

**Course Instructor:**

Dr. Nicole Stedman  
217B Rolfs Hall  
nstedman@ufl.edu  
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), Rolfs 306**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. (2016). *Leadership: Theory and practice* (7<sup>th</sup> ed.). Los Angeles, CA: Sage.

Posner, B. and Kouzes, J. (2016). *Learning Leadership*. New Jersey, John Wiley and Sons.

**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.
- 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.

Attendance is mandatory, unless excused by University of Florida standards. 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.

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.

### **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.

### **Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities**

In 1995 the UF student body enacted an **honor code** and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

**The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

Source: <http://gradschool.ufl.edu/catalog/current-catalog/catalog-coverpage.html>

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

**Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources:**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- *UMatter, We Care*, [umatter.ufl.edu](http://umatter.ufl.edu)
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://www.shcc.ufl.edu/smhs/)  
Alcohol and Substance Abuse Program (ASAP), Attention Deficit Hyperactivity Disorder (ADHD) Center for Sexual Assault / Abuse Recovery & Education (CARE), Eating Disorders Program, Employee Assistance Program, Suicide Prevention Program

**Students with Disabilities:**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](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:** 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
Critical Theoretical Analysis Proposal (Part 1)	9/11	30	
Theoretical Review (Part 2)	9/25	20	
Leadership Matrix Submission 1	10/2	50	
Journal Article Reflective Critiques (5)	Varies	5x10 (50)	
Learning Leadership Reflection	10/16	40	
Theoretical Contextual Application Case Study Narrative and Teaching Notes	10/30	50 + 50 (100)	
Annotated Bibliography (Part 3)	11/6	30	
Emerging Theory Review	11/13	75	
Leadership Matrix Submission 2	11/27	50	
Critical Theoretical Analysis Paper (Part 4)	12/4	55	
Total Anticipated		500	

### Course Outline:

Week	Date	Topic	Readings	Assignment Due
1	8/21	Course Introduction and Syllabus	Chapter 1	
		Exploring Theories & Philosophies of Leadership		
2	8/28	Understanding the History of Leadership	Chapter 2	
		<i>Leader Centered Approaches</i> - Trait Approach		
3	9/4	<i>Holiday – Labor Day</i>		
4	9/11	<i>Leader Centered Approaches</i>	Chapters 3 & 4 Katz, 1955* S Blake & Mouton, 1964*	Style Approach Critique Part 1
		Leadership Learning Discussion Skills Approach and Behavioral Approach		
5	9/18	<i>Leader Centered Approaches</i>	Chapter 5 Blake & Mouton, 1981 Hersey & Blanchard, 1969*	
		Situational Approach Guest Speaker Gretchen Casey*		
6	9/25	<i>Contingency Approaches</i>	Chapter 6 House, 1971	Part 2
		Leadership Learning Discussion Path-Goal Theory		
7	10/2	<i>Contingency Approaches</i>	Chapter 7 Dansereau, 1975	Matrix Submission 1
		Leader Member Exchange		

Week	Date	Topic	Readings	Assignment Due
8	10/9	<i>Contemporary Approaches</i>	Chapters 8 Burns, 1977 Bass, 1985* Bass & Avolio, 1990 Chapter 9 Avolio & Gardner, 2005*	Transformational Critique
		Leadership Learning Discussion Transformational Leadership Authentic Leadership		
9	10/16	<i>Contemporary Approaches</i>	Chapter 10 Greenleaf, 1970* Chapter 11 Heifetz, 1997*	Learning Leadership Reflection
		Servant Leadership Adaptive Leadership		
10	10/23	<i>Contemporary Approaches</i>	Chapter 12 Maccoby, 2000*	
		Psychodynamic Approach Guest Speaker, Nick Place Dean Extension		
11	10/30	Presentation of Team Case Studies		Case Study Narrative and Teaching Guide
12	11/6	<i>Contemporary Approaches</i>	Chapter 13 Rost, 1993* Chapter 14 Kolb, 1995	Part 3
		Leadership Ethics Team Leadership		
13	11/13	<i>Diversity-Oriented Approaches</i>	Chapter 15 Bowman, 1965*	Emerging Theory
		Gender and Leadership		
14	11/20	<i>Diversity-Oriented Approaches</i>	Chapter 16 Hofstede, 1980*	Cultural Critique
		Culture and Leadership		
15	11/27	<i>Follower-Oriented Approaches</i>	Kelley, 1988*	Matrix Submission 2
		Followership		
16	12/4	Class Culmination - Submit Final Paper		Part 4

