

Leadership Development

AEC 3414

Fall 2025 – 3 Credit Hours

# Instructor

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Office location: Rolfs 217

Office hours: Wednesday 11:00 or by appointment

# Class Times

Online

# 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.

# Requirements

## Textbook:

Sowcik, M. (2022). The H-Factor: The intersection between humility and great leadership. New Degree Press. **Through Perusall – instructions in the canvas site!!!!**

Northouse, P.G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

## Technology:

To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for synchronous sessions
* Microsoft Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader - [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
* Zoom - [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* View [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Minimum Technical Skills:

Minimum technical skills required:

* Proficiency in utilizing Canvas and navigating the internet effectively.
* Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
* Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
* Ability to perform online research using a variety of search engines and library databases.

# Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 48 hours** when feasible during the work week, Monday through Friday, *except holidays*. We also hold office hours each week via Zoom; links provided in the Contact section above. The major assignments will be graded, with *meaningful feedback* provided,**within one week of their submission**. Quizzes are graded automatically upon submission.

# Assignments

## Assignment Points & Explanation:

***The H-Factor Reflections***

You will be asked to read over the book *The H-Factor,* which focuses on the intersection between humility and leadership. The book was written to be used as a tool to set the foundation for your leadership journey. Each week we will be exploring the chapters within, and you will be asked to both engage in the activities associated with the chapter and the reflective questions provided on Canvas.

The overall goal of these activities and questions are to set the foundation for your humility development within leadership. While there are no “correct” answers to your reflections a few things will be used to grade each assignment.

The grading rubric:

A screenshot of a computer

Description automatically generated

As you can see the annotation portion is graded the highest. This is taking time to reflect on the reading and contribute meaningful thoughts for reflection and engagement with others. There is a portion of the rubric that looks at whether or not you read through the whole document. There is a portion of the grade that assigns points for how long you spent on the assignment (full points is 40 minutes plus...which if you read it and do the reflection is easy to achieve). Then there are two sections on Getting Responses and having folks “like” your comments (Upvoting). Here are some thoughts on this:

1. Annotations: The grade (for maximum points) is having 5 annotations/comments for each assignment. It seems to me that you should have at least five things to say about the readings. With that said, I do not want to limit you to 5. Feel free to discuss anything that resonates with you. Just make sure the 5 are not clumped together.

2. Upvoting: I will be upvoting all your posts. I know that this will get you there. But feel free to like those posts you read. Please know if you put in the work, you absolutely will get a good grade on this.

***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*](http://projects.nytimes.com/corner-office) columnist.

“*Adam Bryant conducts interviews with chief executives for*[*Corner Office*](http://topics.nytimes.com/top/news/business/columns/corner_office/index.html)*, a feature about leadership and management in The New York Times and on* [*NYTimes.com*](http://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,”*](http://www.amazon.com/The-Corner-Office-Indispensable-Unexpected/dp/B007R908SG) *which draws out broader lessons from his interviews. His second book,* [*“Quick and Nimble; Creating a Corporate Culture of Innovation,”*](http://www.amazon.com/Quick-Nimble-Creating-Corporate-Innovation/dp/0805097015/ref=tmm_hrd_title_0?ie=UTF8&qid=1369845002&sr=1-1) *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.”*

*A white letter in a circle

AI-generated content may be incorrect.****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.

***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). 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 theA white letter in a circle

AI-generated content may be incorrect. ; 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 Grading:

### Grading Scale

| A = 93-100% | C+ = 76 – 79.99% | F = Below 60% |
| --- | --- | --- |
| A- = 90 – 92.99% | C = 73 – 75.99% |  |
| B+ = 86 – 89.99% | C- = 70 – 72.99% |  |
| B = 83 – 85.99% | D+ = 66 – 69.99% |  |
| B- = 80 – 82.99% | D = 63 – 65.99% |  |
|  | D- = 60 – 62.99% |  |

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Reading & Assignment Schedule:

**Week** 1

* Course Introduction
* Exploring Leadership
* Discussion: Introduction
* Discussion: What is Leadership
* Read Chapter 1 - Northouse

**Week 2**

* Trait Leadership
* Humility
* Perusall - Chapter 1 A & B Sowcik
* Read Chapter 2 - Northouse

**Week 3**

* Skills Approach
* Communication
* Ted Talk Reflection
* Perusall - Chapter 2 A&B Sowcik
* Reach Chapter 3 - Northouse

**Week 4**

* Behavioral Approach
* Dealing with Emotions
* Perusall - Chapter 3 A&B of Sowcik
* Read Chapter 4 - Northouse

**Week 5**

* Situational Approach
* Read Chapter 5 - Northouse
* **TEST 1**

**Week 6**

* Path-Goal Theory
* Creativity
* Perusall - Chapter 4A Sowcik
* Read Chapter 6 - Northouse

**Week 7**

* Leader Member Exchange
* Conflict
* Perusall - Chapter 4B Sowcik
* Read Chapter 7 - Northouse

**Week 8**

* Transformational Leadership
* Leadership and Change
* Perusall - Chapter 4C Sowcik
* Read Chapter 8 - Northouse

**Week 9**

* Authentic Leadership
* Purpose and Personal Branding
* Perusall Chapter 5A Sowcik
* Read Chapter 9 - Northouse
* **Personal Brand assignment**

**Week 10**

* Adaptive Leadership
* **TEST 2**
* Read Chapter 11 - Northouse

**Week 11**

* Servant Leadership
* Perusall - Chapter 5B Sowcik
* Read Chapter 10 & 13- Northouse
* **Philosophy Statement Draft**

**Week 12**

* Gender & Women in Leadership
* Perusall - Chapter 5C Sowcik
* Read Chapter 15 - Northouse
* **Leadership Interview**

**Week 13**

* Power of Teamwork
* Perusall - Chapter 6A Sowcik
* Read Chapter 14 - Northouse

**Week 14**

* Culture and Leadership
* Perusall - Chapter 6B Sowcik
* Read Chapter 16 - Northouse
* **Final Philosophy Paper**

**Week 15**

* Leadership plan for continued learning
* **Final Reflection**
* **TEST 3**

# Academic Integrity

## UF’s Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## Plagiarism:

Plagiarism includes taking **verbatim phrases of *just a few words***without permission or full attribution. It includes ***quoting too much*** from your sources, thereby substituting their expression for your own, orquoting too much from one source, effectively taking more than a *fair use*of their work. **Over quoting (direct quotes)**comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes ***unique expression***, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*.  When writing for science and business, we base our work on **facts**obtained from a variety of **credible sources.** We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others’ expression of that information. We obtain permission to use our sources’ expression or give full credit for a *limited, fair use,*including direct quotes.

# Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

# Institutional Policies

## Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.   
A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another   
student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](https://aa.ufl.edu/policies/in-class-recording/)

## 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. [UF ACCEPTABLE USE POLICY](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

# Student Services

## Health & Wellness

* U Matter, We Care
* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
* Counseling and Wellness Center
* Visit the [Counseling and Wellness Center website](https://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
* 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.
* Student Health Care Center
* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* GatorWell Health Promotion Services
* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank" \t "_blank) or call 352-273-4450.

## Academic Resources

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu.](mailto:helpdesk@ufl.edu)
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/writing-studio/)
* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
* Student Complaints On-Campus
* Visit the [Student Honor Code and Student Conduct Code webpage](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.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, [UF Disability Resource Center.](https://disability.ufl.edu/)

[Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)

[Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)