

**Course Instructor:**

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352-273-2585

**Office Hours: by Appointment**

**Course Time and Location:** Monday 8<sup>th</sup> – 10<sup>th</sup> pds (3:00-6:00),  
**Zoom:** Meeting ID: 949 7664 6538, Passcode: 249626

**Course Description:**

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

Leadership Development is designed to help you understand the complexity of leadership. Many leadership scholars support the notion that leadership is a scholarly discipline that can be taught (Bennis, 1989; Bass, 1994). It is important that you understand the difference between the socialization of a leader and leadership theory education. Many successful leaders obtain their leadership skills from practice, in other words, they are socialized into leadership as they have learned from their experiences. AEE 5454; however, is a graduate leadership education course where we study the scholarly discipline of leadership theory.

**Course Objectives:**

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

**Course Textbooks Required:**

Northouse, P. (2019). *Leadership: Theory and practice* (8<sup>th</sup> ed.). Los Angeles, CA: Sage.

Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages*. Free Press, New York.

**Other Required Reading (provided on Canvas):**

- Avolio, B.J. and Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly* 16(3), 315-338.
- Blake, R.R. and Mouton, J.S. (1966). Some effects of managerial grid seminar training on union and management attitudes toward supervision. *The Journal of Applied Behavioral Science* 2(4), p. 387-400.
- Blake, R.R. and Mouton, J.S. (1981). Management by grid principles or situationalism: Which? *Group and Organization Studies*, 6(4), 439-455.
- Bass, B.M. (1985). Leadership: Good, better, best. *Organizational Dynamics* 13(3), 26-40.
- Bass, B.M. and Avolio, B.J. (1990). The effects of transactional and transformational leadership for the individual, team and organization. In R. Woodman, W. Pasmore, A.B. Shani (Eds.), *Research in Organizational Change and Development, Volume 4* (pp.231-272). Greenwich, CT: JAI Press.
- Bowman, G., Worthy, N., & Greyser, S. (1965). Are women executives people? *Harvard Business Review* 43(4), 14-28; 164-178.
- Burns, J.M. (1977). Wellsprings of political leadership. *The American Political Science Review* 71(1), 266-275.
- Burns, J.M. (1979). Two excerpts from leadership. *Educational Leadership* 36(6), 380-383.
- Dansereau, F., Graen, G., and Haga, W.J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance* 13(1), 46-78.
- Greenleaf, R.K. (1970). *The servant as leader*. Westfield, IN: The Robert K. Greenleaf Center, Inc.
- Heifetz, R. A. (1997). The work of leadership. *Harvard Business Review*, 75(1), 124-134.
- Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics* 9(1), 42-63.

- Hersey, P. and Blanchard, K.H. (1969). Life cycle theory of leadership. *Training and Development Journal* 23(5), 26-34.
- House, R.J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly* 16(3), 321-339.
- Katz, R.L. (1955). Skills of an effective administrator. *Harvard Business Review* 33(1), 33-42.
- Kelly, R.E. (1988). In praise of followers. *Harvard Business Review* 66(6), 142-148.
- Kolb, J.A. (1995). Leader behaviors affecting team performance: Similarities and differences between leader/member assessments. *Journal of Business Communication* 32(3), 233-248.
- Kotter, J. P. (1999). Making Change Happen in *Leader to Leader (Chapter 9)*. San Francisco, CA: Jossey-Bass, Inc.
- Kotter, J. P. and Schelsinger, L. A. (2008). Choosing strategies for change. *Harvard Business Review* (July-August), 130-139.
- Maccoby, M. (2000). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review* 78(1), 69-77.
- Michael, J. (2003). Using the myers-briggs type indicator as a tool for leadership development? Apply with caution. *Journal of Leadership and Organizational Studies* 10(1), 68-81.
- Rost, J. C. (1993). Leadership Development in the New Millennium. *Journal of Leadership and Organizational Studies*, 1(1), 91-110.
- Stogdill, R.M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology* 25(1948), 35-71.
- Tuckman, B.W. and Jensen, M.A.C. (1977). Stages of small-group development revisited. *Group Organization Management* 2(4), 419-427.
- Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review* 55(3), 67-78.

