

Leadership Development in Extension and Community Nonprofits

AEC 5454, Secs 19DC

Spring 2024- 3 credit hours

Instructor

Dr. Laura Greenhaw

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Office hours: Tuesday, 2:00 – 4:00pm OR via zoom <https://ufl.zoom.us/j/9901580822>

Teaching Assistant

n/a

Class Times & Location

Monday, 3:00pm – 6:00pm (Period 8-10)

Rolfs Hall, 306

We will be using Canvas as well. If you are not familiar with Canvas, or if you have difficulty accessing or navigating the Canvas site contact the Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu.

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:

1. Synthesize prominent leadership theories and models.
2. Evaluate leadership theories and models.
3. Critically analyze application of leadership theories and models in research.
4. Apply appropriate leadership theories and models in research.

Requirements

Textbook:

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.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- 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.
 - View [Canvas Privacy Policy](#)
- **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:

Learners may benefit from some prior knowledge of leadership theories, but no previous knowledge is required.

Minimum Technical Skills:

Minimum technical 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.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor is committed to responding to your Canvas messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. Please be aware that messages sent after 4:30pm or on the weekend will be responded to the following workday. Dr. Greenhaw also holds office hours each week in person and via Zoom, as noted in the Contact section above. Our goal is that major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Assignments

Assignment Points & Explanation:

Assignment Summary

Assignment Title	Points Available	Points Earned
Theory matrix (100 pts total)		
1 st Submission	50	
2 nd Submission	50	
Reading, critical analysis, & discussion facilitation	100	
Leader interview and reflection	50	
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

ALL ASSIGNMENTS DUE ONLINE BY 11:59PM unless noted otherwise.

Theory Matrix (2 * 50 pts each, 100 points total)

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 seminal reading(s) related to a specific theory we will learn. You will develop a 1-2 page critical analysis (guidelines will be provided), focusing on the origins and development of the theory. In class, you will facilitate discussion among your peers, guiding the connection between the seminal reading and current understanding/application of the theory.

Leader Interview and Reflection (50 pts)

Each learner will be paired with a leader, whom they will (at minimum) interview about their leadership experience, philosophy, and leader practices. Learners are encouraged to spend a significant amount of time with their assigned leader, if possible. Learners will then complete and submit a summary of their interview/interaction with their leader, along with a reflection on the experience and their own leadership experiences and philosophy.

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.

Course Grading:

Please note final course grades are based on **points** not **percentages**.

Grading Scale

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

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Academic Integrity

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:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Attendance Policies

Course content and learning activities will be delivered asynchronously. Prompt participation in and completion of assignments and learning activities 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 or issues that arise.

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>.

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](#)

Course Schedule*:

*This is a tentative schedule; changes to topics, assignment due dates, etc. may be made via Canvas announcement or email. Readings in **bold** should be read by all students.

Wk	Date	Topic	Reading	Assignments
1	Aug 26	Pt. 1: Introductions, Course Format and Expectations Pt. 2: What is leadership? What do we know and how have we learned it? Pt. 3: Historical Evolution of Leadership Theory	Syllabus Hunt & Fedynich (2018)	DUE: Preflection: What is the purpose of leadership theory?
	Sept 02	Labor Day- No classes		
2	Sept 09	Pt. 1: Leadership Theory v Leadership Practice Pt. 2: Trait Theory Pt. 3: Skills approach	Wren: Part 2 (Ch 5 – 8) Middlehurst (2008) N: Ch 2 Wren: Ch 23, 24 Stogdill, 1948 N: CH 3 Katz, 1955 Mumford, Zaccaro, Harding, Jacobs, Fleishman, 2000	
3	Sept 16	Pt. 1: Behavioral approach Pt. 2: Situational Leadership	N: Ch 4 Wren: Ch 25 Blake & Mouton, 1964 N: Ch 5 W: Ch 32 Hersey & Blanchard, 1969 Blake & Mouton, 1981	DUE: Problem statement
4	Sept 23	Pt. 1: Path-Goal Theory Pt. 2: Leader-member exchange	N: Ch 6 House, 1971 House, 1996 N: Ch 7 Dansereau, Graen, Haga, 1975 Graen & Uhl-Bien, 1995	
5	Sept 30	Pt. 1: Transformational leadership	N: Ch. 8 W. Ch 19-21 Burns, 1977 Bass, 1985 Bass & Avolio, 1990*	DUE: Theory Matrix 1 (Trait: LMX)

		Pt. 2: Peer-to-Peer critical feedback 1		
6	Oct 07	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
7	Oct 14	Pt. 1: Adaptive leadership Pt. 2: Followership	N: Ch 11 Heifetz, 1997 N. Ch 13 W: Part VI (Ch 29 – 31) Kelley, 1988	
8	Oct 21	Pt. 1: Team Leadership Pt. 2: Peer-to-Peer critical feedback 2	N: Ch 16 W. Part 10 (Ch 46-47) Kolb, 1995 Zaccaro, Rittman, & Marks 2001	DUE: Leader Interview & Reflection
9	Oct 28	Pt. 1: Inclusive Leadership	N: CH 14	
10	Nov 04	Pt. 1: Culture and leadership Pt. 2: Gender and leadership	W: Ch 28, 37 Hofstede, 1980 Dorfman et al., 2012 W. Ch 26-27 Bowman et al., 1965 Applebaum, Audet, Miller, 2003	DUE: Theory Matrix 2 (Transformational: Inclusive)
	Nov 11	Veterans Day- No classes		
11	Nov 18	Pt. 1: Other Leadership Theories and Approaches Pt. 2: Leadership Ethics	<i>Reading(s) TBD</i> N: Ch 15 W: Ch 61, 62, 64	
	Nov 25-29	Thanksgiving Break		
12	Dec 02	Pt. 1: Methods & Measurements	Bass, pg 71-78	DUE: Application

		Pt. 2: Leadership for the future	W: Ch 58, 59, 60 Rost, 1993 Zaleznik, 1977	DUE: Reflection: What is the purpose of leadership theory?
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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.
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- 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.