Course Instructor:
Dr. Laura Greenhaw (she/her)
219 Rolfs
laura.greenhaw@ufl.edu
352-294-6766

Office Hours: Tuesday 2:00 – 4:00pm 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/94082776018
Meeting ID: 940 8277 6018
Passcode: greenhaw

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

Class Meeting Time and Location:
Monday, 3:00pm – 6:00pm (Period 8-10)
Rolfs Hall, 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 to 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 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:**


Additional reading will be required and provided on Canvas. See the end of the syllabus for a reference list.

**Optional Text:**

**Course Expectations:**
The best way to get the most out of class is to prepare (aka read), 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.

**Assignment Summary:**

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Points Available</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Theory matrix (150 pts total)</td>
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<tr>
<td>1st Submission</td>
<td>75</td>
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<tr>
<td>2nd Submission</td>
<td>75</td>
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<tr>
<td>Reading, critical analysis, &amp; discussion facilitation</td>
<td>100</td>
<td></td>
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<tr>
<td>Application of Theory (220 pts total)</td>
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<td></td>
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<tr>
<td>Problem statement/research question</td>
<td>30</td>
<td></td>
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<tr>
<td>Idea exchange 1</td>
<td>15</td>
<td></td>
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<tr>
<td>Annotated bibliography</td>
<td>60</td>
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<tr>
<td>Idea exchange 2</td>
<td>15</td>
<td></td>
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<tr>
<td>Selection and application of theory to problem</td>
<td>100</td>
<td></td>
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<tr>
<td>Preflection &amp; Reflection (15 pts/ea)</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>500</td>
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**Assignment Descriptions:**

**Theory Matrix (75 * 2 = 150 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 demonstrate comprehension of the theories, serve as a high-quality reference, and reflect application of the theories in the context that fits your content expertise.

**Reading, critical analysis & discussion facilitation (100 pts)**
Each student will be assigned reading(s) related to a specific theory we will learn. You will develop a 1-2 page critical analysis (guidelines will be provided), highlighting the connection between the reading and the related theory. In class, you will facilitate discussion among your peers, guiding the connection between the reading and the theory.

**Application of Theory (3 parts, 220 pts total)**
The goal of this assignment is to guide students through application of leadership theory. This may be in the form of leadership education development or leadership research. Regardless, the three-part process remains the same. In addition, two in-class opportunities for idea exchange (15 pts ea), similar to
roundtable presentations at some conferences, will support feedback generation and refinement of the application.

Part 1, Problem statement (30 pts)- Identify and describe a leadership problem or question that exists in your content area/specialization within agriculture, natural resources, and/or food systems.

Part 2, Annotated Bibliography (60 pts)- The annotated bibliography should include sources that highlight and define the question/problem/knowledge gap identified in part 1.

Part 3, Theory Selection & Application (100 pts)- The application is the culmination of the assignment. Whether we are conducting research or developing leadership education programs, we should be grounding what we do in theory. Select an appropriate theory to apply as a frame for your research or a basis for your education development piece, then fully describe the application.

Preflection & Reflection (15 pts ea, 30 pts total)
Thinking about your thinking (metacognition) can be an important component of the learning process. In this class, we will begin with a pre-flection, thinking about what we know about leadership, leadership education, and leadership theory and how we know it. We will conclude the course with a reflection, articulating what we have learned and come to understand about leadership, leadership education, and leadership theory.

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.

<table>
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<tr>
<th>Grade Breakdown on Points</th>
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<tbody>
<tr>
<td>A: 465 - 500 pts</td>
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<td>B+: 400 - 414 pts</td>
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Other Course Information
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.
This course is delivered asynchronously, therefore “attendance” will not be recorded. However, prompt participation in and completion of learning activities and assignments is expected. Opportunities to make up missed work or submit late work will be considered on a case-by-case basis. Please communicate promptly with me about any conflicts.

Services for Students with Disabilities:
Students with disabilities who experience learning barriers and would like to request academic accommodations must connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with me and discuss their needs as early as possible in the semester.
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/.

Expectations for Writing:
Courses in the Department of Agricultural Education and Communication 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, spelling, and punctuation are mandatory.
- 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. Be sure to apply the standards in the most current APA manual.
  - The Purdue OWL (online writing lab) is a useful resource for assistance with APA formatting: https://owl.purdue.edu/owl/purdue_owl.html
- 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/.

