of the definitional elements of being a leader or leadership, however, does not provide a definition (7-5 pts)	No definition is provided and the individual does not provide any information around what they believe makes up a leader or leadership (4-0pts)
<b>The individual mentions particular traits, competencies, behaviors they believe are important in leadership.</b>	A number (at least 3) traits, competencies, behaviors are mentioned and the individual makes a comprehensive argument why those traits, etc. are important in leadership (10-8pts)	A few (1-3) traits, competencies, behaviors are mentioned and/or the student loosely discusses their importance in leadership (7-5 pts)	No traits, competencies, behaviors are mentioned or the student doesn't justify why the traits, competencies, behaviors are important (4-0pts)
<b>The individual discusses the process of leadership</b>	A well thought out process of leadership is discussed (10-8pts)	The individual discusses elements of a process but it is not well defined (7-5 pts)	No process is discussed in the philosophy statement (4-0pts)
<b>(Communication of ideas/Grammar)</b>	Excellent work: Student clearly communicates their position and uses proper grammar and spelling. (7-5pts)	Standard work (2-3 points): Student's message is mostly clear but there are multiple grammar or spelling errors which make understanding difficult. (4-3 pts)	Needs Improvement: Multiple grammar or spelling errors lead to poor communication of ideas. (2-1pts)

**Second Component: Justification and Explanation, 5-6 page double spaced paper**

<b>Why belief statements</b>	It is clear the student understands why they are suggesting different belief statements and why the statements have made it in the philosophy paper (15 - 11pts)	Some of the different belief statements are explained but there is little reason why they are in the paper (10 - 7pts)	There is no explanation why the statements made it in the paper (6 -0pts)
<b>Statement, personal experience and text theories.</b>	For each "belief" statement, the document provides examples from	For some "belief" statement, the document provides	There are very few belief statements and no connection to

	personal experiences and support those statements with theories from the text (14 -11pts)	examples from personal experiences and support those statements with theories from the text (10 -7pts)	personal experience or the text. (6 -0pts)
<b>(Communication of ideas/Grammar)</b>	Excellent work: Student clearly communicates their position and uses proper grammar and spelling. (7-5pts)	Standard work (2-3 points): Student's message is mostly clear but there are multiple grammar or spelling errors which make understanding difficult. (4-3 pts)	Needs Improvement: Multiple grammar or spelling errors lead to poor communication of ideas. (2-1pts)