



**AEC 5454 Leadership Development in Extension and
Community Nonprofits**

Fall 2023

Sec 19DC, Class # 10122

Monday, 3:00 – 6:00 pm

Rolfs Hall, 306

Course Instructor:

Dr. Laura Greenhaw (she/her)

219 Rolfs

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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:

Northouse, P. (2019). *Leadership: Theory and practice* (9th ed.). Sage.

Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages*. Free Press.

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

Optional Text:

Bass, B.M. (1999). *Bass & Stogdill's Handbook of Leadership: Theory, Research, & Managerial Applications*. Free Press.

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:

Assignment Title	Points Available	Points Earned
Theory matrix (150 pts total)		
1 st Submission	75	
2 nd Submission	75	
Reading, critical analysis, & discussion facilitation	100	
Application of Theory (220 pts total)		
Problem statement/research question	30	
Peer critical feedback 1	15	
Annotated bibliography	60	
Peer critical feedback 2	15	
Selection and application of theory to problem	100	
Preflection & Reflection (15 pts/ea)	30	
Total	500	

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 peer-to-peer critical feedback (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.

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	

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.bluer.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*
 - 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.

Course Schedule*:

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

Wk	Date	Topic	Reading	Assignments
1	Aug 28	Pt. 1: Introductions, Course Format and Expectations Pt. 2: What is leadership? What do we know and how have we learned it?	Syllabus	DUE: Preflection: What is the purpose of leadership theory?
2	Sept 04	Labor Day- No class		
3	Sept 11	Pt. 1: Leadership Theory v Leadership Practice Pt. 2: Historical Evolution of Leadership Theory (road map for our class) Pt. 3: Trait Theory	Wren: Part 2 (Ch 5 – 8) Middlehurst (2008) Hunt & Fedynich (2018) N: Ch 2 Wren: Ch 23, 24 Stogdill, 1948	
4	Sept 18	Pt. 1: <i>Guest speaker, Melody Royster, UF Ag Sciences Librarian (confirmed)</i> *will meet in Marston Rm308 Pt. 2: Skills approach	<i>Finding relevant and quality literature; APA review</i> N: CH 3 Katz, 1955 Mumford, Zaccaro, Harding, Jacobs, Fleishman, 2000	
5	Sept 25	Pt. 1: <i>Guest speaker- Dr. Megan Seibel, Director of VALOR (Virginia Agriculture Leaders Obtaining Results); Director & Co-Founder of Center for Cooperative Problem Solving (confirmed)</i> Pt. 2: Behavioral approach	<TBD> N: Ch 4 Wren: Ch 25 Blake & Mouton, 1964	DUE: Problem statement
6	Oct 02	Pt. 1: Situational Leadership	N: Ch 5 W: Ch 32 Hersey & Blanchard, 1969 Blake & Mouton, 1981	

		Pt. 2: Path-Goal Theory	N: Ch 6 House, 1971 House, 1996	
7	Oct 09 *possibly on Zoom*	Pt. 1: Leader-member exchange Pt. 2: Transformational leadership	N: Ch 7 Dansereau, Graen, Haga, 1975 Graen & Uhl-Bien, 1995 N: Ch. 8 W. Ch 19-21 Burns, 1977 Bass, 1985 Bass & Avolio, 1990	
8	Oct 16	Pt. 1: Peer-to-Peer critical feedback 1		DUE: Theory Matrix 1 (Trait: LMX)
9	Oct 23	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 30	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 06	Pt. 1: <i>Guest speaker- Dr. Marina Denny, Associate Vice Provost for Engagement, Extension & Engagement, Oregon State University (confirmed)</i> Pt. 2: Team Leadership	<i>Leadership and leader development in Extension</i> N: Ch 16 W. Part 10 (Ch 46-47) Kolb, 1995 Zaccaro, Rittman, & Marks 2001	
12	Nov 13	Pt. 1: Peer-to-Peer critical feedback 2		
13	Nov 20	Pt. 1: Culture and Leadership Pt. 2: Gender and Leadership	W: Ch 28, 37 Hofstede, 1980 Dorfman et al., 2012 N: CH 14 W. Ch 26-27	DUE: Theory Matrix 2 (Transformational:Culture)

		<p>Pt. 3: <i>Guest speaker- Dr. Tobin Redwine, Vivayic; Fields of Hope; Global Teach Ag Network & World Food Prize Global Guides; a million other amazing ventures. (to be confirmed)</i></p>	<p>Bowman et al., 1965 Applebaum, Audet, Miller, 2003</p>	
14	Nov 27	<p>Pt. 1: Leadership Ethics</p> <p>Pt. 2: Leading Change</p> <p>Pt. 3: <i>Guest speaker- Dr. John Hall, Promised Land Farm Ministries (to be confirmed)</i></p>	<p>N: Ch 15 W: Ch 61, 62, 64</p> <p>W: Ch 22 Kotter & Schlesinger, 2008 Kotter, 1995</p>	DUE: Application
15	Dec 04	<p><i>Ways of studying Leadership</i></p> <p>Pt. 1: Methods & Measurements</p> <p>Pt. 2: Moving science to practice</p>	<p>Bass, pg 71-78 W: Ch 58, 59, 60 Rost, 1993</p> <p>Zaleznik, 1977</p>	DUE: Reflection: What is the purpose of leadership theory?

Class Reading Reference List

Note: **Highlighted** references are supplemental, unassigned readings.

- Applebaum, S. H., Audet, L., Miller, J. C. (2003). Gender and leadership? Leadership and gender? A journey through the landscape of theories. *Leadership & Organizational Development Journal*, 24(1), 43-51. DOI:10.1108/01437730310457320
- 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.
- 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.
- Blake, R. R., Mouton, J. S., Barnes, L. B., & Greiner, L. E. (1964). Breakthrough in organizational development. *Harvard Business Review*, Nov., 133-155.
- 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.
- 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.
- Dorfman, P., Javidan, M., Hanges, P., Dastmalchian, A., & House, R. (2012). GLOBE: A twenty year journey into the intriguing world of culture and leadership. *Journal of World Business*, 4, 504-518. DOI: 10.1016/j.jwb.2012.01.004
- Graen, G. B., and Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. Management Department Faculty Publications. 57.
- 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.
- Hersey, P. and Blanchard, K.H. (1969). Life cycle theory of leadership. *Training and Development Journal* 23(5), 26-34.
- Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics* 9(1), 42-63.
- House, R.J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly* 16(3), 321-339.
- House, R. J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7(3), 323-352.
- 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. (Mar-Apr, 1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, Reprint 95204, 1-8.
- 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>
- Mumford, M.D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *Leadership Quarterly*, 11(1), 11-35.
- 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.
- Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *The Leadership Quarterly*, 12, 451-483.
- Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review* 55(3), 67-78.