**\*Important Dates:**    **Drop/Add: 8/25**  
                                  **Degree Applications: 9/15**  
                                  **Withdrawal/Drop Deadline: 11/20**

## Assignment Descriptions:

### *Critical Theoretical Analysis - 135 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 Analysis of the theory as described in the Seminal work and a Review of the theory as interpreted by Northouse, (3) an Annotated Bibliography of Relevant Literature, and (4) Application of Theory to Problem. Each assignment is described below.

- 1) Identification of the Problem and Selection of a Theory - 30 points
  - a. These are the first steps and includes a summary of the problem identified and a summary of the selected theory. The problem should be justified through the following prompts: Why is this a problem, To whom is this a problem, Who are the key players in the problem, what is the environment or external factors driving the problem, and any other evidence if available. Your theory selection should include: the name of the theory, a brief explanation of why it was selected, the seminal work (citation and annotated bibliography). Approximately 3-5 double-spaced pages.
    - Specifically identifies a problem in a context, 10pts
    - Properly utilizes sources to document problem, 10pts
    - Theory selected is appropriate and justified, 5pts
    - Writing Effectiveness, Grammar, etc., 5 pts
- 2) An Analysis of the Theory and Review – 20 points
  - a. These are the second steps and provide an in-depth review of the theory selected (seminal work), along with an analysis of the work as interpreted by Northouse. Compare and contrast these two works. 2-3 double-spaced pages
    - Compare and Contrast of Seminal work with Northouse interpretation, 20 pts
- 3) Annotated Bibliography- 30 points
  - a. The AB is the third step and comprises the literature that supports the application of your chosen theory to your problem. The annotated bibliography is a tool for organizing information regarding a topic. You will be required to identify 15 resources which are relevant to your problem statement. The 15 resources should be within the following breakdown:
    - 3-5 Reports or Non-Empirical Data sources, 5pts
    - 3-5 News or other media related sources, 5pts
    - 5-9 Empirical data sources (Referred Journal articles, Conference Proceedings, or Thesis/Dissertation studies), 10pts
    - Proper use of APA annotated Bibliography Stylistics, 10pts
- 4) Application Brief - 55 points
  - a. The paper is the final component and is a thorough literature review of theory's application to the problem as described in the *Problem* Statement. Your paper will include summaries from the seminal work, Northouse and supporting literature (annotated bibliography). You will be expected to provide a critical analysis of the problem and how you would utilize leadership theory to address the issue. In other words, how could leadership impact the issue in a positive way (fix it). What recommendations would you provide to remedy the issue based on a leadership perspective? Page length 5-7 pages double spaced (12 pt font)
    - Introduction to the problem, 10pts
    - Theoretical summaries, 15pts
    - Description of theory application, 20pts
    - Proper use of APA, 10pts

### *Journal Article Critiques - 5 x 10 points (50 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 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: Style, 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).

### *Leadership Learning Reflection – 50 points*

For the first part of the semester, we will balance our learning of theory with discovering our own leadership potential. Each chapter of the book highlights specific challenges and calls to action, for this assignment you are to select specific ones that resonant with you and reflect on your own leadership development, providing prompts and responses from the book in the reflection. This is really a reflective assignment, providing you space to consider how you can grow as a leader. 3-5 double-spaced pages.

### *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 double-spaced pages for the Narrative and 3 ds pgs for the Teaching Notes. You will then have the opportunity to present the case to the class, practicing the delivery of what you have created. Each case will be approximately 20 minutes of delivered material.

### *Emerging Theory Brief – 75 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*

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