Organizational Leadership
AEC 6411
Spring 2025- 3 credit hours

Instructor

Dr. Matthew Sowcik
Associate Professor
Email: sowcik@ufl.edu
Office location: 217 Rolfs Hall
Office hours: Office Hours on Tues. at 10am on Zoom or By Appointment

Class Times & Location

Monday from 9:30 to 12:30

Course Description

This course is designed to examine leadership as it relates to organizations and provide a knowledge base of theories, research, and practices necessary for effective organizations. Topics will focus on organizational leadership, culture, structure, relationships, change, and conflict. This course is designed for all graduate students who are interested in positions of leadership within organizations and who want to learn more about making the organizations they lead more effective.

Course Objectives

Upon completion of this course, students will be able to:
1. Evaluate contemporary organizational leadership theories
2. Apply organizational leadership frames to a real-world organizational context
3. Model effective leadership skills

Requirements

Textbook:
Students are expected to purchase the text online via Perusall, an online platform that we will utilize to not only read the text but also annotate together as a class. Texts acquired from sources other than Perusall will not be eligible for use within the platform. For more information, please review the Perusall Information page within Canvas.

- Sowcik, M. (2022). *The H-Factor: The intersection between humility and great leadership*. New Degree Press.
    - $18.04 | Perpetual online access
- Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations (7th Edition)*. San Francisco: Jossey-Bass Publishers.
    - $47.00 | Perpetual online access

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 Office Programs
  - [Microsoft Privacy Statement](#)
  - [Microsoft Accessibility Information](#)
  - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
  - [Acrobat tutorials](#)
  - [Adobe Privacy Statement](#)
  - [Adobe Accessibility Statement](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility Information](#)
- 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](#) is provided if you have additional questions.
  - [Canvas Privacy Policy](#)
  - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](#)
- University of Florida Email
  - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite Knowledge:
There is no prerequisite knowledge in leadership to be successful in this course.

Expected Technical & Digital Literacy Skills:
Minimum 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.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Analyzing digital information for credibility, currency, and bias.

Instructor Communication & Feedback

Communication - 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*. The major assignments will be graded, with *meaningful feedback* provided, **within a week and a half of their submission**.

Individual Learner Interaction – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

Office Hours: Dr. Matthew Sowcik sets aside dedicated office hours each week via Zoom on Tuesday at 10:00, as indicated in the Contact section above. Additionally, office hours can be made based on an appointment if the predetermined time slot does not work for the student. Please reach out to Dr. Sowcik at sowcik@ufl.edu to set up an appointment. **But what exactly are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit with Dr. Matthew Sowcik. Whether you have questions about the course, assignments, or the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you.

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."
- 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.

Assignments

Below, you will find information regarding the course assignments and their point values, the grading scale, and more. Visit UF's webpage for grades and grading policies for more information regarding grading policies for assignment grade points.

Late Assignment Policy: All assignments have due dates that you are expected to adhere to. Staying on track with these deadlines helps you keep up with the course and participate in current discussions with your classmates. However, I understand that life can be unpredictable. If you need extra time, please reach out to me so we can discuss your situation. This class does not have a standard late assignment policy where points are deducted daily. Instead, I prefer to have a conversation with you rather than penalize you for life's challenges. Just be mindful not to take advantage of this flexibility.

Assignment Explanations:
- Perusall Readings: Using the Perusall platform, you'll annotate readings and participate in discussions with fellow students. It's a way to actively interact with the material and learn from each other!
- Appreciative Inquiry Interview: Engage in purposeful conversations with a co-worker by using the Appreciative Inquiry Interview Packet. The goal is to build stronger relationships and enhance your work experience. Afterward, answer reflection questions about your experience and consider how it impacts your leadership effectiveness.
- Personal Brand: Explore your personal brand through a multi-step process. First, complete the 'What is your personal brand?' activity. Next, ask 10 people in your life to describe three characteristics that best represent you. Combine their responses with your own three characteristics to identify overarching themes. Reflect on how these themes align with your original self-perception and consider the impact of different groups of people on your brand. Finally, explore ways to demonstrate your original characteristics more consistently and envision an additional trait you'd like to cultivate.
- Presentation and Final Project: Each student will write an EDIS publication on the organizational topic, issue, or aspect and present best practices utilizing Bolman and Deal's four frames. Consists of the following assignments:
  - Exploring an Organizational Topic through Bolman and Deal's Structural Frame
  - Exploring an Organizational Topic through Bolman and Deal's Human Resource Frame
  - Exploring an Organizational Topic through Bolman and Deal's Political Frame
  - Exploring an Organizational Topic through Bolman and Deal's Symbolic Frame
  - Additionally students will present their findings/research utilizing the frames to address and organizational topic.

Course Grading:

Assignment	Points	Module Due (Sunday @ 11:59pm)
Class Participation (X12)	120 (10 points x 10 classes)	Weeks 1-15
Perusall Readings (x13)	130 (10 points x13 readings)	Modules 1-13
Reflection Assignment (x2)	90 (10 points x 9 DBs)	Modules 1 & 15
Identifying and Understanding the Topic, Issue, or Aspect You Selected	20 points	Module 2
Exploring an Organizational Topic through Bolman and Deal's Structural Frame	25 Points	Module 4
Appreciative Inquiry Interview	55 Points	Module 6
Exploring an Organizational Topic through Bolman and Deal's Human Resource Frame	25 Points	Module 7

Exploring an Organizational Topic through Bolman and Deal's Political Frame	25 Points	Module 9
Personal Brand Assignment	50 Points	Module 11
Exploring an Organizational Topic through Bolman and Deal's Symbolic Frame	25 Points	Module 12
Final Project	100 Points	Module 14
Final Presentation	75 Points	Module 15 In Class
TOTAL POINTS	**740**	

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%	

Reading & Assignment Schedule:
*The instructor reserves the right to modify the syllabus at any time.

