



AEC 3414 - Leadership Development
Agricultural Education and Communication

Course Instructor:

Dr. Matthew Sowcik

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Office Hours: Please make an appointment

Course TAs:

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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* (7th 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, 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/
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/

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/

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	8/30-11/23	100	
Leadership Interview	11/18	75	
Exam 1	9/20	35	
Exam 2	10/30	35	
Exam 3	12/4	35	
Philosophy Statement Draft	10/28	25	
Philosophy Statement Final Draft	11/25	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.

Enjoy a year of complimentary access to NYTimes.com

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To claim your pass:

1. Visit **my.ufl.edu**
2. Click on **Main Menu**, go to **QuickLinks**
3. Click on NY Times and follow the simple directions, using your ufl.edu email address
4. Now enjoy access from any location!!!!

If the confirmation email didn't arrive, check your spam folder. If it isn't there, send an email to edu@nytimes.com from your school email address to request confirmation. Other questions? Visit nytimes.com/passes to view our FAQ.

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.

Included on the canvas website for this course is a wonderful resource to help you conduct a professional interview from **Adam Bryant**, The New York Times [Corner Office](#) columnist.

“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 1.



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-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 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 2.

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:

Week	Date	Topic	Readings: Due	Assignments
	W 8/21	Introduction and Syllabus Review		
	F 8/23	Exploring Leadership: Introduction	Chapter 1	
2	M 8/26	Trait Leadership	Chapter 2	
	W 8/28	Humility		
	F 8/30	Leadership Lab 1		Reflection 1
3	M 9/2	<i>Labor Day Holiday</i>		
	W 9/4	Skills Approach	Chapter 3	
	F 9/6	Leadership Lab 2		Reflection 2
4	M 9/9	Behavioral Approach	Chapter 4	
	W 9/11	Conflict		
	F 9/13	Leadership Lab 3		Reflection 3
5	M 9/16	Situational Approach	Chapter 5	
	W 9/18	Exam 1 and Philosophy Statement Review		
	F 9/20	Exam 1	Chapters 1 - 5	EXAM 1
	M 9/23	Path-Goal Theory	Chapter 6	

Week	Date	Topic	Readings: Due	Assignments
6	W 9/25	Creativity		
	F 9/27	Leadership Lab 4		Reflection 4
7	M 9/30	Leader Member Exchange	Chapter 7	
	W 10/2	Communication		
	F 10/4	Homecoming		
8	M 10/7	Transformational Leadership	Chapter 8	
	W 10/9	Leadership and Change		
	F 10/11	Leadership Lab 5		Reflection 5



IMPORTANT DATES

September 2nd - ***Labor Day Holiday***

October 4th - **Homecoming**

November 11th – **Veterans Day**

November 27st -29th – **Thanksgiving Break**

Week	Date	Topic	Readings	Assignments
9	M 10/14	Authentic Leadership	Chapter 9	
	W 10/16	Purpose and Personal Branding		
	F 10/18	Leadership Lab 6		Reflection 6
10	M 10/21	Adaptive Leadership	Chapter 11	
	W 10/23	Servant Leadership (ONLINE)	Chapter 10	No In Class Participation
	F 10/25	Catch Up and Interview Preparation - No In Class Participation		
11	M 10/28	Exam 2 and Philosophy Statement Review		Personal Draft
	W 10/30	Exam 2		Exam 2
	F 11/1	Leadership Lab 7		Reflection 7
12	M 11/4	Psychodynamic Approach	Chapter 12	
	W 11/6	Leadership Ethics	Chapter 13	
	F 11/8	Leadership Lab 8		Reflection 8
13	M 11/11	<i>Veteran's Day Holiday</i>		
	W 11/13	Critical Thinking		
	F 11/15	Leadership Lab 9		Reflection 9
14	M 11/18	Team Leadership	Chapter 14	Leadership Interview
	W 11/20	Culture and Leadership	Chapter 16	
	F 11/22	Leadership Lab 10		Reflection 10

15	M 11/25	Women and Leadership		Philosophy Statement
	W 11/27	<i>Thanksgiving Holiday</i>		
	F 11/29	<i>Thanksgiving Holiday</i>		
16	M 12/2	Exam 3 Preparation & Class Wrap Up		
	W12/4	Exam 3		

Appendix 1:

Presentation Paper Grading Rubric		Name:		
Performance Indicators				
	Excellent	Good	Needs Improvement	Poor
Question #1: 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.
Question #2: 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.
Question(s) #3: 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.

Presentation Paper Grading Rubric		Name:		
Performance Indicators				
	Excellent	Good	Needs Improvement	Poor
	experiences) that support the answer to the question.	question.		
Question #4: 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.
Question #5: 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.
Total:		out of 75		

Appendix 2:

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

The individual provided their definition of a leader and/or leadership	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)
The individual mentions particular traits, competencies, behaviors they believe are important in leadership.	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)
The individual discusses the process of leadership	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)
(Communication of ideas/Grammar)	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

Why belief statements	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)
Statement, personal experience and text theories.	For each “belief” statement, the document provides examples from personal experiences and support those statements with theories from the text (14 -11pts)	For some “belief” statement, the document provides examples from personal experiences and support those statements with theories from the text (10 -7pts)	There are very few belief statements and no connection to personal experience or the text. (6 -0pts)
(Communication of ideas/Grammar)	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)