

Leadership Development in Extension and
Community Nonprofits

AEC 5454, Secs 19DC

Fall 2024- 3 credit hours

# Instructor

Dr. Laura Greenhaw

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Office location: 219 Rolfs Hall

Office hours: Tuesday, 2:00 – 4:00pm OR by appointment.

You are welcome to come to my office during this time OR join the open Zoom meeting:

|  |  |
| --- | --- |
| Meeting URL:  | https://ufl.zoom.us/j/93304026887 |
| Meeting ID:  | 933 0402 6887 |
| Passcode: | greenhaw |

# 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
* Audio Capabilities
* Webcam and Microphone for and virtual synchronous sessions
* Microsoft Office Programs
	+ [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
	+ [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
	+ Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
	+ [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
	+ [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
	+ [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
	+ [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
	+ [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/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.

## Expected Technical & Digital Literacy Skills:

Minimum 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.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

## Artificial Intelligence (A.I.) Use:

There are lessons and assignments in this course where you may be asked to use AI tools. Part of this is simply exploring the uses of AI in leadership and leadership development and education. Outside of those specific instances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will be submitted as your original work (assignments, activities, responses, etc). We will discuss in class together what parts of assignments or work processes are appropriate or acceptable for AI use and which are not. Any work you submit after having used AI tools should include clear statements indicating what is your original, unique work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If you are ever confused or in doubt, please reach out to me for a conversation before submitting your work. This tends to be a gray area and different instructors have different expectations and requirements. I am committed to working through this together in our class to make the best, most appropriate decisions!

# Instructor Response & Feedback

I am 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. I also hold office hours each week in person and via Zoom, as noted in the Contact section above. My goal is that major assignments will be graded, with *meaningful feedback* provided,**within one week of their submission**.

# Assignments

## Late Assignment Policy:

Late assignments are generally not accepted, although I will consider requests on a case-by-case basis. If you find you need more time to complete an assignment, please communicate with me **prior** to the due date.

## Assignment Points & Explanation:

### Assignment Summary

| **Assignment Title** | **Points Available** | **Points Earned** |
| --- | --- | --- |
| Theory matrix (100 pts total) |  |  |
| 1st Submission | 50 |  |
| 2nd 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 |  |

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

### Assignment Descriptions

### 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 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 identify 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 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/>

# Attendance Policies

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>.

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.

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools

## Reading & Assignment Schedule:

| **Wk** | **Date** | **Topic** | **Reading**  | **Assignments** |
| --- | --- | --- | --- | --- |
| 1 | Aug 25 | Pt. 1: Introductions, Course Format and ExpectationsPt. 2: What is leadership? What do we know and how have we learned it? Pt. 3: Historical Evolution of Leadership Theory | **Syllabus** **Day et al. (2014)****Hunt & Fedynich (2018)** | DUE: Preflection: What is the purpose of leadership theory?  |
|  | Sept 01 | **Labor Day- No classes** |
| 2 | Sept 08 | Pt. 1: Leadership Theory v Leadership PracticePt. 2: Methods & Measurements  | **Wren: Part 2 (Ch 5 – 8)****Middlehurst (2008)****Bass, pg 70-78**  |  |
| 3 | Sept 15 | Pt. 1: Trait TheoryPt. 2: Skills approachPt. 3: *Guest speaker, Melody Royster, UF Ag Sciences Librarian* \*Meet in Marsten 308 for class | **N: Ch 2****Wren: Ch 23, 24**Stogdill, 1948**N: CH 3**Katz, 1955Mumford, Zaccaro, Harding, Jacobs, Fleishman, 2000*Finding relevant and quality literature; APA review* |  |
| 4 | Sept 22 | Pt. 1: Behavioral approachPt. 2: Situational Leadership | **N: Ch 4****Wren: Ch 25**Blake & Mouton, 1964**N: Ch 5****W: Ch 32**Hersey & Blanchard, 1969Blake & Mouton, 1981 | DUE: Problem statement |
| 5 | Sept 29 | Pt. 1: Path-Goal TheoryPt. 2: Leader-member exchange | **N: Ch 6**House, 1971House, 1996**N: Ch 7**Dansereau, Graen, Haga, 1975Graen & Uhl-Bien, 1995 |  |
| 6 | Oct 06 | Pt. 1: Transformational leadershipPt. 2: Authentic leadership | **N: Ch. 8****W. Ch 19-21**Bass, 1985 Bass & Avolio, 1990Supplemental: Burns, 1977**N: Ch 9**Avolio & Gardner, 2005 | DUE: Theory Matrix 1(Trait: LMX) |
| 7 | Oct 13 | Pt. 1: *Guest Speaker* Pt. 2: Peer-to-Peer critical feedback 1 |  |  |
| 8 | Oct 20 | Pt. 1: Servant leadership Pt. 2: Adaptive leadership  | **N: Ch 10****W: Ch 4**Greenleaf, 1970Eva et al., 2019**N: Ch 11**Heifetz, 1997 | DUE: Annotated Bibliography |
| 9 | Oct 27 | Pt. 1: *Guest Speaker* Pt. 2: Peer-to-Peer critical feedback 2 |  | DUE: Leader Interview & Reflection |
| 10 | Nov 03 | Pt. 1: Team LeadershipPt. 2: Followership | **N: Ch 16****W. Ch 46**Zaccaro, Rittman, & Marks 2001 Supplemental: Kolb, 1995**N. Ch 13****W: Ch 31**Kelley, 2008Uhl-Bien et al., 2014 |  |
| 11 | Nov 10 | Pt. 1: Inclusive LeadershipPt. 2: Culture and leadership Pt. 3: Gender and leadership | **N: CH 12****W: Ch 28, 37**Hofstede, 1980Dorfman et al., 2012**W. Ch 26-27**Bowman et al., 1965Applebaum, Audet, Miller, 2003 | DUE: Theory Matrix 2(Transformational: Followership) |
| 12 | Nov 17 | Pt. 1: *Guest speaker*Pt. 2: Other Leadership Theories and Approaches | *Reading(s) TBD* | DUE: Final Application  |
|  | Nov 24-28 | **Thanksgiving Break** |
| 13 | Dec 01 | Pt. 1: Project sharePt. 2: Leadership for the future  |  | DUE: Reflection |

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.