#### **Optional (Recommended) Texts:**

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

#### **Course Expectations:**

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

Due to the hybrid nature of this course, content will be delivered both synchronously and asynchronously. Lecture and content delivery will be available each week for you to complete asynchronously. Students will also be encouraged to engage in synchronous discussions scheduled during the regular course time. While attendance will not be required, extended unexcused absences should be shared with me in advance.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### **Expectations for Writing:**

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

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
  - Not using "tweet-talk" in your assignments, unless you are actually tweeting.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.

- Not having sentence fragments.
- And anything else that would pertain to “proper sentence structure.”
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

**Course Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**University Honesty Policy:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

**Student Privacy:**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Campus Resources:**

Health and Wellness

**U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus:** [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.

**Grade Breakdown:**

Please note grades are based on points not percentages. This scale is designated based upon the standard values in Sakai. For more clarification on the calculations of grades, please use the following link:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

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

**Assignment Summary:**

Assignment	Due Date	Points Available	Points Earned
Problem Statement (Part 1)	9/27	50	
Annotated Bibliography (Part 2)	10/18	50	
Leadership Matrix Submission 1	10/1	50	
Journal Article Reflective Critiques (5)	Varies	5x20 (100)	
Theoretical Contextual Application Case Study Narrative and Teaching Notes	11/1	50 + 50 (100)	
Emerging Theory Review	11/8	50	
Leadership Matrix Submission 2	12/6	50	
Final Application Brief (Part 3)	12/6	50	
Total Anticipated		500	

**Course Outline:**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
1	Course Introduction and Syllabus	N: Chapter 1	
	Exploring Theories & Philosophies of Leadership	W: Chapters 1-2, 7, and 8 Zaleznik, 1977*	
2	Understanding the History of Leadership	N: Chapter 2	
	<i>Leader Centered Approaches - Trait Approach</i>	W: Part 2 & Chapters 23 and 24 Stogdill, 1948*	
3	<i>Leader Centered Approaches</i>	N: Chapters 3 & 4	Situational Critique (9/20)
	Skills Approach and Behavioral Approach	W: Chapter 25 and Part XI Katz, 1955* Blake & Mouton, 1964*	
4	<i>Leader Centered Approaches</i>	N: Chapter 5	Part 1 (9/27)
	Situational Approach	W: Part VII Blake & Mouton, 1981 Hersey & Blanchard, 1969*	
5	<i>Contingency Approaches</i>	N: Chapter 6	
	Path-Goal Theory	W: Part IX House, 1971	
6	<i>Contingency Approaches</i>	N: Chapter 7	Transformational Critique (10/11)
	Leader Member Exchange	W: Dansereau, 1975	
7	<i>Contemporary Approaches</i>	N: 8 and 9	Matrix 1 (10/11)
	Transformational Leadership Authentic Leadership	W: Chapters 19-21 Burns, 1977 Bass, 1985* Bass & Avolio, 1990 Avolio & Gardner, 2005*	
8	<i>Contemporary Approaches</i>	N: Chapter 10	Part 2 (10/18)
	Servant Leadership	W: Chapter 4 Greenleaf, 1970*	
9	<i>Contemporary Approaches</i>	N: Chapter 11	
	Adaptive Leadership	W: Chapter 58 Heifetz, 1997*	
10	<i>Follower-Oriented Approaches</i>	N: Chapter 12	Case Study Narrative and Teaching Guide (11/1)
	Followership	W: Chapters Kelley, 1988* Rost, 1997	

