UF UNIVERSITY of FLORIDA

AEC 5454 (19DC) - Leadership Development in Extension and Community Nonprofits

Agricultural Education and Communication

Course Instructor:

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Office Hours: Please make an 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:

- Wren, J. T. (2013). *The leader's companion: Insights on leadership through the ages*. Simon and Schuster.

- Others as Assigned in Class

Course Expectations:

First and foremost, this class should be fun and enjoyable! The class was designed in a way that is intentional about providing you the optimal educational experience. Please know that you can reach out to me at any point with questions and concerns and I will get back to you within 48 hours.

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. This is such an important part of the process and will certainly aid in the development of this course.

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 <u>mandatory</u>.
- 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.

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/**
  - o Counseling Services
  - o Groups and Workshops
  - o Outreach and Consultation
  - o Self-Help Library
  - o Training Programs
  - o Community Provider Database
- *Career Resource Center,* First Floor JWRU, 392-1601, **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. Students should follow this procedure as early as possible in the semester. 0001 Reid Hall, 352-392-8565, **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.

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Towards the end of the semester, students will receive an e-mail with specific times when they can complete this feedback.

Summary results of these assessments are available to students at
https://evaluations.ufl.edu/results/.

Grade Breakdown: Please note grades are based on poits. All grades will be submitted into E-Learning Canvas and totals will be kept throughout the semester. Grade points is in accordance with UF policies: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Items	Points
Weekly Reflections	20 each
Team Presentation	50
Select a topic	50
AB	50
Final Paper	100

A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%
D	< 67%	to 64%
D-	< 64%	to 61%
E	< 61%	to 0%

Assignments

Reflections (20 pts each)

There will be weekly reflection questions that will be posted at the end of each class on the materials that were covered in the readings and discussed in class.

Team Presentation (50 pts)

You will be required to work on a team to present the readings for the class period. The facilitation of the class will provide for a more thorough understanding of the readings.

1 Pick a Topic (50 pts)

Please write a 2-page paper on the topic you will be focusing on for this class. We will be utilizing that topic as a practical outlet for the theory/articles we read. In the paper please include the following items:

a. Clearly articulate what your SPECIFIC topic is - including:

- A clearly articulated research question/statement
- An definition or operationalize the variable

(example: What is the role humility plays in organizational recruitment? - Humility is the proper perspective of oneself, one's relationship with others, and the larger environment (Sowcik & Council, 2017))

b. Why: Please explain why you have selected this topic. What is interest in this topic and what brought you to this topic?

2. Annotated Bibliography (50 points)

The AB is the second 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 at least 12 resources which are relevant to your problem statement. The 12 resources should be within the following breakdown:

• 3-5 Reports or Non-Empirical Data sources, 5pts

• 9 - 15 Empirical data sources (Referred Journal articles, Conference Proceedings, or Thesis/Dissertation studies), 10pts • Proper use of APA annotated Bibliography Stylistics, 10pts

3. Answer your Question (100 pts)

Based on the question you originally asked please write a paper on the topic. Since most of Wren's chapters are approximately 8 pages long, please keep in that tradition (+/- 1 page). The paper should include:

a) Introduction of the problem or topic being discussed (approximately 1 page)
b) Literature review on the variables/topic being discussed (approximately 4 page)
c) Explanation or scholarly insight on the connection between the topic and literature (approximately 3 page).
d) References – Not included in page count

This should look very much like the chapters we are reading in Wren.

Course Outline and Make-up Policy:

It is very important that you refer to the E-Learning Canvas site to manage your workload for the week. The readings, videos, assignments, quizzes are purposefully laid out to be done in a particular order and there are several due dates (Thursday and Sunday) *each week*. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Date	Topics		
8-26	**Is Leadership Even Needed?**	**1.The Cry for Leadership** **2.The Crisis of Leadership** **3.Defining a Citizen Leader** **4.Servant Leadership**	**Reflection 1**
9-2	*Labor Day Holiday*		
9-9	**What is Leadership?**	**5.Thinking about Learning Leadership** **6.Paths of Inquiry into Leadership** **7.The Meaning of Leadership** **8.What is Leadership**	**Reflection 2**
9-16	**Historical Views of Leadership**	**9.Concepts of Leadership: The Beginnings** **10: The Hero as King** **13.Politics** **14.How Princes Should Keep Faith** **15. Tao Te Ching** **16.Satyagraha**	**Reflection 3** **Select A Topic** **Paper Due**
9-23	**Modern Views of Leadership**	**18. Contemporary Leadership Theory** **19.Transactional and Transforming Leadership** **20. The Transformation of Transforming Leaders** **21.Beyond the Charismatic Leader** **22. What Leaders Really Do**	**Reflection 4**
9-30	**Addressing the Leader**	**23. Personal Factors Associated with Leadership**	**Reflection 5**

Date	Topics		
		24. Leadership: Do Traits Matter? **25. Behavioral Theories of Leadership** **26.Ways Women Lead** **27.Would Women Lead Differently** **28.Women and Minorities in Management**	
10-7	**Addressing the Skills of a Leader**	**48. The Artform of Leadership** **49. What it Means to Think Critically** **52.Visionary Leadership** **53. The Decision Making Process** **54. Decision Making and the Leadership Process** **55.Leadership Communication Skills**	**Reflection 6**
10-14	**Addressing the Follower**	**29. Leaders and Followers** **30. Leaders and Followers are the People in this Relationship** **31. In Praise of Followers**	**Reflection 7** **Annotative Bibliography Due**
10-21	**Leader and Followers Together Achieving Something (Goals)**	**32. Situational Leadership** **33. SuperLeadership** **34. Domination/Subordination** **35. Challenge the Barriers to Opportunity**	**Reflection 8**
10-28	**Influence of Context and Environment**	**36. The Historical and Contemporary Context** **42. Martin Luther King Jr.: Charismatic Leadership in a Mass Struggle** **43. The Making of a Citizen Leader** **37. Cultural Constraints in Management Theories**	**Reflection 9**
11-4	**Influence of Context and Environment**	**46. Developing Sequence in Small Groups**	**Reflection 10**

Date	Topics		
		38.Defining Organizational Culture 39. Strong Cultures 50. Common Views of Organizations 40. Leadership in Large Scale Organizes Systems 41.Leadership and Democracy	
11-11	*Veteran's Day Holiday*		
11-18	**Moral and Ethical Leadership**	**61. Moral Leadership** **62. Moral Development in Individuals** **63. Messages from the Environment** **64. Universal Human Values: Finding an Ethical Common Ground**	**Reflection 11**
11-25	**Leadership in Practice**	**44. Understanding and Influencing Follower Motivation** **45. Power, Influence and Influence Tactics** **57. Leadership Jazz** **58. Redefining Leadership for the Next Century** **59.Talent and Training for Leadership** **60. A New Vision of Leadership**	**Reflection 12**
12-2	**How do we wrap this up?**		**Final Paper Due in Class**