

Course Instructor:

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Office Hours: by Appointment**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* (8th 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.
- 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.

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>

Campus Resources:*Health and Wellness***U Matter, We Care:**

If you or a friend is in distress, please contact 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. <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.

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
Theory Problem Statement (Part 1)	2/2	25	
Theoretical Review (Part 2)	2/16	30	
Leadership Matrix Submission 1	3/1	50	
Journal Article Reflective Critiques (5)	Varies	5x20 (100)	
Annotated Bibliography (Part 3)	3/15	45	
Theoretical Contextual Application Case Study Narrative and Teaching Notes	3/22	50 + 50 (100)	
Emerging Theory Review	3/29	50	
Leadership Matrix Submission 2	4/19	50	
Final Application Brief (Part 4)	4/19	50	
Total Anticipated		500	

Course Outline:

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

Week	Topic	Readings	Assignment Due
12	<i>Contemporary Approaches</i>	Chapters 13 and 14 Part X and XIII Rost, 1993* Kolb, 1995	Emerging Theory
	Leadership Ethics Team Leadership		
13	<i>Diversity-Oriented Approaches</i>	Chapter 15 Chapters 26-27 Bowman, 1965*	Cultural Critique
	Gender and Leadership		
14	<i>Diversity-Oriented Approaches</i>	Chapter 16 Chapter 28 Hofstede, 1980*	
	Culture and Leadership		
15	<i>Leading Change</i>		Matrix Submission 2
	Using leadership to leverage change		
16	Class Culmination - Submit Final Paper		Part 4

***Denotes Seminal Work to be Reviewed**

Important Dates:
Drop/Add: 1/10
Degree Applications: 1/31
Withdrawal/Drop Deadline: 4/10

Assignment Descriptions:

Critical Theoretical Analysis – 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 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 - 25 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, 5 pts
 - Properly utilizes sources to document problem, 10 pts
 - Theory selected is appropriate and justified, 5 pts
 - Writing Effectiveness, Grammar, etc., 5 pts
- 2) An Analysis of the Theory and Review – 30 points
 - a. Provide an in-depth of analysis of the theory you have selected using appropriate theoretical and empirical works. Four to five references minimum. 30 pts
- 3) Annotated Bibliography- 45 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 resources which are relevant to your problem statement. The resources should be within the following breakdown:
 - 3-5 Reports or Non-Empirical Data sources, 10 pts
 - Personal Correspondence (Interview), 10 pts
 - Interview an “expert” in your problem area about their personal perspective
 - 5-9 Empirical data sources (Referred Journal articles, Conference Proceedings, or Thesis/Dissertation studies), 15 pts
 - Proper use of APA annotated Bibliography Stylistics, 10 pts
- 4) Application Brief - 50 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, 10 pts
 - Theoretical summaries, 10 pts
 - Description of theory application, 20 pts
 - Proper use of APA, 10 pts

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, 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 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 – 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

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