Week	Topic	Readings	Assignment Due
11	<i>Contemporary Approaches</i>	N: Chapters 13 and 14 W: Part X and XIII Rost, 1993* Kolb, 1995*	Emerging Theory (11/8)
	Leadership Ethics Team Leadership		
12	<i>Diversity-Oriented Approaches</i>	N: Chapter 15 W: Chapters 26-27 Bowman, 1965*	Cultural Critique (11/22)
	Gender and Leadership		
13	<i>Diversity-Oriented Approaches</i>	N: Chapter 16 W: Chapter 28 Hofstede, 1980*	
	Culture and Leadership		
14	<i>Leading Change</i>	Kotter & Schlesinger, 2008	Matrix Submission 2 (12/6) Part 3 (12/6)
	Using leadership to leverage change		

\*Denotes Seminal

**Important Dates:**      **Drop/Add: 9/4**  
   **Degree Applications: 9/25**  
   **Withdrawal/Drop Deadline: 11/23**

## **Assignment Descriptions:**

### *Critical Theoretical Analysis – (3 x 50) 150 points*

The goal of this assignment is to provide you an opportunity to critically reflect on a theory discussed this semester. This theory will be the lens by which you analyze an issue in your particular field of study. The critical theoretical analysis will take place in four components completed throughout the semester. A critical analysis includes the following elements: (1) an Identification of the Problem and Selection of a Theory, (2) an Annotated Bibliography of Relevant Literature, and (3) Application of Theory to Problem.

### *Journal Article Critiques - 5 x 20 points (100 points)*

For five of theories discussed this semester you are to provide a critique of the piece. The Critique should include a comparison and contrast of piece as discussed in Northouse, Wren, and the Seminal Work and a Reflective statement (what did you learn, how did you feel about it/what did you think of the piece, and how can you use it). Assigned theories are: Situational, Transformational, Cultural, and any two of your choosing from the Northouse text. 1 page single-spaced or 2 double-spaced pages. These are due on the weeks that the theory is discussed in class (including the two individual selections).

### *Theoretical Contextual Application Case Study Narrative and Teaching Notes - 2 x 50 points (100 points)*

This is a Team Assignment. Depending on your current specialization in the graduate program, you are to select a theory and apply it to a leadership situation. Examples may include, Extension – District Director Leadership; Teacher Education – FFA Chapter Advisement; Communications – Editor managing journalist, or Leadership – specific industry context appropriate (Cattle, Citrus, Production, etc...). Include references and a discussion of the theory as it applies. This will be written in a Case Study style; whereby you provide as much detail related to the case or story, please defer to the rubric. 5 single-spaced pages for the Narrative and 3 single-spaced pages for the Teaching Notes. Each case will be approximately 20 minutes of delivered material.

### *Emerging Theory Brief – 50 points*

To expand what we are learning in this class from the text and seminal works, you will research other emerging leadership theories. You will be expected to identify a theory that is not covered in the Northouse text that has been published in the literature within the past five years. The final assignment is a written paper detailing the theory including: a) developmental history of the theory, b) the theory itself, c) models associated with the theory, d) broad application of the theory, e) specific contextual application of the theory, and f) its perceived value to the literature. Final paper should be 4-6 double-spaced pages.

### *Concept Matrix – 50 points each (100 pts)*

You will be responsible for developing a matrix or a graphic organizer that compiles and depicts all concepts, theories, key researchers, and applications used in this course. This project will be ongoing and will be reviewed twice during the semester, for one grade. This document should be of enough quality to be utilized as a reference guide for premier publication source material, to aid in studying for qualifying exams, and as a quick reference guide for each theory. This matrix should also reflect application in the context that fits your specific content expertise (Com, Ed, Ext, Ldr, CALS).

### Required components:

- Theory (name), Key players (author(s)), Fundamental elements – what makes it unique, Research application (within last 5 years), and Professional application (how will you apply this theory as a professional?)

### Grades will be based on the following criteria:

- Includes required components, 5 pts
- Accuracy of information, 5 pts
- Completeness of information, 10 pts
- Appropriate citations (including textbook and others) 10 pts
- Clear expression of theory/concept application, 10 pts
- Writing quality, to include appropriate use of APA, 10 pts