



**AEC 3414 - Leadership Development**  
**Agricultural Education and Communication**

**Course Instructor:**

Dr. Matthew Sowcik

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**Office Hours:** Tuesday @ 10:00am

**Course Time:**

Online

**Course TAs:**

Ashley Johnson - [johnsonashley1@ufl.edu](mailto:johnsonashley1@ufl.edu)

- All student's A – LA...

Breonna Davis- [breonnadavis@ufl.edu](mailto:breonnadavis@ufl.edu)

- All student's LE...-Z

**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:**

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* (7<sup>th</sup> 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](http://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/](http://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/](http://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/](http://www.dso.ufl.edu/drc/)

### **In-Class Recording:**

- 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 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.

### **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% - 550-585	B+: 87% - 509-526	B-: 80% - 468-491	C: 73%- 433-450	D+: 67% - 392-409	D-: 60% - 357-374
A-90% - 527-549	B: 83%- 492-508	C+: 77% - 451-467	C-: 70% - 410-432	D: 64% - 375-391	E: Below 60% - 0-356

**Grade Record:**

Assignment	Points
Discussion – What is Leadership	10
TED TALK Reflection	10
Exam 1	35
Personal Brand Assignment	10
Exam 2	35
Philosophy Draft	25
Leadership Interview	75
Final Philosophy Paper	100
Final Reflection	20
Exam 3	35
Reflection on Humility and Leadership (Perusal)	220
<b>Total</b>	<b>585</b>

## Major Assignment Descriptions:

### *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:

<p>Annotation content</p> <p>The content of the comments students post, automatically scored by Perusall's quality algorithm.</p> <p>60 %</p> <p>Options</p>	<p>Opening assignment</p> <p>Breaking up work on the assignment into multiple sittings.</p> <p>5 %</p> <p>Options</p>	<p>Reading to the end</p> <p>Reading the entire document.</p> <p>20 %</p> <p>Options</p>	<p>Active engagement time</p> <p>Time spent actively engaging with the assignment.</p> <p>10 %</p> <p>Options</p>	<p>Getting responses</p> <p>Writing comments that elicit responses from other students.</p> <p>15 %</p> <p>Options</p>	<p>Upvoting</p> <p>Writing comments that are upvoted by other students, and upvoting other students' comments.</p> <p>5 %</p> <p>Options</p>	<p>Quizzes</p> <p>Responding to quiz questions that are part of an assignment.</p> <p>0 %</p> <p>Options</p>
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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](#) 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*



### **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:**

#### **1. 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.

#### **2. 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 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 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 – Spring Break**

#### **Week 11**

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

#### **Week 12**

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

#### **Week 13**

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

#### **Week 14**

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

#### **Week 15**

- Perusall - Chapter 6B Sowcik

- **Final Reflection**
- **TEST 3**