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](http://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](http://www.umatter.ufl.edu)
- Career Connections Center, First Floor Suite 1300 JWRU, 392-1601, [https://career.ufl.edu/](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.
Course Schedule*:
*This is a tentative schedule; changes to topics, assignment due dates, etc. may be made via in-class announcement or email.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 29</td>
<td>Pt. 1: Introductions, Course Format and Expectations</td>
<td>Syllabus</td>
<td>DUE: Preflection: What is the purpose of leadership theory?</td>
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<td>Pt. 2: What is leadership? What do we know and how have we learned it?</td>
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<td>2</td>
<td>Sept 05</td>
<td>Labor Day- No class</td>
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<td>3</td>
<td>Sept 12</td>
<td>Pt. 1: Leadership Theory v Leadership Practice</td>
<td>Wren: Part 2 (Ch 5 – 8)</td>
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<td>Pt. 2: Historical Evolution of Leadership Theory (road map for our class)</td>
<td>Middlehurst (2008)</td>
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<td>Hunt &amp; Fedynich (2018)</td>
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<td>4</td>
<td>Sept 19</td>
<td>Pt. 1: Trait Theory</td>
<td>N: Ch 2</td>
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<td>Pt. 2: Skills approach</td>
<td>Wren: Ch 23, 24</td>
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<td>Stogdill, 1948</td>
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<td>N: CH 3</td>
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<td>Katz, 1955</td>
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<td>Mumford, Zaccaro, Harding, Jacobs, Fleishman, 2000</td>
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<td>5</td>
<td>Sept 26</td>
<td>Pt. 1: <em>Guest speaker- M Janzen</em></td>
<td>Application of skills approach- negotiation</td>
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<td>Pt. 2: Behavioral approach</td>
<td>N: Ch 4</td>
<td>DUE: Problem statement</td>
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<td>Wren: Ch 25</td>
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<td>Blake &amp; Mouton, 1964</td>
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<td>6</td>
<td>Oct 03</td>
<td>Pt. 1: Situational Leadership</td>
<td>N: Ch 5</td>
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<td>Pt. 2: Path-Goal Theory</td>
<td>W: Ch 32</td>
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<td>Hersey &amp; Blanchard, 1969</td>
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<td>Blake &amp; Mouton, 1981</td>
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<td>N: Ch 6</td>
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<td>House, 1971</td>
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<td>House, 1996</td>
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<td>7</td>
<td>Oct 10</td>
<td>Pt. 1: Leader-member exchange</td>
<td>N: Ch 7</td>
<td>DUE: Theory Matrix 1</td>
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<td>Pt. 2: Idea Exchange 1</td>
<td>Dansereau, Graen, Haga, 1975</td>
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<td></td>
<td>Graen &amp; Uhl-Bien, 1995</td>
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<td>Week</td>
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<td>Assignments</td>
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| 8    | Oct 17 | Pt. 1: Transformational leadership | N: Ch. 8  
W: Ch 19-21  
Burns, 1977  
Bass, 1985  
Bass & Avolio, 1990 |                                |
| 9    | Oct 24 | Pt. 1: Authentic leadership  
Pt. 2: Servant leadership | N: Ch 9  
Avolio & Gardner, 2005  
N: Ch 10  
W: Ch 4  
Greenleaf, 1970 | DUE: Annotated Bibliography |
| 10   | Oct 31 | Pt. 1: Adaptive leadership  
Pt. 2: Followership | N: Ch 11  
Heifetz, 1997  
N. Ch 13  
W: Part VI (Ch 29 – 31)  
Kelley, 1988 |                                |
| 11   | Nov 07 | Pt. 1: Team Leadership  
Pt. 2: Idea Exchange 2 | N: Ch 16  
W. Part 10 (Ch 46-47)  
Kolb, 1995  
Zaccaro, Rittman, & Marks 2001 |                                |
| 12   | Nov 14 | Pt. 1: Gender and Leadership  
Pt. 2: Culture and Leadership | N: CH 14  
W. Ch 26-27  
Bowman et al., 1965  
Applebaum, Audet, Miller, 2003  
W: Ch 28, 37  
Hofstede, 1980  
Dorfman et al., 2012 | DUE: Theory Matrix 2 |
| 13   | Nov 21 | Pt. 1: Leadership Ethics  
Pt. 2: Leading Change | N: Ch 15  
W: Ch 61, 62, 64  
W: Ch 22  
Kotter & Schlesinger, 2008  
Kotter, 1995 |                                |
| 14   | Nov 28 | Ways of studying Leadership  
Pt. 1: Methods & Measurements  
Pt. 2: Moving science to practice | Bass, pg 71-78  
W: Ch 58, 59, 60  
Rost, 1993  
Zaleznik, 1977 | DUE: Application |
| 15   | Dec 05 | Course Wrap-up |                                | DUE: Reflection:  
What is the purpose of leadership theory? |
Class Reading Reference List

Note: Highlighted references are supplemental, unassigned readings.


