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AGRICULTURAL EDUCATION AND COMMUNICATION

AEC 5454 **Leadership Development in Extension and Community Nonprofits**
Agricultural Education and Communication
Fall 2021 **Sec 19DC, Class # 10150**

Course Instructor:
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Office Hours: Tuesday 2:00 – 3:00pm or by appointment.
Weekly office hours will be conducted in person AND via Zoom. You are welcome to come to my office or log on to the recurring Zoom meeting to talk with me!
Meeting URL: https://ufl.zoom.us/j/95495792719
Meeting ID: 954 9579 2719
Passcode: greenhaw

Appointments may be requested as face-to-face or zoom.

Class Meeting Time and Location:
M 3:00 – 6:00PM (Period 8-10)
Rolfs 306

Catalog 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:
Leadership is both theoretical and practical. This course is designed to help you understand and differentiate between learning leadership through practice (socialization) as many leaders do, and leadership as a scholarly discipline. An emphasis is placed on understanding theory as a foundation to guide leadership scholarship and leadership development and education efforts. Upon completing this course, students will be able to:

- Synthesize prominent leadership theories and models.
- Evaluate leadership theories and models.
- Critically analyze application of leadership theories and models in research.
- Apply appropriate leadership theories and models in research.

Required Textbooks:
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.
Hunt, T., & Fedynich, L. C. (2018). Leadership: Past, present, and future: An evolution of an idea. *Journal of Arts and Humanities, 08*(02), 22-26. https://doi.org/10.18533/journal.v8i2.1582
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.
Kotter, J. P. (1999). Making Change Happen *in Leader to Leader (Chapter 9).* San Francisco, CA: Jossey-Bass, Inc.
Kotter, J. P. and Schelsinger, L. A. (2008). Choosing strategies for change. *Harvard Business Review* (July-August), 130-139.
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.
Middlehurst, R. (2008). Not enough science or not enough learning? Exploring the gaps between leadership theory and practice. *Higher Education Quarterly, 62*(4), 322-339. https://doi.org/10.1111/j.1468-2273.2008.00397.x
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:
The best way to get the most out of class is to prepare (aka <u>read</u>), then show up and engage! This course is designed to be interactive, participatory, thought-provoking, fun, and pragmatic. So, the time you invest should be enjoyable, but more importantly useful in your future career and interactions with others.

Canvas:
Information sharing for the course will be facilitated through Canvas (http://elearning.ufl.edu). This includes but is not limited to assigned readings, assignment sheets and rubrics, announcements for class, and grades. Additionally, all assignments will be submitted through Canvas. If you have difficulty accessing the site contact the Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu.

Attendance and Make-Up Work:
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.
As an educator, I strive to bring value to each class session such that students are motivated to attend. Therefore, attendance is not incentivized, nor is absence penalized. However, communication about absences is appreciated. Additionally, it is the student's responsibility to acquire any content missed as the result of absence.

Expectations for Writing:
Courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization maintain high **writing** standards. The following guidance should be adhered to, unless otherwise specified for specific assignments. Failing to adhere to these standards may result in substantially lower grades on written assignments.

- Proper grammar and punctuation are <u>mandatory</u>.
- Proper sentence structure is required.
  - Sentences should have a subject, verb, and (when needed) an object.
  - Sentences should be complete, with no sentence fragments.
- Avoid contractions.
- Critical thought and appropriate content should appear throughout each writing assignment.
- American Psychological Association (APA) style should be used for all assignments requiring citations and references.
- Graduate students should use coursework as an opportunity to develop and practice their academic writing.

Students are encouraged to utilize the University Writing Program's Writing Studio for assistance with improving their writing. You can schedule an appointment via their website, https://writing.ufl.edu/writing-studio/.

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. 001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc

Online Course Evaluation Process:
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/.

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.

Academic Honesty:
As a student at the University of Florida, you have committed 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: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

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**
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *U Matter We Care*, **www.umatter.ufl.edu**
- *Career Connections Center,* First Floor Suite 1300 JWRU, 392-1601, **https://career.ufl.edu/**

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.

Grades and Grade Points:
For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grade Breakdown:
Please note grades are based on points not percentages.

Grade Breakdown on Points				
A: 465 - 500 pts	B+: 435 - 449 pts	C+: 385 - 399 pts	D+: 335 - 349 pts	E: 299 and Below
A-: 450 - 464 pts	B: 415 - 434 pts	C: 365 - 384 pts	D: 315 - 334 pts	
	B-: 400 - 414 pts	C-: 350 - 364 pts	D-: 300 - 314 pts	

Assignment Summary:

Assignment Title	Points Available	Points Earned
Theory matrix (100 pts total)		
1st Submission	50	
2nd Submission	50	
Critical Analysis of Theory (125 pts total)		
Theory Selection	25	
Annotated bibliography	25	
Application analysis	75	
Emerging Theory Brief	50	
Journal Article Analyses (3 * 25 pts/ea)	75	
Case Study Development	125	
Total	500	

Assignment Descriptions:

Theory Matrix (50 * 2 = 100 pts)

The theory matrix will compile and organize all the theories learned in the course. An ongoing assignment, the matrix will be submitted twice for review. This document should serve as a high-quality reference and should reflect application of the theories in the context that fits your content expertise.