Week	Topic	Class	Assignments For Next Week
1	Introduction	- Introductions - Syllabus & Company - Definition of Leadership - Intro to leadership, leader self-awareness and Frames - Brainstorming an Organizational Leadership Aspect or Issue discussion	- Perusall Reading - Chapters 1 & 2 (Bolman and Deal) - Chapter 1 A & B (Sowcik) - Define Leadership Reflection
2	Overview of Organizational Leadership	**Holiday: No Class**	- Perusall Reading - Chapter 2 A & B (Sowcik) - Perusall Reading - Chapters 3 & 4 (Bolman and Deal) - Identifying and Understanding the Topic, Issue, or Aspect You Selected Assignment

3	Structural Frame Part 1	• Highlights from Reframing Organizations Readings
		• Understanding and Applying Organizational Structure (Chart)
		• Final Presentation and EDIS Pub. Discussion
			• Perusall Reading
			  o Chapter 3 A & B (Sowcik)
			  o Chapter 5 (Bolman and Deal)
			• Brainstorm/Research Your Topic and Structural Frame (Not Graded)

4	Structural Frame 2	• Team Activity - High Performance Teams • Highlights from Reframing Organizations Readings • Exploring Your Topic Through the Structural Frame Questions	• Write Up – Topic and Structural Frame for Grade • Perusall Reading o Chapters 6 & 7 (Bolman and Deal)

5	Human Resources Frame 1	• Highlights from Reframing Organizations Reading
		• Motivation Exercise – Time You Felt Alive
		• Discussing Motivation
		• Hiring, Training, and holding individuals accountable in your organization
			• Perusall Reading:
			
			  o Chapter 4 Intro & A (Sowcik)
			  o Chapter 8 (Bolman and Deal)
			• Take the Free Myers Briggs (Not Graded)
			• Watch the Generational Differences Video
			• *Appreciative Inquiry Interview- Due Week 6*

6	Human Resources Frame 2	• Highlights from Reframing Organizations Reading • Personality Differences and the Myers Briggs • Discuss Generational Differences • Final Presentation and EDIS Pub. Discussion	• Perusall Reading o Chapter 4 B & C (Sowcik) • Appreciative Inquiry Interview • Brainstorm/Research Your Topic and HR Frame (Not Graded)

7	Human Resources Frame 3	• Highlights from Reframing Organizations Reading • Emotional Intelligence • Appreciative Inquiry Interview • Coaching • Exploring an Organizational Topic through Bolman and Deal's Human Resource Frame Questions	• Perusall Reading o Chapter 9 (Bolman and Deal) • Write Up – Topic and HR Frame for Grade

8	Political Frame 1	• Highlights from Reframing Organizations Reading
		• Power
		• Influence
		• Office Politics Organizational Chart
			• Perusall Reading
			   o Chapter 5 Intro, A, B, & C (Sowcik)
			   o Chapter 10 & 11 (Bolman and Deal)
			• Brainstorm/Research Your Topic and Political Frame (Not Graded)

9	Political Frame 2	• Highlights from Reframing Organizations Reading
		• Conflict Management
		• Exploring an Organizational Topic through Bolman and Deal's Political Frame Questions
			• Perusall Reading
			   o Chapter 12 (Bolman and Deal)
			   o Chapter 6 A & B (Sowcik)
			• Write Up – Topic and Political Frame for Grade

10	**NO CLASS This Week**		

11	Symbolic Frame 1	• Highlights from Reframing Organizations Reading
		• Utilizing Organizational Symbols – Creating an Extraordinary Culture
		   o Company Culture Example – Zappos
		   o Purpose – Golden Circle and Humility
		   o Fairness
			• Perusall Reading
			• Personal Brand Assignment
			   o Chapters 13 & 14 (Bolman and Deal)
			• Brainstorm/Research Your Topic and Symbolic Frame (Not Graded)

		• ○ Etc. • Finding the Symbols and Impact in Your Company	
12	Symbolic Frame 2	• **Highlights from Reframing Organizations Reading** • Personal Brand • Gratitude, Appreciation, and Recognition • Exploring an Organizational Topic through Bolman and Deal's Symbolic Frame Questions	• Write Up – Topic and Symbolic Frame for Grade • Perusall Reading ○ Chapters 15 & 16 (Bolman and Deal)
13	Integrating Frames	• Highlights from Reframing Organizations Reading • CEO Email • Organizational Decision Making, Problem Solving, & Planning • Final Presentation and EDIS Pub. Discussion	• Prepare Presentation • Prepare EDIS Article
14	Change	• Addressing Organizational Change Models • Change Management • How to Use Frames for Change • Recommendations In Your Organizations for Change	• Prepare Presentation • Prepare EDIS Article
15	Reframing Leadership	• **Pecha Kucha Presentations**	• Final Reflection

Academic Code of Conduct

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.

Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (e.g., APA, MLA, Chicago) and consistently apply it to all written work. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

Artificial Intelligence (A.I.) Use:

This policy covers any generative AI tools, such as ChatGtP, Elicit, etc. This includes text and artwork/graphics/video/audio. 1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment. 2. If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor permits its use. 3. You must sign the AI contract that you understand and agree to these policies.

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..

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

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

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, 352-392-1575, or visit U Matter, We Care website 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 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.
- University Police Department
  - Visit UF Police Department website 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 or call 352-273-4450.

Academic Resources
- E-learning technical support
  - Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center
  - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support
  - Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center
  - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- 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 for more information.
- On-Line Students Complaints
  - View the Distance Learning Student Complaint Process.

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.
Canvas Accessibility Standards
Zoom Accessibility Information