Critical Analysis of Theory (3 parts, 125 pts total)

This assignment addresses course learning objectives 2, 3, & 4. It is a three-part assignment.

Part 1, Theory selection- You will select a theory, identify the seminal work as well as a contemporary applications to be analyzed.

Part 2, Annotated Bibliography- The annotated bibliography should include the seminal work as well as the selected articles representing contemporary application of the theory.

Part 3, Application Analysis- The application analysis should include a thorough and accurate description of the theory from the seminal work followed by a thorough description and analysis of contemporary application of the theory in research. Comparisons and contrasts are expected. The analysis should conclude with your personal reflection on the value and application of the selected theory to contemporary leadership research.

Emerging Theory Brief (50 pts)

Identify a theory recently emerging in the leadership literature. Provide a thorough description of the theory, its development, and current applications.

Journal Article Analyses (3 * 25 pts/ea, 75 pts total)

For three of the theories we learn, you will select a published research article that utilizes that theory as a framework. Provide a critique of the research, referencing the seminal work of the theory and the appropriateness of the application to the contemporary research selected.

Case Study Development (125 pts)

You and a partner will construct a robust case study, contextualized in agriculture, food, natural resources, or related sciences that can be utilized to teach leadership. The case should be realistic, perhaps even based on a real-life scenario (it could be "ripped from the headlines", so to speak). It should provide the basis for an analysis of leadership, grounded in theory. The case should include clear and specific teaching notes, references, and any teaching materials or aids necessary for an instructor to integrate the case into their instruction.

Course Schedule*:

This is a <u>tentative</u> schedule; changes to topics, assignment due dates, etc. may be made via in-class announcement or email.

Wk	Date	Topic	Reading	Assignments
1	Aug 23	Pt. 1: Introductions, Course Format and Expectations Pt. 2: What is leadership? What do we know and how have we learned it?	*Note: Readings listed should be completed *prior* to the class period they are listed for. * Syllabus	Preflection: What is the purpose of leadership theory?
2	Aug 30	Pt. 1: Leadership Theory v Leadership Practice Pt. 2: Historical Evolution of Leadership Theory (road map for our class)	Wren: Part 2 (Ch 5 – 8) Middlehurst (2008) Hunt & Fedynich (2018)	
3	Sept 06	LABOR DAY- no class		
4	Sept 13	Pt. 1: Trait Theory	N: Ch 2 Wren: Ch 23, 24 Stogdill, 1948*	DUE: Theory Selection
5	Sept 20	Pt. 1: Skills approach Pt. 2: Behavioral approach	N: CH 3, 4 Katz, 1955* N: Ch 4 Wren: Ch 25 Blake & Mouton, 1964*	
6	Sept 27	Pt. 1: Situational Leadership Pt. 2: Path-Goal Theory	N: Ch 5 W: Ch 32 Hersey & Blanchard, 1969* N: Ch 6 House, 1971	
7	Oct 04	Pt. 1: Leader-member exchange Pt. 2: Transformational leadership	N: Ch 7 Dansereau, Graen, Haga, 1975 N: Ch. 8 W. Ch 19-21 Bass, 1985*	
8	Oct 11	Pt. 1: Authentic leadership	N: Ch 9 Avolio & Gardner, 2005*	DUE: Theory Matrix 1

		Pt. 2: Servant leadership	N: Ch 10 W: Ch 4 Greenleaf, 1970*	
9	Oct 18	Pt. 1: Adaptive leadership Pt. 2: Inclusive leadership	N: Ch 11 W: Ch 28 Heifetz, 1997* N: Ch 12	
10	Oct 25	Pt. 1: Followership	N. Ch 13 W: Part VI (Ch 29 – 31) Kelley, 1988	DUE: Annotated Bibliography
11	Nov 01	Pt. 1: Team Leadership Pt. 2: Organizational Leadership	N: Ch 16 W. Part 10 (Ch 46-47) Kolb, 1995 W: Ch 38, 39, 40, 50	
12	Nov 08	Pt. 1: Gender and Leadership Pt. 2: Culture and Leadership	N: CH 14 W. Ch 26-27 Bowman, 1965 W: Ch 28, 37 Hofstede, 1980	DUE: Emerging theory brief
13	Nov 15	Pt. 1: Moral Leadership/ Leadership Ethics Pt. 2: Leading Change	N: Ch 15 W: Ch 61, 62, 64 W: Ch 22 Kotter & Schlesinger, 2008	DUE: Case study
14	Nov 22	*Ways of studying Leadership* Pt. 1: Methods Pt. 2: Measurements	Bass, pg 71-78	DUE: Theory Matrix 2
15	Nov 29	Moving science to practice	W: Ch 58, 59, 60 Rost, 1997	Reflection: What is the purpose of leadership theory?
16	Dec 06	Project presentations		DUE: Application Analysis